PROGRAMME CURRICULUM REVISION
Enhancing Academic program Quality by Integrating OBE-LCT Funded by ELTA-ELSE-AHEAD project
Faculty of Social Sciences and Humanities
Rajarata University of Sri Lanka 2020

	Application form			
1	**1.1**	Name of the degree program in all three languages	(English)	Bachelor of Arts (Hons) Degree Program
			(Sinhala)	ශාස්ත්‍රවේදී (ගෞරව) උපාධිය
			(Tamil)	இளங்கலைமாணி (கௌரவ) பட்டம்
	1.2	Name of qualification in all three languages, in accordance with SLQF 2015	(English)	Bachelor of Arts Honours in History
			(Sinhala)	ඉතිහාසය පිළිබඳ ශාස්ත්‍රවේදී (ගෞරව) උපාධිය
			(Tamil)	வரலாற்றில் இளங்கலைமாணி (கௌரவ) பட்டம்
	1.3	Abbreviated qualification	(English)	BAHons (Hist)
2		Programme Offering Entity		
	2.1	University	Rajarata University of Sri Lanka	
	2.2	Faculty/ Institute	Faculty of Social Sciences and Humanities	
	2.3	Department(s) (if applicable)	Department of Humanities	
3		**Details of the Degree Programme**		
	3.1	Background to the programme The Rajarata University of Sri Lanka (RUSL) is one of the main universities in the country. It was established on 7th November 1995 under section 21 of the University Act No. 16 of 1978 and opened on 31 January 1996. Over the last 25 years, the university has become a centre of excellence in higher education in the North Central Province as well as in the country. At present, the university consists of six faculties namely, the Faculty of Social Sciences and Humanities, Faculty of Management Studies, Faculty of Medicine and Allied Sciences, Faculty of Applied Sciences, Faculty of Agriculture, and Faculty of Technology. The Faculty of Social Sciences and Humanities of RUSL was established at its inception in 1995 and its main administrative complex is located in Mihintale. At present, the Faculty has a student population of around 1500. The present intake was 450 students, and the Faculty is planning to increase its student strength with time. The Department of Humanities is one of the first departments in the Faculty of Social Sciences and Humanities as well as in the history of Rajarata University of Sri Lanka when it was established in 1995. During these 27 years-long periods, thousands of students graduated from the department. At present, the department offers Bachelor of Arts degree and two honors degrees; Bachelor of Arts		

		Honours Degree in History and Bachelor of Arts Honours Degree in Mass Communications. At present, out of 11 permanent academic staff 6 are with Ph.D. qualifications. The service of the department is not only focused on the academic and research fields but also the creativity and artwork. Further, the department extends its service to the well-being of society as well. During the 27 years, the department has developed its academic, research, physical, and infrastructural facilities to match the world standards. Almost all the universities in Sri Lanka have begun revising their undergraduates' degree programs in order to meet society's demands for a 21st-century workforce. At present, history degrees offered by various universities in the country are characterized by a lack of critical thinking, a lack of alternative perspectives, a lack of real-world application, and a lack of ethical context. This will lead history students to fail not only within the job market but within society as a whole. The Department of Humanities of the Rajarata University of Sri Lanka (under the History discipline) has understood the value of the revision of its curriculum which is highly significant to better respond to the social, economic, environmental, and political transitions, where the societal needs are considered as the foremost element of consideration in this process. Under the AHEAD Project, the department initiated to revise its curriculum in order to ensure alignment with national and international academic standards and develop the most innovative curriculum that highly fulfills the needs of the society. The undergraduates should accomplish many qualifications when they step out of the university as qualified graduates. The theory of knowledge, together with the practical aspect and information technology should be provided the graduate to be a team-spirited, problem-solver who faces challenges bravely and tactfully. The main objective of this project is to accomplish the aforementioned background for the students. The lengthy discussions were conducted with the undergratuates aiming to map the challenges and issues which can take place in the future of the graduates in the discipline and solutions and suggestions for them. The revisions of the subject curriculum were done by the department members under the consultation of the main consultant of the curriculum revision program based on the discussions and suggestions. The comments of the two subject experts were incorporated into subject curriculums for further improvement. For this purpose, the department conducted several stakeholder meetings. The curriculum revision process started in November 2020 and was fully focused on the areas such as enrichment of the curriculum as per the needs of the local job market, SLQF guidelines, International benchmark and UGC benchmark statements for History discipline, the model of Outcome-Based Education (OBE), Students Centered Learning (SCL) and signify the expected capabilities from qualification holders defined in terms under the as the K-SAM model. It is expected that this curriculum revision, prepared after consultation with prominent academics in this field would serve the purpose of meeting our national, social, and economic needs and it would also provide the level of competency specified in the Sri Lankan Qualification Framework to make it compatible with international higher educational standards.
	3.2	Justification (with results of survey)

		3.2. a Major stakeholder groups from whom views were obtained **(Annex I)** The corporation of the following sectors was obtained to identify the areas of the syllabi to be revised. • Experts in the subject field • Stakeholders (Department of Culture, Department of Provincial Education (NCP), District Secretariat (Kandy), National Archives, Department of Agriculture, Department of Health, Archeology Museum (Anuradhapura), Bank of Ceylon, People's Bank, Mass Holding and Institute of Sri Lanka Tours). • Academic staff • Graduates • Undergraduates
		3.2. b. Survey/Questionnaire/Interview See Annex I.
		3.2. c. Results of Survey/ Questionnaire/Interview In order to identify the strength and weaknesses of the existing curriculum, the department conducted several stakeholders' workshops with the help of the main consultant. Furthermore, informal discussions with Key Informants (KIs) focusing on local employers to better understand the local market needs and link the curriculum to the industry needs were carried out. Data gathered from formal and informal discussions were analyzed by the external consultant with the help of department members and the results were used for the curriculum review process. A comprehensive national and international benchmarking was explored to analyze standardized national and international curriculums, and compare and improve the contents, pedagogical, and assessment methods of the existing curriculum based on the findings. In each step of the revision process, the program outcomes considering the four major elements (Subject Specific Knowledge, Skills of Critical Approach, Transferable skills, and Attitude) were carefully identified, and accordingly, the contents, teaching and learning strategies, and assessment methodology of the program were decided. After a series of meetings and consultations with the department members, the external consultant drafted the first version of the revised curriculum. The first draft of the revised curriculum was then sent to two external reviewers and their suggestions/ comments were well incorporated into the final version.
	3.3	Objectives of the Degree Programme/Programme Outcomes/Graduate Profile
		3.3. a. Objectives of the Degree Programme The Bachelor of Arts Honors in History degree programme at the Rajarata University of Sri Lanka is expected to mold a person who are eager and prepared to solve problems and make rational decisions in the 21st century. For this purpose, the curriculum of the degree program is designed to equip students with the different types of knowledge and skills necessary for them to achieve this goal. The course content introduces students to the history in which they live and provides them with an understanding of how history discipline relates to the other social sciences and also humanities. The analytical approach of studying the historical events in this program provides the students with the knowledge of analysis which is necessary to approach the existing/contemporary

problems in society and thereby rational decision-making. Further, the teaching methods of the department have the goal of promoting the cognitive development of the students. It is planned to create ethical persons with sufficient historical discipline knowledge who want to serve society demonstrating the historical lessons and further socio, economic, political, and cultural justice.

Learning Objectives of the Bachelor of Arts Honors Degree Programme in History are:

1. To provide knowledge on the nature of the discipline of History under the diversity of periods and different cultures of human development.
2. To illustrate the interrelationships among historical events through an understanding of the processes of change, continuity, and causation over time.
3. To demonstrate the knowledge of core concepts/events of history, and their social rationale, theoretical strengths, and intellectual standing.
4. To offer opportunities to analyze the implications of a broad range of social, economic, political, and cultural problems and developments over time.
5. To demonstrate the ability of History discipline to promote understanding of different cultures opening ways for comparative perspectives, tolerance, and respect for other cultures accommodating differences.
6. To gain an understanding of core analytical tools and techniques in studying historical events.
7. To improve student mastery of critical reading, writing, and thinking skills.
8. To master the theoretical and applied tools necessary to undertake historical research while communicating ideas in writing and conversation with varied audiences.
9. To prepare the student for employment in industry, professions and government or to pursue postgraduate studies such as the M.A., MPhil. and Ph.D. in history or related fields.

3.3. b. Programme Outcomes/ Graduate Profile

The Graduate Profile of Bachelor of Arts Honors in History degree program

To accomplish the higher educational objectives and to fulfill accreditation criteria, the Bachelor of Arts Honors in History degree program at the Rajarata University of Sri Lanka provides the knowledge, experience, and opportunities necessary for students to demonstrate their attainment of certain learning outcomes. The degree program in Bachelor of Arts Honors in History contains a core group of theory and applied courses related to historical discipline, a series of courses to help students acquire qualitative skills, and field specialization courses that involve the critical analysis of texts and arguments, the interpretation of evidence, research conducted in a variety of media, and clear and effective written and oral communication. These knowledge, skills and specializations prepare students for vocational and professional opportunities in a variety of fields and also enable them to be lifelong learners.

Program Learning Outcomes

The department expects undergraduates in the program to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the department's undergraduate degree program related to the history program. Students are expected to demonstrate their attainment of the following outcomes:

PLO 1: Demonstrate the ability to explain and chronologically think core historical theories, concepts, and events that evolved, developed, and occurred in the past.
PLO 2: Apply the theories, facts, and history lessons to evaluate the record of the past critically and thereby deal with contemporary issues in the society and economy.
PLO 3: Demonstrate the ability to conduct historical and historiographical analysis and interpretations.
PLO 4: Demonstrate skills in analyzing historical decision-making.
PLO 5: Demonstrate historical research capabilities built upon the analysis of primary and secondary sources, writing reports, synthesizing and presenting the findings, etc.
PLO 6: Present the historical origin of the contemporary problems of the modern world linked to human civilization and present the sustainable alternative approaches to solve the issues.

		PLO 7: Display the capacity to see through any problem to bring out its salient points through the skills inculcated by an in-depth study of the discipline of history and the proficiency to use modern techniques in the study of history. PLO 8: Develop skills required to cultivate positive attitudes and enhance the student's soft skills. PLO 9: Develop an awareness of career choices in appropriate educational and professional markets and the options for postgraduate study. PLO 10: Recognize the values associated with the study of history.	
	3.4	Eligibility requirements (Qualifications for university admission)	The following criteria will be used for the selection procedure for the Bachelor of Arts Honours Degree Programme • Students must duly complete all the requirements and examinations of the first year (Foundation Level) • Students must have an average of B+ or above for the course units under the History field at the first year examinations. • Students must have passed General English courses, General Sinhala, Computer Literacy & Basic Maths units at the first year examination. • Students are required to face an interview conducted by the Department of Humanities. • Extracurricular activities and English language proficiency will be considered in conducting the relevant interview.
	3.5	Admission process	i. UGC 'Z' score based selection ☐ ii. 'Z' score & Aptitude Test ☐ iii. 'Z' score + Aptitude Test + Interview ☐ Not Applicable
	3.6	Proposed student intake	50 students
	3.7	Programme Duration and Credit Load The honors degree programme is four academic years (eight semesters) including the first level (foundation year). The degree program works on a credit system. To be eligible for the Bachelor of Arts Honours Degree, a student must accumulate a total of 126 credits and satisfy other requirements prescribed by the faculty or the Department, such as credit compulsory courses. 26 credits value will be earned from General English, General Sinhala, Basic Mathematics, Computer Studies, Career Development, Communication Skills and Critical thinking in the first, second and third years. 16 credits value will be earned from other subject course units conducted under other disciplines in the first year.	
		Honours Degree	Duration: 4 yrs. Course work and practical component: 76 Credits Student Independent Research: 6 Credits Industrial Training: 3 Credits Compulsory courses: 26 Credits Other discipline courses: 16 Credits

			Total Credits:	126 Credits

3.8 Programme Structure: This should give details as below

Year & Semester	Course Code	Course Title	Credits	Status (Compulsory /Optional)	Existing /New
Year 1: S1	HIST 11012	Ancient Civilization of the World	2	Compulsory	Existing
	HIST 11022	Identification of Historical Sources	2	Compulsory	Existing
	MATH 11012	Basic Mathematics	2	Compulsory	Existing
	COMP 11012	Introduction to Computer Studies	2	Compulsory	Existing
	GENG 11012	General English –Part I	2	Compulsory	Existing
	SING 11012	General Sinhala	2	Compulsory	Existing
	8 Credits of four courses from 2 other main disciplines		8		
Year 1: S2	HIST -12012	Political and Religious History of Sri Lanka (From the beginning up to the end of the 15th Century)	2	Compulsory	Existing
	HIST-12022	Socio-Economic History of Sri Lanka (From the Beginning up to 15th Century AD)	2	Compulsory	Existing
	COMP 12012	Basic Computer Application	2	Compulsory	Existing
	GENG 12012	General English-Part II	2	Compulsory	Existing
	8 Credits of four courses from 2 other main disciplines		8		
Total Credits- Year 01			**36**		
Year 2: S1	HISS 21012	Political and Religious History of Sri Lanka (From 15th Century up to the end of the 20th century)	2	Compulsory	Existing
	HISS 21022	Socio-Economic History of Sri Lanka (From 15th Century up to Present)	2	Compulsory	Existing
	HISS 21032	Foreign Policy & International Relations of Sri Lanka	2	Compulsory	Existing
	HISS 21042	History of Women in South Asia, up to the Middle of the 20th Century	2	Compulsory	Existing

			HISS 21052	Historical Resources Management	2	Compulsory	New
			HISS 21062	Museology	2	Compulsory	Existing
			GENG 21012	General English-Part III	2	Compulsory	Existing
			COMP 21012	Computer Studies	2	Compulsory	Existing
			CADE 21012	Career Development	2	Compulsory	Existing
		Year 2: S2	HISS 22012	Indian History (From beginning to 4th Century)	2	Compulsory	Existing
			HISS 22022	European History (From 5th B.C. to 16thCentury A.D.)	2	Compulsory	Existing
			HISS 22032	Prehistoric Era of Sri Lanka	2	Compulsory	Existing
			HISS 22042	Epigraphy and Paleography in Ancient India	2	Compulsory	Existing
			HISS 22052	Irrigation Systems & Water Management Technology of Sri Lanka	2	Compulsory	Existing
			HISS 22062	History of the Human Rights up to the Middle of the 20th Century	2	Compulsory	Existing
			GENG 22012	General English-Part IV	2	Compulsory	Existing
			COMS 22012	Communication Skills	2	Compulsory	New
		Total Credits -Year 02			**34**		
		Year 3: S1	HISS 31012	Indian History (Since 4th Century up to 16th Century)	2	Compulsory	Existing
			HISS 31022	Historical tourism in Sri Lanka	2	Compulsory	Existing
			HISS 31032	Epigraphy and Paleography in Sri Lanka	2	Compulsory	Existing
			HISS 31042	The Use of GIS and Cartography for History	2	Compulsory	Existing
			HISS 31052	Art History of India	2	Compulsory	Existing
			HISS 31062	European History (From 17th Century to 1945)	2	Compulsory	Existing
			CRIT 31012	Critical Thinking	2	Compulsory	Existing
			GENG 31012	General English-Part V	2	Compulsory	Existing
		Year 3: S2	HISS 32012	Historiography I	2	Compulsory	Existing
			HISS 32022	Methods of Historical Inquiry	2	Compulsory	Existing
			HISS 32032	Indigenous Knowledge of Sri Lanka	2	Compulsory	Existing
			HISS 32042	Study of the Language of Reference Sources	2	Compulsory	Existing
			HISS 32052	Art History of Sri Lanka	2	Compulsory	Existing
			HISS 32062	Traditional Food Culture in Sri Lanka	2	Compulsory	Existing
			HISS 32072	Indian History (Since 16th	2	Compulsory	Existing

		Century up to present)			
	HISS 32082	Map and Mapping for historical studies	2	Compulsory	New
Total Credits - Year 03			**32**		
Year 4: S1	HISS 41012	Historiography II	2	Compulsory	Existing
	HISS 41022	Traditional Medical History of Sri Lanka	2	Optional	New
	HISS 41031	Conflict Management in Sri Lankan History	1	Compulsory	New
	HISS 41042	The Interpretation and Analysis of Historical Sources	2	Compulsory	Existing
	HISS 41052	New Political & Economic Trends of the Indian Ocean Region	2	Compulsory	Existing
	HISS 41062	Traditional Industries in Sri Lanka	2	Optional	New
	HISS 41071	Special Project	1	Optional	New
	HISS 41081	Asian & European Political Thought (Form the beginning to 20th Century	1	Compulsory	Existing
	HISS 41092	Research Proposal Formulation	2	Compulsory	New
	HISS 41101	Field Training and out-source Activities	1	Optional	New
Year 4: S2	HISS 42012	Fashion and Dress History	2	Compulsory	New
	HISS 42023	Industrial Training	3	Compulsory	Existing
	HISS 42036	Dissertation	6	Compulsory	Existing
Total Credits - Year 04			**24**		
Total Credits			**126**		

Notes:

1. Students need to select one course from optional courses – HISS 41022 and HISS 41062 - offered in Year 4, semester 1.
2. Students need to select one course from optional courses – HISS 41071 and HISS 41101 - offered in Year 4, semester 1.
3. The course - HISS 42012 - in year 4, semester 2 will be offered via online.

3.9 **a.** Targeted Sri Lanka Qualification Framework (SLQF) Level **(Please tick √)**

Level 5 (Bachelors)	Level 6 (Bachelors Honours, 4 years program)	Level 7 (Bachelors Honours, 5 years program)
	✓	

b. Minimum requirements of SLQF fulfilled Yes ✓☐ No ☐

	3.10	Programme Content **(Attach as a separate document for 6/ 8 semesters – Please refer Annex III format)** **Semester 1** Course Code: Course Name: Credit Value: Hourly Breakdown: Theory/Practical/Independent Learning Course Aim/Intended Learning Outcomes: (How to write ILOs: At the completion of this course student will be able to - in action verbs) ➢ ➢ Course Content: (Main topics, Sub topics) Teaching /Learning Methods: Assessment Strategy: Continuous Assessment: ……% Final Exam - Theory: ……% Practical: ……% Recommended reading:

Graduate profile and Program Learning Outcomes

Graduate Profile	PLO	Program Learning Outcomes	Domain
(1) Comprehension of theoretical concepts and their applications	1, 3	• Demonstrate the ability to explain and chronologically think core historical theories, concepts, and events that evolved, developed, and occurred in the past. • Demonstrate the ability to conduct historical and historiographical analysis and interpretations.	K
(2) Research and inquiry	3, 4, 5	• Demonstrate the ability to conduct historical and historiographical analysis and interpretations. • Demonstrate skills in analyzing historical decision-making. • Demonstrate historical research capabilities built upon the analysis of primary and secondary sources, writing reports, synthesizing and presenting the findings, etc.	K, S,
(3) Solving real-world issues in the modern society through historical lessons	2, 6, 7	• Apply the theories, facts, and lessons in history to evaluate the records of the past critically and thereby deal with contemporary issues in the society and economy. • Present the historical origin of the contemporary problems of the modern world linked to human civilization and present the sustainable alternative approaches to solve the issues. • Display the capacity to see through any problem to bring out its salient points through the skills inculcated by an in-depth study of the discipline of history and the proficiency to use modern techniques in the study of history.	K, S, M
(4) Creativity and Innovation	6, 7	• Present the historical origin of the contemporary problems of the modern world linked to human civilization and present the sustainable alternative approaches to solve the issues. • Display the capacity to see through any problem to bring out its salient points through the skills inculcated by an in-depth study of the discipline of history and the proficiency to use modern techniques in the study of	S

		history	
(5) Professional attitudes, Skills, and Practices for the future	8, 9, 10	• Develop skills required to cultivate positive attitudes and enhance the student's soft skills. • Develop an awareness of career choices in appropriate educational and professional markets and the options for postgraduate study. • Recognize the values associated with the study of history.	S, A

Curriculum Mapping-Alignment of Course ILOs with PLOs

Year & Semester	Course Code	Course Title	Program Learning Outcomes (PLOs)									
			1	2	3	4	5	6	7	8	9	10
Year 1: S1	HIST 11012	Ancient Civilization of the World	1,2			3						4
	HIST 11022	Identification of Historical Sources	1	2,3		4			2		3	
Year 1: S2	HIST 12012	Political and Religious History of Sri Lanka (From the beginning up to the end of the 15th Century)	1,2		3	4,5						
	HIST 12022	Socio-Economic History of Sri Lanka (From the Beginning up to 15th Century AD)	1	2		3		4			2,3	
Year 2: S1	HISS 21012	Political and Religious History of Sri Lanka (From 15th Century up to the end of the 20th Century)		1,2		3			4		3	
	HISS 21022	Socio-Economic History of Sri Lanka (From 15th Century up to Present)	1		2		3					
	HISS 21032	Foreign Policy & International Relations of Sri Lanka	1	2		3						
	HISS 21042	History of Women in South Asia, up to the Middle of the 20th Century	1		2,3			3,4		4		
	HISS 21052	Historical Resources Management		1,2		3		2,4				5
	HISS 21062	Museology	1,2			2,3				2,4	5	
Year 2: S2	HISS 22012	Indian History (From beginning to 4th Century)	1		2,3			4			3,4	
	HISS 22022	European History (From 5th B.C. to 6th Century A.D.)		1		2,3		2		3		
	HISS 22032	Prehistoric Era of Sri Lanka	1,2,3		2		3,4		3		4,5	
	HISS 22042	Epigraphy and Paleography in Ancient India	2	1,2			3		4	3		

	HISS 22052	Irrigation Systems & Water Management Technology of Sri Lanka		1,2		3		4			3,4	
	HISS 22062	History of the Human Rights up to the Middle of the 20th Century	1,2		2,3			4		3,4		
Year 3: S1	HISS 31012	Indian History (Since 4th century up to 16th Century)	1,2		2,3		1,3			4		4
	HISS 31022	Historical Tourism in Sri Lanka	1,2	2		3,4		2,4			5	
	HISS 31032	Epigraphy and Paleography in Sri Lanka	1,2			3,4		4		2,4		
	HISS 31042	The Use of GIS and Cartography for History	2,3		1,2		1,2,3			4		5
	HISS 31052	Art History of India	2		1		2,3		4	3		
	HISS 31062	European History (From 17th Century to 1945)		1,2, 3		3		2,4			3	
Year 3: S2	HISS 32012	Historiography I	1,2		3				2,3			
	HISS 32022	Methods of Historical Inquiry	1,3			2,3			1,2			
	HISS 32032	Indigenous Knowledge of Sri Lanka		1,2		2		1,3			3	
	HISS 32042	Study of the Language of Reference Sources	1,3		2		3,4			2,4		
	HISS 32052	Art History of Sri Lanka	1,3		2		3,4			4		
	HISS 32062	Traditional Food Culture in Sri Lanka	1,3		2,4			3		3,5		
	HISS 32072	Indian History (Since 16th century up to present)	1,2			3			2,3			
	HISS 32082	Map and Mapping for historical studies	1,2		1,3		2,3		2,4,5			5
Year 4: S1	HISS 41012	Historiography II		1,2			3,4		5		2,5	
	HISS 41022	Traditional Medical History of Sri Lanka	1,2		3		2,4		4			
	HISS 41031	Conflict Management in Sri Lankan History		1,2,		1,2		3,4		2,4		

				3								
	HISS 41042	The Interpretation and Analysis of Historical Sources	1,2		2,4			3		2,3		
	HISS 41052	New Political & Economic Trends of the Indian Ocean Region		1		1,3		2		1,2		
	HISS 41062	Traditional Industries in Sri Lanka	1,2		2,3		2		3			
	HISS 41071	Special Project	1,2,3			2,4		2,4,5		3	4,6	5
	HISS 41081	Asian & European Political Thought (Form the beginning to 20th Century		2,4		1,3		2,4,5		2,3		
	HISS 41092	Research Proposal Formulation	1,2				2,3		1,3		3	
	HISS 41101	Field Training and out- source Activities	1,2			3				2,3		3
Year 4: S2	HISS 42012	Fashion and Dress History	1,3		2,3		1,3	4,5		3,4		5
	HISS 42023	Industrial Training	1,2	2,3		3,5,7		4,6		2,5	7	
	HISS 42036	Dissertation	1,3		2,3			3			2,3	

Department of Humanities, Rajarata University of Sri Lanka
Revised Curriculum of the Bachelor of Arts Honours in History Degree Programme

Year & Semester	Course Code	Course Title	Credit	Status (Compulsory/Optional)	Existing/New	Notional hours
Year 1: S1	HIST 11012	Ancient Civilization of the World	2	Compulsory	Existing	100
	HIST 11022	Identification of Historical Sources	2	Compulsory	Existing	100
	MATH 11012	Basic Mathematics	2	Compulsory	Existing	100
	COMP 11012	Introduction to Computer Studies	2	Compulsory	Existing	100
	GENG 11012	General English	2	Compulsory	Existing	100
	SING 11012	General Sinhala	2	Compulsory	Existing	100
		8 Credits of four courses from 2 other main disciplines	8			400
Year 1: S2	HIST -12012	Political and Religious History of Sri Lanka (From the beginning up to the end of the 15th Century)	2	Compulsory	Existing	100
	HIST-12022	Socio-Economic History of Sri Lanka (From the Beginning up to 15th Century AD)	2	Compulsory	Existing	100
	COMP 12012	Basic Computer Application	2	Compulsory	Existing	100
	GENG 12012	General English	2	Compulsory	Existing	100
		8 Credits of four courses from 2 other main disciplines	8			400
Total Credits and Notional Hours.at Year 01			**36**			**1800**
Year 2: S1	HISS 21012	Political and Religious History of Sri Lanka (From 15th Century up to the end of the 20th century)	2	Compulsory	Existing	100
	HISS 21022	Socio-Economic History of Sri Lanka (From 15th Century up to Present)	2	Compulsory	Existing	100
	HISS 21032	Foreign Policy & International Relations of Sri Lanka	2	Compulsory	Existing	100
	HISS 21042	History of Women in South Asia, up to the Middle of the 20th Century	2	Compulsory	Existing	100
	HISS 21052	Historical Resources Management	2	Compulsory	New	100
	HISS 21062	Museology	2	Compulsory	Existing	100
	GENG 21012	General English	2	Compulsory	Existing	100

	COMP 21012	Computer Studies	2	Compulsory	Existing	100
	CADE 21012	Career Development	2	Compulsory	Existing	100
Year 2: S2	HISS 22012	Indian History (From beginning to 4th Cntury)	2	Compulsory	Existing	100
	HISS 22022	European History (From 5th B.C. to 16th Century A.D.)	2	Compulsory	Existing	100
	HISS 22032	Prehistoric Era of Sri Lanka	2	Compulsory	Existing	100
	HISS 22042	Epigraphy and Paleography in Ancient India	2	Compulsory	Existing	100
	HISS 22052	Irrigation Systems & Water Management Technology of Sri Lanka	2	Compulsory	Existing	100
	HISS 22062	History of the Human Rights up to the Middle of the 20th Century	2	Compulsory	Existing	100
	GENG 22012	General English	2	Compulsory	Existing	100
	COMS 22012	Communication Skills	2	Compulsory	Existing	100
Total Credits and Notional Hours at Year 02			**34**			**1700**
Year 3: S1	HISS 31012	Indian History (Since 4th Century up to 16th Century)	2	Compulsory	Existing	100
	HISS 31022	Historical tourism in Sri Lanka	2	Compulsory	Existing	100
	HISS 31032	Epigraphy and Paleography in Sri Lanka	2	Compulsory	Existing	100
	HISS 31042	The Use of GIS and Cartography for History	2	Compulsory	Existing	100
	HISS 31052	Art History of India	2	Compulsory	Existing	100
	HISS 31062	European History (From 17th Century to 1945)	2	Compulsory	Existing	100
	CRIT 31012	Critical Thinking	2	Compulsory	Existing	100
	GENG 31012	General English	2	Compulsory	Existing	100
Year 3: S2	HISS 32012	Historiography I	2	Compulsory	Existing	100
	HISS 32022	Methods of Historical Inquiry	2	Compulsory	Existing	100
	HISS 32032	Indigenous Knowledge of Sri Lanka	2	Compulsory	Existing	100
	HISS 32042	Study of the Language of Reference Sources	2	Compulsory	Existing	100
	HISS 32052	Art History of Sri Lanka	2	Compulsory	Existing	100
	HISS 32062	Traditional Food Culture in Sri Lanka	2	Compulsory	New	100
	HISS 32072	Indian History (Since 16th Century up to present)	2	Compulsory	Existing	100
	HISS 32082	Map and Mapping for historical studies	2	Compulsory	New	100
Total Credits and Notional Hours at Year 03			**32**			**1500**

Year 4: S1	HISS 41012	Historiography II	2	Compulsory	Existing	100
	HISS 41022	Traditional Medical History of Sri Lanka	2	Optional	New	100
	HISS 41031	Conflict Management in Sri Lankan History	1	Compulsory	New	50
	HISS 41042	The Interpretation and Analysis of Historical Sources	2	Compulsory	Existing	100
	HISS 41052	New Political & Economic Trends of the Indian Ocean Region	2	Compulsory	Existing	100
	HISS 41062	Traditional Industries in Sri Lanka	2	Optional	New	100
	HISS 41071	Special Project	1	Optional	New	50
	HISS 41081	Asian & European Political Thought (Form the beginning to 20th Century	1	Compulsory	Existing	50
	HISS 41092	Research Proposal Formulation	2	Compulsory	New	100
	HISS 41101	Field Training and out- source Activities	1	Optional	New	50
Year 4: S2	HISS 42012	Fashion and Dress History	2	Compulsory	New	100
	HISS 42023	Industrial Training	3	Compulsory	Existing	600
	HISS 42036	Dissertation	6	Compulsory	Existing	300
Total Credits and Notional Hours at Year 04			**24**			**1650**
Minimum Number of Credits and Notional Hours for 4 Years			**126**			**6650**

Notes:

1. Students need to select one course from optional courses – HISS 41022 and HISS 41062 - offered in Year 4, Semester 1.
2. Students need to select one course from optional courses – HISS 41071 and HISS 41101 - offered in Year 4, Semester 1.
3. The course - HISS 42012 - in Year 4, Semester 2 will be offered via online.

Bachelor of Arts Honours in History Degree - Courses Plan

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 World.

Course Aim:

To provide the students with knowledge of the challenges faced by the man in entering the world of technology and how to find solutions to them and create a student who is suitable for the present world of work.

Course ILOs:

After completing this course, students should be able to;

1. illustrate the major civilizations in world history.
2. interpret the milestones in world history, their basis, and consequences.
3. describe the basic background which is needed to study European history.
4. discuss the technological stages and acquisition of what the world went through during the process of human civilization.

Lesson Sequence:

Week No.	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	
3	2.2	1,2,4	Mesopotamian discoveries that influence the world development	2	-	3	L, D, PL	AS1 start
4	3.1	2,4	Earliest records and research in Egyptian history	2	-	4	L, D	
5	3.2	2,4	Impact of 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 their influence on Chinese religion, and philosophy on the formation of world civilization	2	-	6	L, D	
7	5.1	3,4	Indus Valley Civilization: Archeological findings	2	-	4	L, PL	AS2 start
8	5.2	3,4	Indus Valley Civilization: Origin & extent, salient features, Chronology, and decline	2	-	2	L, D	
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	Greek civilization	2	-	6	L, PL	AS3 start
12	8	4	Roman Civilization	2	-	6	L, PL	
13	9	2,4	Muslim and Christian	2	-	6	L, D, PL	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	D, L	
15		2-4	Review	2	-	5	D, PL	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	30%
	AS2 - 10%	
	AS3 - 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:

- 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. බී. (2010). *සුමේරියානු ශිෂ්ටාචාරය.* ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- පීරිස්, මර්ලින් (2002). *පැරණි මිසරය.* පරිවර්තනය ඩී.ආර්. පොන්නම්පෙරුම. එස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- සෝමදේව, රාජ්, පද්මසිරි කන්නන්ගර හා අනුත්තරාදේවි 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 strengthen the understanding of students on literature and archeological sources by identifying and categorizing the sources and revealing its historical features.

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. develop 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 No.	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, D	
2	2	2	Classify Literary and Archaeological sources	2	-	6	L, D	AS1 start
3	3	2	Primary literary Sources: Chronicles, commentaries, poetry books, exodus reports, sandesha poetry	2	-	6	L, D	
4	4.1	2,3	Archaeological Sources: Inscriptions, coins, and ruins	2	-	6	L, D	AS 1 due
5	4.2	2,3	Archaeological Sources: paintings, sculptures, and carvings	2	-		L, D, PL	
6	5	1,2,3	Advantages and disadvantages of Primary Sources	2	-	7	L, D, PL	AS 2 start
7	6	2,3	Reliability of Historical Sources	2	-	2	L, PL	
8	7.1	3,4	Historical visual sources	2	-	4	L, D	AS 2 due
9	7.2	3,4	Role of historical visual sources	2	-	7	L, D	
10	8	2,3	Advantages and disadvantages of Secondary Sources	2	-	6	L, D, PL	
11	9	3,4	How to write a Historical Essay	1	3	7	L, D	
12	10.1	3,4	How to Reviewing a Historical Article	1	3		L, D, PL	AS 3 start
13	10.2	3,4	How to Reviewing a Historical Article	1		5	L, D	
14	11	1,2,3	Folklores and Traditions as historical sources	2	-	-	L, D	AS 3 due
15		1-4	Review	2	-	6	L, G	
Total Notional Hours				27	06	67		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	30%
	AS2 - 10%	
	AS3 - 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															
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. VIII. (2007). Editor M. Rohanadheera. Department of Archaeological Survey. Colombo.
- *දළඳ සිරිත.* (1955). සංස්කරණය වැලිවිටියේ ශ්‍රී සෝරත ස්ථවිර. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *නීති නිඝණ්ඩුව.* (1998). සංස්කරණය හරිස්චන්ද්‍ර විජේතුංග. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *පැරකුම්බා සිරිත.* (1970). සංස්කරණය චාල්ස් ද සිල්වා. සීමාසහිත ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *පූජාවලිය.* (1961). සංස්කරණය සුරවීර, ඒ.වී. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *බුත්සරණ.* (1991). සංස්කරණය වැලිවිටියේ සෝරත හිමි. අභය ප්‍රකාශකයෝ. කොළඹ.
- *මහාවංසය.* (1966). සංස්කරණය සුමංගල හිමි හා බටුවන්තුඩාවේ දේවරක්ෂිත. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. 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 enhance students' knowledge of the use of public administration theories for sustainable development of a state, along with 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 key facts 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 the Anuradhapura kingdom to the 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 No.	Lesson No.	Related 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, GD, PL	
2	2	1,3	Influence of Buddhist Philosophy on the creation of Sri Lankan Political Culture	2	-	4	L, GD, PL	AS1 start
3	3	2,3	Source of Significant trends in the political and religious situation in Sri Lanka from the 06th to the 03rd century BC.	2	-	4	L, GD, PL	
4	4	2,3	King Dutugemunu's political and religious philosophy: which marked the beginning of a united government	2	-	3	L, GD, PL	AS1 due
5	5	1,2,3	Government politics of the rulers of Anuradhapura: Their use for the sustainable development of the country	2	-	4	L, GD	
6	6	3	Spread and the impact of the sects of Theravada, Mahayana, and Hinduism	2	-	5	L, GD	AS 2 start
7	7	1,2	Factors that contributed to the decline of the Anuradhapura kingdom	2	-	6	L, GD	
8	8.1	1,2	Public administration theories and strategies of the Polonnaruwa rulers: King Vijayabahu	2	-	2	GD	AS 2 due
9	8.2	1,2,3	Public administration theories and strategies of the Polonnaruwa rulers: Parakramabahu I	2	-	4	L, GD	
10	9	2,3	Religious development in the kingdom of Polonnaruwa from the Archeological Source: Development of Buddhist and Hindu philosophy	2	-	6	L, GD	
11	10	2,4,5	Factors that contributed to the decline of the Polonnaruwa kingdom	2	-	8	L, GD, PL	
12	11	4,5	Invasion of the Kalinga- Magha and the relocation of the kingdom to the southwest	2	-	8	L, GD	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, PL	
14	13	1,4,5	Political and cultural development of the kingdom of Kotte	2	-	4	L, GD	AS3 due
15		1-5	Review	2	-	2	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	30%
	AS2 - 10%	
	AS3 - 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:

- Hettiarchchi, S.B. (1988). *Social and Cultural History of Ancient Sri Lanka*. New Delhi.
- *පූජාවලිය.* (1961). සංස්. ඒ. වී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *මහාවංසය.* (1966). සංස්. සුමංගල හිමි හා බටුවන්තුඩාවේ දේවරක්ෂිත. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- එල්ලාවල, එච්. (1968). *පුරාතන ලංකාවේ සමාජ ඉතිහාසය.* සංස්කෘතික කටයුතු පිළිබඳ දෙපාර්තමේන්තුව. කොළඹ.
- ගුණවර්ධන, ආර්. ඒ. එල්. එච්. (1993). *සිවුර සහ නඟුල.* සමාජ විද්‍යාඥයන්ගේ සංගමය. කොළඹ.
- ධීරානන්ද හිමි, හඟුරන්කෙත. (2004). රාජත්වය, රාජ්‍ය සහ ආගම. ආරිය ප්‍රකාශකයෝ. වරකාපොල.
- මලවරගේ, එම්. කේ. එල්. අයි. (2000). *ඉන්දීය සාගර වෙළෙඳාම හා පොළොන්නරු රාජධානිය*, ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- මෙන්ඩිස්, ජී.සී. (2000). *ලංකා ඉතිහාසයේ ප්‍රධාන බලවේග.* ලංකාවේ සීමාසහිත එක්සත් ප්‍රවෘත්ති පත්‍ර සමාගම. කොළඹ.
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- 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 fatures 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 enhance student knowledge on the past rulers' economic and social vision for state development and their applicability to 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. interpret the effects of external influences on the social achievements of pre-modern Sri Lanka.
3. classify the significance of agriculture-based hydraulic civilization in Sri Lankan society.
4. express judgments of the trade systems in pre-modern economic development.

Lesson Sequence:

Week No.	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, D	
2	2	1,2	Influence of Theravada and Mahayana religions on the formation of culture in the pre-modern Sri Lanka	2	-	2	L, D	
3	3	2,4	Impact of international trade relations on the economic development of the country: Trade, Harbors, cities	2	-	4	L, D	AS1 start
4	4	1,2	Modern examination of education in Sri Lanka in the past, Policy making and their current application: Educational Institutions, Teaching methods and curriculum development	2	-	6	L, D	
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	AS1 due
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, D, DM	
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, D	AS2 start
8	8.1	1,2	Agricultural system in pre-modern Sri Lanka: Agricultural crops	2	-	2	L, D, PL	
9	8.2	1,2,3	Agricultural system in pre-modern Sri Lanka: cultivation methods, ownership	2	-	6	L, D	AS2 due
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, D	
11	10	1,2	Local commercial transactions: domestic trade deals, related government policies and legal background	2	-	10	L, D	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, D	
13	12	3	Development of transport and communication system their impact on socio-economic development	2	-	5	L, D	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, D	
15		1-4	Review	2	-	4	L, D, DM	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning, DM= Demonstration
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	30%
	AS2 - 10%	
	AS3 - 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)

O**rganization 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.
- *පූජාවලිය.* (1961). සංස්. ඒ. වී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *මහාවංසය.* (1966). සංස්. සුමංගල හිමි හා බටුවන්තුඩාවේ දේවරක්ෂිත. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව, කොළඹ.
- ආරියපාල, එම්.බී. (1962). *මධ්‍යකාලීන ලංකා සමාජය.* එස්. ගොඩගේ සහ සමාගම. කොළඹ.
- ධීරානන්ද හිමි, හඟුරන්කෙත, (2004). *රාජත්වය, රාජ්‍ය හා ආගම.* ආරිය ප්‍රකාශන. වරකාපොළ.
- බස්නායක. එච්.ටී. (2005), *පුරාණ ශ්‍රී ලංකාවේ ජල ශිෂ්ටාචාරය.* සමන්ති පොත් ප්‍රකාශකයෝ. ජාඇල.
- 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: HISS 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 develop student knowledge of the use of public administration theories for sustainable development of a state, along with 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. explain the nature of the political process and the religious factors related to contemporary developments in politics of Sri Lanka.
2. analysis of the basic features of national movements in Sri Lanka.
3. develop appropriate arguments and create judgments in accordance with the nature of the Sri Lankan national movement.
4. analyze and interpret the main features of the strategies used by the European imperialists to establish their power in the country.

Lesson Sequence:

Week No.	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, GD, PL	AS1 start
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, GD	
3	3	2,3	Portuguese political and religious policy in the coastal provinces	2	-	6	L, GD	AS1 due
4	4	2,3	Portuguese power distribution in the kingdom of Kotte	2	-	4	L, GD	
5	5	2,3	Kingdom of Seethawaka: origin, distribution, and decline	2	-	6	L, PL	AS2 start
6	6	1,3	Distribution of Dutch power in the coastal areas of the country, and the impact of their governance policies on the political and religious sectors of Sri Lanka	2	-	5	L, GD, PL	
7	7.1	2,3	Dutch and Kandyan relations part I	2	-	4	L, GD	AS 2 due
8	7.2	2,3,4	Dutch and Kandyan relations part II	2	-	2	L, GD	
9	8	3,4	British occupation of the upcountry and Sri Lankan politics: British governance policies and their impact on Sri Lankan politics	2	-	6	L, GD	AS3 start
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, GD	
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, GD, DM	AS3 due
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, GD	
13	12	2,4	Religious revival movement and its consequences	2	-	4	L, GD	
14	13	3,4	Constitutional changes in independent Sri Lanka	2	-	4	L, GD	
15		1-4	Review	2	-	3	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group discussion, PL= Peer Learning, DM= Demonstration
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk)	Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@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, ටිකිරි (1977). *උඩරට රාජධානිය.* සීමාසහිත ලේක්හවුස් ඉන්වෙස්ට්මන්ට්. සමාගම. කොළඹ.
- අරසරත්නම්, එස්. (2009). *ලංකාවේ ලන්දේසි බලය.* පරිවර්තනය. ආර්.එම්.බී. කරුණාරත්න. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.
- වීමලානන්ද, තෙන්නකෝන් (2006). *උඩරට මහ කැරැල්ල.* සීමාසහිත ඇම්. ඩි. ගුණසේන සහ සමාගම. කොළඹ.
- තල්වත්ත, අජිත් (2015). *දහඅටවන සියවසේ කන්ද උඩරට බෞද්ධාගමික පුනර්ජීවනය.* ජයන්ප්‍රින්ට් ග්‍රැෆික්ස්. ගනේමුල්ල.
- තල්වත්ත, අජිත් (2009). *කන්ද උඩරට රාජධානිය හා 1818 කැරැල්ල.* ආරිය ප්‍රකාශකයෝ. වරකාපොල.
- සිල්වා , එම්.යූ. (1994). *ලංකා සිවිල් සේවාවේ ඉතිහාසය.* කර්තෘ ප්‍රකාශන. කඩවත.
- විජේතුංග, එම්. කේ. සහ තවත් අය (2014). *ශ්‍රී ලාංකේය ඉතිහාසය වෙළුම, 03.* ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.

Course Title: **Socio-Economic History of Sri Lanka (From 15th Century up to Present)**

Course Code: HISS 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 develop student knowledge on how the past rulers' economic and social development vision for state development which comprehend the ways it can be utilized for current socio-economic development.

Course ILOs:

After completing this course, students should be able to;

1. describe the 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. explain the changing environment of the social and economic history of Sri Lanka within the 16th -20th centuries.

Lesson Sequence:

Week No.	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	AS1 start
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	
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, GD, PL	AS1 Due
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	
6	6	1,3	Traditional land tenure in Sri Lanka during the reigns of Kotte and Kandy	2	-	4	L, GD	AS2 start
7	7.1	2	Land tenure system in Sri Lanka under Europeans	2	-	4	L, GD, PL	
8	7.2	2,3	Land tenure system in Sri Lanka under Europeans: Comparative study of changes in traditional land tenure	2		2	L, PL	AS2due
9	8	1,2,3	Education in Sri Lanka under the Europeans: A comparative study of educational institutions, curricula, teaching strategies, and policy making	2	-	2	L, GD	
10	9	2,3	Caste system, economy, and society	2	-	6	L, GD	AS3 start
11	10	3	Plantations in Sri Lanka under the British: commercial cropping and international trade relations	2	-	4	L, GD	
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, GD	AS3 due
13	12	3	Constitutional reforms, economy, and society in Sri Lanka: Colebrook, Donoughmore and Soulbury	2	-	6	L, GD	
14	13	1,2	Sri Lankan legal system under Europeans: Comparative study of changes in traditional legal systems in the country	2	-	7	L, D	

15		1-3	Review	2	-	3	L, GD	
Notional Hours				30		70		

Teaching methods: L=Lectures, GD=Group discussion, PL= Peer Learning, D= Discussion
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

- Abeysinghe, 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, ටිකිරි (1977). *උඩරට රාජධානිය.* සීමාසහිත ලේක්හවුස් ඉන්වෙස්ටිමන්ට් සමාගම. කොළඹ.
- අරසරත්නම්, එස්. (2009). *ලංකාවේ ලන්දේසි බලය.* පරිවර්තනය ආර්.එම්.බී. කරුණාරත්න. අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.
- වීමලානන්ද, තෙන්නකෝන් (2006). *උඩරට මහ කැරැල්ල.* සීමාසහිත ඇම්. ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- තල්වත්ත, අජිත් (2009). *කන්ද උඩරට රාජධානිය හා 1818 කැරැල්ල.* ආරිය ප්‍රකාශකයෝ. වරකාපොල.
- තල්වත්ත, අජිත් (2019). *කීර්ති ශ්‍රී සහ කන්ද උඩරට විහාරස්ථ ඉඩම්.* ගොඩහේ සහ සහෝදරයෝ. කොළඹ.
- විජේතුංග, එම්. කේ. සහ තවත් අය (2014). *ශ්‍රී ලාංකේය ඉතිහාසය,* වෙළුම 03. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- සෝමරත්න, ජී.පී.වී. (1982). *ජයවර්ධනපුර කෝට්ටේ රාජධානිය.* ප්‍රකාශකයෝ සහ ප්‍රකාශක දිස්ත්‍රික්කය සඳහන් නැත.

Course Title: **Foreign Policy & International Relations of Sri Lanka**

Course Code: HISS 21032 (30:00:70)

Course Capsule: Interpretation of international affairs, Main factors that affected to the international affairs of Sri Lanka, International relations and their results during the Anuradhapura period, International relations and their results during the Polonnaruwa period, Significant features of international relations of Sri Lanka during the period of the South-west kingdoms, Treaties signed between Britain and Sri Lanka in 1947, The main factors which shaped the foreign policy after the independence in 1948, Foreign policy of after independence, Foreign policy in Sri Lanka under the United National Party Government, Foreign affairs of the United Front government. Country after 1956, The foreign policy of the government of the United National Party in 1977, International organizations and Sri Lanka, Challenges for the current foreign policy and analysis of the crises emerged in the international field.

Course Aim:

To provide an opportunity for the student to acquire knowledge of foreign policy and international relations of Sri Lanka from ancient to modern periods and broadens the understanding of the student on how foreign policy and international relations of Sri Lanka affected the social, economic, and political development of the country.

Course ILOs:

After completing this course, students should be able to;

1. explain the concepts of the foreign policy followed by the Sri Lankan governments from ancient to modern times.
2. develop appropriate arguments and classify judgment of the evolutionary and revolutionary change of foreign policy in Sri Lanka.
3. critically discuss how the foreign policy affected the development of Sri Lanka.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Interpretion of international affairs	2	-	6	L, D	
2	2	1,2	Main factors that affected the international affairs of Sri Lanka	2	-	6	L, D	
3	3	2,3	International relations and their results during the Anuradhapura period	2	-	6	L, D, PL	AS1 start
4	4	3	International relations and their results during the Polonnaruwa period	2	-	4	L, D	
5	5	2,3	Significant features of international relations of Sri Lanka during the period of the South-west kingdoms	2	-	4	L, D, PL	AS1 due
6	6	1,3	Treaties signed between Britain and Sri Lanka in 1947	2	-	4	L, D	
7	7.1	2	The main factors which shaped the foreign policy after the independence in 1948-part I	2	-	4	L, D	AS2 start
8	7.2	2,3	The main factors which shaped the foreign policy after the independence in 1948- part II	2		2	L, D, PL	
9	8	1,2,3	The foreign policy after independence	2	-	4	L, D	AS2 due
10	9	2,3	Foreign policy in Sri Lanka under the United National Party Government	2	-	4	L, D	
11	10	3	Foreign affairs of the United Front government. Country after 1956	2	-	4	L, PL	AS 3 start
12	11	2,3	The foreign policy of the government of the United National Party in 1977	2	-	6	L, D	
13	12	3	International organizations and Sri Lanka	2	-	6	L, D	AS 3 due
14	13	1,2	Challenges to the current foreign policy and analysis of the crises emerged in the international field	2	-	7	L, PL	
15		1-3	Review	2	-	3	L, D	
Total Notional Hours				30		70		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Karunadasa, W.M. (1997). *Sri Lanka and Non-Alignment*: *a study of foreign policy from 1948 to 1982*. Image Lanka. Dehiwala.
- Kodikara, S.U. (1982). *Foreign Policy of Sri Lanka – A Third World Perspective*, Chanaka Publishers, Delhi.
- Mendis, V.L.B. (1983). *Foreign Relations of Sri Lanka*.Thisara Publications. Colombo.
- කරුණාදාස, ඩබ්.එම්. (1998). *නිදහස් ශ්‍රී ලංකාවේ විදේශ ප්‍රතිපත්තිය.* ඉමේජ් ලංකා. දෙහිවල.
- කරුණාදාස, ඩබ්.එම්. (1998). *ජාත්‍යන්තර ආර්ථික සබඳතා.* ඉමේජ් ලංකා ප්‍රකාශන. දෙහිවල.
- කරුණාදාස, ඩබ්.එම්. (2004). *ජාත්‍යන්තර සබඳතා ප්‍රවේශය.* ඉමේජ් ලංකා ප්‍රකාශන. දෙහිවල.
- ජයවර්ධන, ඩබ්ලිව්. (1998). *ශ්‍රී ලංකාව හා ජාත්‍යන්තර සමාජය.* අභය ප්‍රකාශන. කඩවත.
- ජයවර්ධන, ලක්ෂ්මන්. (1975). *ශ්‍රී ලංකාවේ විදේශ ප්‍රතිපත්තිය.* සමාජ විද්‍යා ප්‍රකාශන. නුගේගොඩ.
- බණ්ඩාරනායක, එස්.ඩබ්.ආර්.ඩී. (1964). *නව යුගයක උදාව* අවසාන කොටස. තොරතුරු දෙපාර්තමේන්තුව. කොළඹ.
- මෙන්ඩිස්.ජී.සී. (1963). ''1956 පෙරළිය'', ලංකා ඉතිහාසයේ ප්‍රධාන බලවේග, සී/ස ඇපොතිකරීස් සමාගම

Course Title: **History of Women in South Asia- up to the middle of the 20th Century**

Course Code: HISS 21042 (30:00:70)

Course Capsule: Brief introduction to the study of women's affairs, Women in Sri Lankan historiography, Socio-economic role of women in ancient and medieval Sri Lanka, The political participation of women in pre-modern Sri Lanka, The political participation of Sri Lankan women under the colonial power, Socio-economic role of women during the colonial period, Religious freedom of women in Sri Lanka and the problem of bhikkuni upasanpada, Socio-economic responsibilities and political involvement of women in post-independent Sri Lanka, Highlighted women leaders in Sri Lanka, Women's socio-economic background of ancient India, Milestones of the women role in political sector in modern India, Socio-economic conditions of Indian women in Asia, Highlighted women leaders in Asia.

Course Aim: To enable the student to understand the political, socio-economic and religious-cultural conditions of women in a given historical context and the role of women in South Asian history**.**

Course ILOs:

After completing this course, students should be able to;

1. explain the concepts of women's participation in politics in different periods of Sri Lanka (pre-modern and colonial).
2. critically analyse of religious freedom and the contribution of women towards it in Sri Lanka.
3. analyze and interpret the key features of women leaders in Sri Lanka.
4. compare political and socio-economic conditions of women of Sri Lanka and other South Asian countries with special reference to India.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Brief introduction to the study of women's affairs	2	-	3	L, GD	
2	2	1	Women in Sri Lankan Historiography	2	-	6	L, GD	
3	3	1,2	Socio-economic role of women in ancient and medieval Sri Lanka	2	-	4	L, GD	
4	4	1,2	The political participation of women in pre-modern Sri Lanka	2	-	4	L, GD, PL	AS1 start
5	5	1,2	The political participation of Sri Lankan women under the colonial power	2	-	4	L, GD	
6	6	1,2	Socio-economic role of women during the colonial period	2	-	6	L, GD	AS1 due
7	7	3,4	Religious freedom of women in Sri Lanka and the problem of Bhikkuni Upasanpada	2	-	4	L, GD, PL	
8	8.1	2,3	Socio-economic responsibilities and political involvement of women in post independent Sri Lanka part I	2	-	2	L, GD	AS2 start
9	8.2	3,4	Socio-economic responsibilities and political involvement of women in post independent Sri Lanka part II	2	-	7	L, GD	
10	9	3,4	Highlighted women leaders in Sri Lanka	2	-	4	L, PL	AS2 due
11	10	1,4	Women's socio-economic background of ancient India	2	-	4	L, GD	
12	11	2,4	Milestones of the women role in the political sector in modern India	2	-	6	L, GD	
13	12	1,2,3	Socio-economic conditions of Indian women in Asia	2	-	6	L, PL	AS3 start
14	13	2,3	Highlighted women leaders in Asia	2	-	7	L, GD	
15		1-4	Review	2	-	3	L, GD	AS3 due
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning

Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Conkey, MM. & Spector. (Ed.). (1984) *Archaeology and the study of Gender*. M. Schiffer. Advances in Archaeological Methods and Theory. Academic Press. New York.
- *Epigraphia Zeylanica.* Vol. I, II. (1912.1928). ed. D.M.D.Z. Wikramasingha. Oxford University Press. London.
- *Inscription of Ceylon,* Vol.I, part I. (1970). Ed. S, Paranavitana. Department of Archaeology. Colombo.
- Kiribamune, Sirima. & V. Samarasingha. (1990). Woman at the crossroads: a Sri Lankan perspective, Vikas Publication House, New Delhi.
- *දීපවංශය* (1970). සංස්කරණය කිරිඇල්ලේ ඤාණවිමල හිමි. ඇම්. ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *පූජාවලිය* (1999). සංසස්කරණය වේරගොඩ අමරමෝලි හිමි. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *මහාවංසය* (2004) සංස්කරණය හික්කඩුවේ ශ්‍රී සුමංගල හිමි සහ බටුවන්තුඩාවේ සහ නන්දදේව විජේසේකර, බෞද්ධ කටයුතු මධ්‍යස්ථානය. කොළඹ.
- *රසවාහිනී* (ලංකාදීපුප්පත්ති කථා) (2001). සංස්කරණය රන්ජිත් වනරත්න. සමයවර්ධන පොත්හල. කොළඹ.
- කොග්ගලගේ, ඩිල්මා තුෂාරි. (2015). *කාන්තාවාදී ඉතිහාසය.* එස්. ගොඩගේ සහ සමාගම. කොළඹ.
- මුණසිංහ, ඉන්දුාණි. (1997). පැරණි ලක්දිව කාන්තාව. කර්තෘ ප්‍රකාශනයකි. දෙහිවල.

Course Title: **Historical Resources Management**

Course Code: HISS 21052 (25:10:65)

Course Capsule: Introduction of archival resources, The origin and development of the records management in Sri Lanka, Semi - current records, The origin and the development of the records management in Sri Lanka, Records management system, Record room management and information monument, Record surveys, Archival administration, Records valuation (Primary), Records valuation (Secondary), National archives and sources for the study of Sri Lanka, National archives law and its operations, Appraisal and disposal of public records and accrual records and conservation of archival

Course Aim: To provide students an opportunity to broaden their understanding of records-past events- that took place in Sri Lanka enabling them to use archival resources in the historical research work.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate knowledge of records, historical records, and the life cycle of records.
2. explain the concepts of record management.
3. analyze and interpret primary and secondary sources.
4. present information and ideas efficiently and effectively in completing a literature review using historical records.
5. implement awareness of the social responsibility of document protection through practical training in archives.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction of archival resources	2	-	4	L, D	
2	2.1	1	The origin and development of the records management in Sri Lanka	2	-	6	L, D	AS1 start
3	2.2	1	Semi-current records	2	-	4	L, PL	
4	3.1	1,2	The origin and the development of the records management in Sri Lanka	2	-	5	L, D	AS1 due
5	3.2	1	Records Management System	2	-	6	L, D	
6	4	1	Record room management and information monument	2	-	6	L, CS, D	
7	5	2	Record Surveys	2	-	4	L, PL	AS2 start
8	6.1	2,3	Archival Administration part I	2	-	3	L, D	
9	6.2	2,5	Archival Administration part II	2	-	6	L, D	AS2 due
10	7.1	3	Records valuation (Primary)	-	5	4	FV, D	
11	7.2	4,5	Records valuation (Secondary)	2	-	4	L, D	
12	8	4	National Archives and sources for the Study of Sri Lanka	2	-	4	L, D, PL	AS3 start
13	9	4,5	National Archives law and its operations	-	5	4	PL	
14	10	5	Appraisal and disposal of public records and accrual records and conservation of archival	2	-	4	L, D	AS3 due
15		1-5	Review	1	-	1	L, D	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, D=Discussion, CS= Case Study, FV= Field Visit, PL= Peer Learning

Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- *Archives and Foreign Relation* (2009). National Archives Department. Colombo.
- *Knowledge Preservation and National Archives* (2008). National Archives Department. Colombo.
- Millar, Laura. (2010) *Archives*: Principals and Practices. Neal- Schuman. New York.
- National Archives Records Book.
- Randall, Jimerson. (ed.) (2000) *Understanding Archives and Manuscripts*. Society of American Archivists. Chicago.
- *Systematic Records Management for Good Governance* (2012). National Archives Department, Colombo. Colombo.

Course Title: **Museology**

Course Code: HISS 21062 (25:10:65)

Course Capsule: Introduction to the museum, History of museum, Classification of museums, Museums in Sri Lanka, Collection management, Factors of deterioration and conservation methods of museum objects, Museum exhibition, Museum and the public, Safety of the museum and disaster management, Museum as an education center, Museum ethics, The modern system museums, Museum architecture.

Course Aim:

To broaden the students' knowledge in contributing to the nation by systematically storing antiquities of importance and directing them to public exhibitions.

Course ILOs:

After completing this course, students should be able to;

1. apply knowledge and demonstrate the basic concepts and terminology of museums.
2. classify the main functions, roles, duties, and responsibilities of museums.
3. demonstrate knowledge of various types of museums and their historical development.
4. identify the strategies of the fundamental principles and practices of museums, documentation, and collection management.
5. synthesize the fundamental principles and practices of museum exhibition planning and design.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to the museum	2	-	4	L, GD	
2	2.1	1	History of Museum	2	-	6	L, GD	AS1 start
3	2.2	1	Classification of museums	2	-	4	L, GD, PL	
4	3.1	1,2	Museums in Sri Lanka	2	-	6	L, GD	AS1 due
5	3.2	1	Collection Management	2	-	5	L, GD	
6	4	1	Factors of deterioration and conservation methods of museum objects	2	-	6	L, CS, GD	
7	5.1	2	Museum Exhibition part I	2	-	6	L, GD	
8	5.2	2,3	Museum Exhibition part II	2	-	2	L, GD	AS2 start
9	6	2,5	Museum and the Public	2	-	4	L, GD	
10	7.1	3	Safety of the Museum and disaster management	-	5	4	GD	AS2 due
11	7.2	4,5	Museum as an education center	2	-	4	L, GD	
12	8	4	Museum ethics	2	-	4	L, GD	AS3 start
13	9	4,5	The modern system museums	-	5	4	FV	
14	10	5	Museum architecture	2	-	4	L, PL	AS3 due
15		1-5	Review	1	-	2	L, GD	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, FV= Field Visit, CS= Case Studies GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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															
Practical															
Independent Learning															
Field visits															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- Abby Sue and Evans Quinn. (1996). *Prototype Artefact Storage Structure.* Washington: *Technical Publication*. National Park Service.
- Agrawal, O.P. (1993). *Care and preservation of museum objects*. New Delhi. India.
- Agrawal, O.P., and Smith, J.B. (1994. *Conservation and Museum Architecture in South and Southeast Asia.* New Delhi. India.
- Alexander, E.P. (1996). *Museum in Motion,* An Introduction to the History and Function of Museums. New York. America.
- Bhatnagar, Anupama (1999). *Museum Museology and New Museology*. Sandeepa Prakasam.New Delhi.
- Carnell, and Buck, Rebecca (1998). *The Museum Registration Methods,* Washington: American Association of Museums.
- Cato, P.S. (1998). *Collection Management and Preservation.* Texas Tech University. USA.
- සිල්වා, පී. එච්. ඩී. එච්. (1996). *කොතුකාගාර විද්‍යා මූලධර්ම.* ශ්‍රී දේවී ප්‍රින්ටර්ස්. දෙහිවල.

Course Title: **Indian History (From beginning to 4th Century)**

Course Code: HISS 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 the student an opportunity to broaden the knowledge about the History of Ancient India up to the 4th AD enabling the students to understand the challenges faced by Indians in the development of the state and the measures they have taken in facing the challenges.

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 for 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. describe the main features of the Mauryan dynasty which was the most influential dynasty in the religious history of Sri Lanka.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Geographical Factors that Influenced the History of India: Mountains, rivers, canyons, and others	2	-	3	L, D	AS1 start
2	2	1	The sources of the Indian history: Literature and Archeological Source	2	-	6	L, D	
3	3	1,2	Social and political institution in the Vedic age: A comparative study of political and social impact	2	-	4	L, D	AS1 due
4	4	1,2	The evolution of post-Vedic religion and philosophy	2	-	4	L, D, PL	
5	5	1,2	Early state formation of the Mahajanapada period: Political, economic, and religious status of mahajanapada	2	-	4	L, D	AS2 start
6	6	1,2	Foundation and rise of the Magadha from Bimbisara to Mahapadma nanda	2	-	6	L, D	
7	7.1	2,3	The beginning and the development of the Maurya Empire part I	2	-	4	L, D	AS2 due
8	7.2	2,3,4	The beginning and the development of the Maurya Empire part II	2	-	2	L, D	
9	8	3,4	Administrative policy of the Maurya Empire: an analytical study of government policy formulation and their utility	2	-	7	L, D	AS3 start
10	9	3,4	King Asoka and his Dhamma concept	2	-	4	L, D	
11	10	1,4	Art and architecture of the Maurya Empire: Sculpture, carving, and art	2	-	4	L, D	AS3 due
12	11	2,4	Decline of the Magada Empire: causes of decline	2	-	6	L, D, PL	
13	12	1,2,3	Political fragmentation C.200BC -AD 300: Early History of Sungas and Satavahanas	2	-	6	L, D	
14	13	2,3	Foreign invasions and dynasties: Indu Greeka, Sakas, Pahlavas, Kushanas)	2	-	7	L, D	
15		1-4	Review	2	-	3	L, D	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D =Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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 චඳූ බැනර්ජී (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.
- තාපර්, රොමිලා (1994). *ඉන්දීය ඉතිහාසය.* අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව. කොළඹ.

Course Title: **European History (From 5th B.C. to 16th Century A.D.)**

Course Code: HISS 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 enhance students' knowledge about the European history enabling students to contribute to the development of Sri Lanka through an understanding of the actions taken by Europe in advancing as a politically and socio-economically developed region.

Course ILOs:

After completing this course, students should be able to;

1. outline the theoretical concepts and approach to the 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. explain contemporary history in Europe.

Lesson Sequence:

Week No.	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, PL	
4	3.1	2,3	Crusades: Introduction, Background, Reasons, and Results	2	-	4	L, GD	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	2	-	4	L, GD, PL	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, D, PL	
8	6.1	2,3	Medieval education and origins of university: 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	7.3	2,3	Geographical discoveries: Eastern and Western Countries	2	-	6	L, GD	
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	
15		1-4	Review	2	-	3	L, GD	
				30	-	70		

Teaching methods: L=Lectures, GD=Group discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

- Davies, Norman (1998). Europe: A History, Harper perennial Publisher, New York.
- 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.
- පෙලමී, 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: **Pre-Historic Era in Sri Lanka**

Course Code: HISS 22032 (27:06:67)

Course Capsule: Introduction to Pre-History, Periods of Pre-History (Paleolithic, Mesolithic and Neolithic Eras), History of research on Pre-History special reference to Sri Lanka. (1785-1950), History of research on the Pre-History of Sri Lanka. (After 1950), Human evolution (in global view), Prehistoric contexts of Sri Lanka, Identification of Pre-Historical stone tools, Lifestyle of the Pre-Historic man: Man, and culture, Cave paintings in the Pre- Historical period, Proto-history: importance, megalithic cemeteries, and primary settlements, Domestication of animal and plants, Variance in the human race.

Course Aim:

To provide the students an opportunity to broaden their knowledge about the complex nature of pre-history as an important sub-field in early history and inculcate knowledge of human evolution, origin and development of human settlements, domestication, to make the students understands how ancient man overcame the challenges advancing technologically and entered into the modern technological world.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate knowledge in explaining the 19th-century antiquarian studies on the pre-history of Sri Lanka.
2. discuss the prehistoric and proto historic research in Sri Lanka and the global context.
3. develop appropriate arguments and make a judgment of the periodization and major aspects of Sri Lankan prehistory and proto- history.
4. outline the information efficiently and effectively on the techno-cultural periods of prehistory.
5. illustrate knowledge and rephrase the prehistoric belief, rituals, art and architecture of prehistory in Sri Lanka and the out world.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to Pre-History	2	-	4	L, GD	
2	2.1	1	Periods of Pre-History (Paleolithic, Mesolithic and Neolithic Eras)	2	-	4	L, GD	
3	2.2	1	History of research on Pre-History especial reference to Sri Lanka. (1785-1950)	2	-	5	L, GD	AS1 start
4	3.1	1,2	History of research on the Pre-History of Sri Lanka. (After 1950)	2	-	6	L, GD	
5	3.2	1	Human evolution (in global view)	2	-	6	L, GD	AS1 due
6	4	1	Prehistoric contexts of Sri Lanka I	2	-	6	L, GD	
7	5	2	Prehistoric contexts of Sri Lanka II	2	-	6	L, GD	AS2 Start
8	6.1	2,3	Identification of Pre-Historical stone tools-part I	2	-	2	L, GD	
9	6	2,5	Identification of Pre-Historical stone tools- part II	2	-	4	L, PL	AS2 due
10	7.1	3	Lifestyle of the Pre-Historic man: Man, and culture	1	3	4	FV	
11	7.2	4,5	Primitive Cave painting in Sri Lanka	2	-	4	L, GD	AS3 start
12	8	4	Proto- history: importance, megalithic cemeteries, and primary settlements	-	3	4	L, FV	
13	9	4,5	Domestication of animals and plants	2	-	4	L, GD	AS3 due
14	10	5	Variance in the human race	2	-	4	L, GD	
15		1-5	Review	2	-	4	L, GD	
Total | Notional Hours				27	06	67		

Teaching methods: L=Lectures, FV=Field visit, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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) 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:

- Adikari, G. (2005). *Stone Age Settlement Patterns in Sri Lanka. Essay In Archaeology: In Honor of Professor H. T. Basnayake* ed. by. P. Gunawardhana, and R. Conningham. Godage International Publishers (Pvt) Ltd. Colombo.
- Deraniyagala, S. U. (1992). *The Prehistoric of Sri Lanka*. Archaeological Survey Department. Colombo.
- Deraniyagala S.U. (1991). *Man, and environment during the Pleistocene in Sri Lanka*, India pacific pre-history. Vol.1. Canberra: pre-historic association.
- Deraniyagala S.U. (2007). *The Prehistory and Proto History of Sri Lanka*. Ministry of Cultural Affairs.Colombo.
- දැරණියගල එස්. යූ. (1995). *ප්‍රාග් ඓතිහාසික ජනාවාස, අපේ සංස්කෘතික උරුමය.* ප්‍රථම කාණ්ඩය, (සංස්.) ඒ. ගුරුගේ, මධ්‍යම සංස්කෘතික අරමුදල. කොළඹ.
- දැරණියගල එස්.යූ. (2003). *ප්‍රාග් ඓතිහාසික සබරගමුව.* (සංස්.) පී. ඇඳගම. සබරගමු වංශකථාව පළමු වෙළුම. සබරගමු පළාත් සභාව. සබරගමුව.
- සෙනෙවිරත්න, සුදර්ශන. (1996). *උත්තර මලය රට්ඨයේ ප්‍රාථමික යකඩ යුගයේ බණ්ඩජසම්පත් පරිහරණයේ ඓතිහාසික පුරාවිද්‍යාව,* ශ්‍රී සුමංගල විද්‍යාලයීය බෞද්ධ සංගමය. මහනුවර.

Course Title: **Epigraphy and Paleography in Ancient India**

Course Code: HISS 22042 (27:06:67)

Course Capsule: Introduction to the Epigraphy and Paleography in India, Ancient languages of South Asian region (Brahmi, Kharoshty, Maghadi, and others), Origin and the development of Brahmi inscriptions, Studying early Brahmi alphabet and symbols, Ashoka inscriptions –phase I- Cave inscriptions (Reading and Translating), Ashoka inscriptions-phase II-Rock inscriptions (Reading and Translating), Ashoka inscriptions phase III-Pillar inscriptions (Reading and Translating), A study on the inscriptions of North and South India, A study on selected inscriptions of North and South India, Pallava inscriptions, Chola inscriptions, The significance of inscriptions to build the political and Economic transformation in ancient India, The significance of inscriptions to build the economic transformation in ancient India.

Course Aim:

To familiarize students with reading and interpreting ancient inscriptions and demonstrate the competence in analyzing Indian epigraphic material to reconstruct history and cultural heritage.

Course ILOs:

After completing this course, students should be able to;

1. deciphering inscriptions and evaluating the content of Indian epigraphy records.
2. extract information from original sources.
3. apply knowledge and classify the concepts and principles of the studies on epigraphy which will provide avenues for multidisciplinary skills.
4. develop appropriate arguments and make a judgement in accordance with selected inscriptions of India and explain their importance for the study of epigraphy in Sri Lanka.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to the Epigraphy and Paleography in India.	2	-	4	L, D	
2	2.1	1	Ancient languages of South Asian region (Brahmi, Kharoshty, Maghadi, and others)	2	-	4	L, D	
3	2.2	1	Origin and the development of Brahmi Inscriptions	2	-	6	L, PL	
4	3.1	1,2	Studying early Brahmi alphabet and Symbols	2	-	6	L, D	AS1 start
5	3.2	1	Ashoka Inscriptions –Phase I-Cave Inscriptions (Reading and Translating)	2	-	6	L, D	
6	4	1	Ashoka Inscriptions-Phase II-Rock Inscriptions (Reading and Translating)	2	-	6	L, D	AS1 due
7	5	2	Ashoka Inscriptions Phase III-Pillar Inscriptions (Reading and Translating)	1	3	6	D, PL	
8	5	2	Inscriptions of North and South India–Phase I	2	-	-	L, D	AS2 start
9	6	2,4	Inscriptions of North and South India–Phase II	2	-	6	L, D	
10	7.1	3	Pallava inscriptions part I	-	3	4	D, PL	AS2 due
11	7.2	3,4	Pallava inscriptions part II	2	-	4	L, D	
12	8	4	Chola inscriptions	2	-	4	L, D	
13	9	3,4	The significance of inscriptions to build the political and Economic transformation in ancient India	2	-	4	L, D	AS3 start
14	10	4	The significance of inscriptions to build the economic transformation in ancient India	2	-	4	L, D	
15		1-4	Review	2	-	3	D, PL	AS3 due
Total Notional Hours				27	06	67		

Teaching methods: L=Lectures, D= Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignme

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Practical															
Independent Learning															
Assignments															
End Semester Examination	after 2 weeks of study leave														

Recommended Reading:

- *Epigraphia Indica*. Vol I-X. (1902). Education Society Press. Hultzsch Bombay.
- Dias, Malini (2001). *Epigraphia Zeylanica*. Volume VIII. Department of Archaeological Survey. Colombo.
- *Inscription of Ceylon.* Vol. V, Part I, II & III (2001/2004/2005). Editor Sirimal Ranawella. Department of Archaeological Survey. Colombo.
- *Inscription of Ceylon.* Vol. VIII, (2007). Editor: M. Rohanadheera. Department of Archaeological Survey. Colombo.
- Paranavitana, S. (1970). *Inscriptions of Ceylon*. Volume I. Department of Archaeology. Colombo.
- Paranavitana, S. (2001. *Inscription of Ceylon*. Vol. II, Part II. The archaeological survey Department. Colombo.
- ඤාණවිමල හිමි, බෙල්ලන (2000). *අශෝක ශිලාලේඛන*, සමය වර්ධන පොත්හල. කොළඹ.

Course Title: **Irrigation Systems & Water Management Technology of Sri Lanka**

Course Code: HISS 22052 (25:10:65)

Course Capsule: Ancient irrigation systems and water management technology of Sri Lanka as rivaled in archaeological and historical sources, The reasons which influenced for the development of irrigation systems in Sri Lanka, Buddhist philosophy of ancient irrigation and water management systems, The development of irrigation system and water management system in Anuradhapura and Polonnaruwa Period, The development of irrigation system and water management system in South West Kingdoms, Types of living ancient irrigation systems in Sri Lanka, The features and techniques of a tank and water management I, The features and techniques of a tank and water management –II, Sustainable features of scale cascade systems (Ellanga system/village tank system), Social and cultural values of ancient irrigation systems and water management techniques, Irrigation systems and water management technology in to Kandyan period, Irrigation systems and water management technology in Colonial era, Mahaweli Project, Lessons for the contemporary issues in irrigation systems

Course Aim:

To broaden the students understanding about the sustainable features of ancient irrigation systems and water management technology in Sri Lanka and their applicability to address the contemporary problems in the modern irrigation systems.

Course ILOs:

After completing this course, students should be able to:

1. demonstrate knowledge of specific features of ancient irrigation systems in Sri Lanka.
2. explain the concepts of types of technology applied in ancient water management in Sri Lanka.
3. analyze and interpret the sustainable characteristics of ancient water management technology in Sri Lanka.
4. discuss principles of the lessons that can be learned from ancient irrigation systems and water management technology to overcome the growing problems of modern irrigation systems in Sri Lanka.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Ancient irrigation systems and water management technology of Sri Lanka rivaled in archaeological and historical sources	2	-	6	L, GD	
2	2	2	The reasons which influenced for the development of irrigation systems in Sri Lanka	2	-	4	L, GD	AS1 start
3	3	2	The reasons which influenced for the development of irrigation systems in Sri Lanka	2	-	5	L, GD	
4	4.1	2,3	The development of irrigation system and water management system in Anuradhapura and Polonnaruwa Period	2	-	6	L, GD, PL	AS1 due
5	4.2	2,3	The development of irrigation system and water management system in South West Kingdoms	2	-	2	L, GD	
6	5	1,2,3	Types of living ancient irrigation systems in Sri Lanka-I	2	-	3	L, PL	
7	6	3	Types of living ancient irrigation systems in Sri Lanka-II	2	-	6	L, GD	AS2 start
8		3,4	The features and techniques of a tank and water management I	2	-	2	L, PL	
9	7	3,4	The features and techniques of a tank and water management –II	2	-	7	L, GD	AS3 due
10	8	2,3	Sustainable features of scale cascade systems (Ellanga system/village tank system).	2	-	6	L, GD	
11	9	3,4	Social and cultural values of ancient irrigation systems and water management techniques	-	4	4	GD	
12	10.1	3,4	Irrigation systems and water management technology in to Kandyan period	-	4	3	FV	AS2 start

13	10.2	3,4	Irrigation systems and water management technology in Colonial era	2	2	4	L, GD	
14	11	1,2,3	Mahaweli Project	2	-	2	L, PL	AS3 due
15	12	3,4	Lessons for the contemporary issues in irrigation systems	1	-	5	L, GD	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, FV=Field visit, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

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

- Madduma Bandara, C.M. (1989). *A Survey of the Coastal Zone of Sri Lanka*. Coast Conservation Department. Government of Sri Lanka.
- Madduma Bandara, C.M. (1985). *The Mahaweli Strategy of Sri Lanka*: The Great Expectation of a Small Nation in Strategies for River Basin Management. Linkoping. Sweden.
- Munasingha, Indrani (2002). *The colonial Economy of Track*: roads and railways in Sri Lanka 1800- 1905. Social Scientists Association. Colombo.
- Peris" H', (1989). *Peasant Agriculture and Erigater Agriculture in the Dry zone of Sri Lanka*. Ethine Studies Report.
- *මහාවංසය* (2004). (සංස්). හික්කඩුවේ ශ්‍රී සුමංගල හිමි, බටුවන්තුඩාවේ සහ නන්දදේව විජේසේකර. බෞද්ධ කටයුතු මධ්‍යස්ථානය. කොළඹ.
- කොත්මලේ, අමරවංශ හිමි. (1969). *ලක්දිව සෙල්ලිපි,* ගුණසේන සහ සමාගම. කොළඹ.
- ගුණවර්ධන, ආර්. ඒ. එල්. එච්. (1993). සිවුර සහ නඟුල, සමාජ විද්‍යාඥයින්ගේ සංගමය, කොළඹ.
- බස්නායක, එච්.ටී. (2005). *පුරාණ ශ්‍රී ලංකාවේ ජල ශිෂ්ටාචාරය.* සමන්ති පොත් ප්‍රකාශකයෝ. ජා ඇල.
- බ්‍රෝහියර්, ආර්. එල්. (1935), ලක්දිව පුරාතන වාරිමාර්ග, පළමු කොටස, පරි.එල් පියසේන, ලංකා රජයේ මුද්‍රණාලය, කොළඹ.
- රණවැල්ල, සිරිමල්. (2014). *පුරාතන අර්ථ ක්‍රමය.* මහවැලි වංශය 1 කාණ්ඩය. රජයේ මුද්‍රණ දෙපාර්තමේන්තුව. කොළඹ.

Course Title: **History of the Human Rights up to the Middle of the 20th Century**

Course Code: HISS 22062 (30:00:70)

Course Capsule: Historical background of the origin of the concept of human rights, The declaration of rights of the man and the citizen, The evolution of rights of human beings in the oriental society, World religious and legal antecedents, Cultural and philosophical roots of human rights, National Laws, The main features of the Agreement of Magna Carta, Women's rights (Special reference to India and Sri Lanka), World wars and human rights, The UNO and human rights, The nature and efficacy of mechanisms for the protection of human rights, Modern human right movements and international law of the twentieth Century, Milestones of Human Rights in Sri Lankan History

Course Aim:

To enhance the students' understanding of the human rights in the context of history and broaden the knowledge of its applicability in reading the present day human rights context.

Course ILOs:

After completing this course, students should be able to:

1. demonstrate the knowledge of various stages in the evolution of the concept of human rights.
2. analyze and interpret relevant landmark documents that contained the human rights of the world.
3. discuss the origin of law on human rights and modern human rights movements.
4. apply the knowledge in life events to protect human rights

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Historical background of the origin of the concept of the human rights	2	-	6	L, D	
2	2.1	1,2	The declaration of rights of the man and the citizen	2	-	6	L, D	
3	2.2	1,2	The evolution of rights of human beings in the oriental society	2	-	6	L, D	
4	3.1	2,3	World religious and legal antecedents	2		5	L, PL	
5	3.2	1,3	Cultural and philosophical roots of human rights	2	-	5	L, D	AS1 start
6	4	2,3	National Laws	2	-	4	L, D, PL	
7	5	2	The main features of the Agreement of Magna Carta	2	-	4	L, D	AS1 due
8	6.1	3,4	Women's rights (special reference to India and Sri Lanka)- part I	2		4	L, D, PL	
9	6.2	3,4	Women's rights (special reference to India and Sri Lanka)- part II	2	-	6	L, D	AS2 start
10	7.1	1,3,4	World wars and human rights	2	-	5	L, D	
11	7.2	2,3	The UNO and human rights	2	-	5	L, D	AS2 due
12	8	1,2,3	The nature and efficacy of mechanisms for the protection of human rights	2	-	3	L, D	
13	9	3	Modern human right movements and international law of the twentieth Century	2	-	3	L, D, PL	AS3 start
14	10	3,4	Milestones of Human Rights in Sri Lankan History	2	-	3	L, D	
15		1-4	Review	2	-	5	L, D	AS3 due
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

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

Course Coordinator	**Teaching Panel**
Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)	Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@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:

- Lauren, Paul Gordon. (1998). *The Evolution of Human Rights*. University of Pennsylvania Press. Pennsylvania.
- Maxwell, John A. & James J. Friedberg. (1991). *Human Rights in Western Civilization* 1600-present. Hunt publishing Company. Kendall.
- Nirmal, Chiranjivi. (1999). *Human Rights in India*: Historical, Social & Political Perspectives. Oxford University Press. Oxford.
- Perera, L.P.N. (1991). *Buddhism and Human Rights.* Karunaratne and sons. Colombo.
- Robertson, Arthur Henr. Merrills, J.G. (1996*). Human Right in the World*: an introduction to the study of the international protection of human rights. Manchester University Press. Manchester.
- Shelton, Dinah (2007). *An Introduction to the History of International Human Rights Law*. GW Law Faculty publication.

Course Title: **Indian History II (Since 4th Century up to 16th century)**

Course Code: HISS 31012 (30:00:70)

Course Capsule: Kushana dynasty, Satavahana dynasty, Gupta empire, Guptha culture, Rashtakuta 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 broaden the understanding of the Major Royalties of North and South India, their political views, social and cultural activities, a way of facing the coexistent challenges, and the influence of Indian history on the development of Sri Lankan history along with the 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. classify knowledge and illustrate the concepts and principles of the8 internal conflict in political history.
2. interpret and analyze the causes of failures and successes of political systems in India.
3. outline the knowledge of the influences of foreign invasions on the internal political system of India.
4. rephrase knowledge related to the Indian influence out of the Indian boundary.

Lesson Sequence:

Week No.	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, PL	AS1 start
2	2	1,2,3	Satavahana dynasty: Origin and evolution of the Satavahana dynasty, administrative structure, painting and works of art	2	-	05	L, SGD	
3	3	2,3,4	Gupta Empire: Spreading their political power in India	2	-	4	L, PL	AS1 due
4	4	3,4	Guptha Culture: renaissance of architecture, art, sculpture and literature and their distribution pattern	2	-	6	L, SGD	
5	5	2,3,4	Religious and Cultural improvement under the Rashtakuta in Deccan region	2	-	8	L, SGD	AS2 start
6	6	2,4	Pandya dynasty: Origin and evolution of the Pandya dynasty, political and power distribution	2	-	6	L, SGD	
7	7.1	2,4	Political activities and art of Pallava: Origin and distribution of the Pallava dynasty	2	-	4	L, SGD, PL	AS2 due
8	7.2	2,3,4	Pallava architecture	2	-	2	SGD	
9	8	1,2	Development of Kanauj as an Empire: Introduction to the Pushyabhuti and Moukari dynasties, the Harshwardhana dynasty	2	-	4	L, SGD	AS3 start
10	9	2,4	Regional kingdoms of central and western India and their political behavior: Kingdoms of Chandella, Kalachuri, Paramara, Gujarata and Kathiyawar, Chahamana, Guhila and Thomana, Kashmir etc	2	-	4	L, SGD	
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, SGD, PL	AS3 due
12	11	2,3	Arabic invasions, their administration, and its effect on India.	2	-	4	L, SGD	
13	12	3,4	Discuss Vijayanagar empire and its political & cultural activities	2	-	4	L, SGD	
14	13	1,2,3	Mogul empire: Origin of the Mogul Empire, Political and Socio-Economic Affairs of the Mogul Rulers	2	-	6	L, PL	

15	14	1-4	Review	2	-	3	L, SGD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, SGD=Small Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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) 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															
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.
- කුෂ්ණ සිංහ, නරේන්දු සහ අනිල් චඳු බැනර්ජී (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.
- තාපර්, රොමිලා (1994). *ඉන්දීය ඉතිහාසය*, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, කොළඹ.

Course Title: **Historical Tourism in Sri Lanka**

Course Code: HISS 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 provide a basic understanding of the historical tourism industry of Sri Lanka, to enable the students to provide proper 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 the 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:2

Week No.	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, D	
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, D	
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, D	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 Marking Mix for promoting historical Attractions, Sustainable tourism and its practices for destination development	2	-	6	L, CS, D	AS2 start
7	5.1	2	Key historical tourist areas/destinations in Sri Lanka: Lesser-Known Attractions in Sri Lanka	2	-	6	L, D	
8	5.2	2,3	Identification of key historical sites for tourism development in Sri Lanka: Common issues related to historical attractions in Sri Lanka	-	-	2	D	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, D	
10	7.1	3	Economic, social, cultural and environmental impacts of historical tourism:	2	3	4	L, D	AS3 start

			Analyzing positive and negative impacts of Historical tourism, Identification of sustainable practices to overcome negative impacts of Historical tourism					
11	7.2	4,5	Challenges and existing opportunities of tourism in Sri Lanka.: Challenges of Historical Tourism, Potential of Historical tourism in Sri Lanka	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, D	AS3 due
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	D, PL	
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, D	
15		1-5	Review	1	-	2	L, D	
Notional Hours				25	10	65		

Teaching methods: L=Lectures, D=Discussion, FV= Field Visit, PL= Peer Learning, CS=Case Study
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Practical															
Independent Learning															
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*. Rout ledge. 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*. Rout ledge.
- Wijesuriya, Gamini (1998). *Buddhist Meditation Monasteries of Ancient Sri Lanka. Memories of the Archaeological Survey of Sri Lanka.* Vol. I. Department of Sri Lanka. Colombo.
- *පුරාවිද්‍යා ස්ථාන නාමාවලිය.* අනුරාධපුර දිස්ත්‍රික්කය (2018). පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
- *ලංකා පුරාවිද්‍යා ගවේෂණය සබරගමු කෑගල්ල දිස්ත්‍රික්කය පිළිබඳ වාර්තාව* (2004). එච්. සී. පී. බෙල්. පුරාවිද්‍යා දෙපාර්තමේන්තුව. කොළඹ.
- විජේසේකර, නන්දදේව (2015). *පැරණි සිංහල ප්‍රතිමා ශිල්පය.* ගොඩගේ සහ සහෝදරයෝ. කොළඹ.

Course Title: **Epigraphy and Paleography in Sri Lanka**

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

Course Capsule: Introduction to the epigraphy and paleography, The significance of the inscriptions for historical studies, Ethics and disciplinary study of epigraphy and paleography, Origin of writing in South Asia, Brhami alphabet and symbols in Sri Lanka, Introduction to the evaluation of Brahmi scripts (with practical), Classification of inscriptions in Sri Lanka- Phase 1- Cave Inscriptions, Classification of inscriptions in Sri Lanka - Phase 2-Rock Inscriptions, Classification of inscriptions in Sri Lanka - Phase 3- Pillar Inscription, Classification of inscriptions in Sri Lanka- Phase 4- Slab and other inscriptions, Social, cultural, economic, and religious details reveal from inscriptions 1 and II, Paleography in Sri Lanka.

Course Aim:

To enable the student to read the inscriptions independently while understanding the evolutions of the script of Sri Lanka to gain comprehensive knowledge of writing and its development in global and local perspectives with regard to the importance of inscriptions.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate knowledge of the history of Sri Lanka as a complex expression of communication and exchange system within the details of Epigraphy and Paleography.
2. explain the adaptation of writing systems in word scale.
3. make arguments and sound judgments on the issues related to the origin of the Brahmi script and its development.
4. apply knowledge of the selected inscriptions and their importance for the study of epigraphy and paleography in Sri Lanka for their research.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to the Epigraphy and Paleography	1	-	3	L, D	
2	2.1	1	The significance of the inscriptions for Historical Studies	2	-	4	L, PL	
3	2.2	1	Ethics and disciplinary study of Epigraphy and Paleography	2	-	6	L, PL	AS1 start
4	3.1	1,2	Origin of writing in South Asia	2	-	6	L, D	
5	3.2	1	Brhami alphabet and symbols in Sri Lanka	2	-	6	L, D, PL	AS1 due
6	4	1	Introduction to the evaluation of Brahmi Scripts (with practical).	-	4	6	FV, D	
7	5.1	2	Classification of inscriptions in Sri Lanka- Phase 1- Cave Inscriptions	2	3	4	L, PL	AS2 start
8	5.2	2	Classification of inscriptions in Sri Lanka- Phase 2- Cave Inscriptions	-	-	2	D, FV	
9	6	2,4	Classification of inscriptions in Sri Lanka - Phase 3-Rock Inscriptions	2	3	6	L, FV	AS2 due
10	7.1	3	Classification of inscriptions in Sri Lanka - Phase 4- Pillar Inscription	2		4	L, D, FV	
11	7.2	3,4	Classification of inscriptions in Sri Lanka- Phase 4- Slab and other Inscriptions	2	-	4	L, D	AS3 start
12	8	4	Social, cultural, economic, and religious details reveal from inscriptions I	2	-	4	L, D	
13	9	3,4	Social, cultural, economic, and religious details reveal from inscriptions II	2	-	4	L, PL	AS3 due
14	10	4	Paleography in Sri Lanka	2	-	04	L, D	
15		1-4	Review	2	-	02	L, D	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, FV=Field visit, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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															
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. Colomb.
- *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.
- Paranavitana, S. (2001). *Inscription of Ceylon* Vol. II, Part II. The archaeological survey Department. Colombo.
- අමරවංශ හිමි, කොත්මලේ (1969). *ලක්දිව සෙල්ලිපි.* ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- ජයතිලක ඩී.බී. (1992). *කතිකාවත් සඟරා, රත්න පොත් ප්‍රකාශකයෝ.* කොළඹ.
- ජයතිලක, කේ. (1996). *සීගිරි ගී නිර්මාණ,* ප්‍රදීප ප්‍රකාශකයෝ. කොළඹ.
- පඤ්ඤාසාර හිමි, ඔක්කම්පිටියේ (2004). *සිංහල අක්ෂර රූප විකාසය හා භාරතීය ආභාසය.* කර්තෘ ප්‍රකාශන. කැළණිය.
- තිස්ස කුමාර, ආනන්ද (1992). *සිංහල සන්නස් සහ තුඩපත්.* සාර ප්‍රකාශන හා මුද්‍රණ. කොට්ටාව.

Course Title: **The Use of GIS and Cartography for History**

Course Code: HISS 31042 (20:20:60)

Course Capsule: Introduction to GIS and Cartography for history, History of cartography and type of data and application of GIS, History of the maps in Sri Lanka, What is 'historical GIS' and what are the emerging trends in HGIS?, The importance of GIS for historical research, Map reading, Historical landscape in Sri Lanka, Changing Geo-Political centers in Sri Lanka, Geographical content and historical evidence in Sri Lanka, Use of map spatial relationship and the changing pattern of human settlement in historical time, The GIS and cultura landscape, The GIS and changing pattern in geo-political centers, GIS: Key analytical studies

Course Aim:

To improve students' mastery of using cartography and GIS as a tool in the spatial analysis of primary sources in historical studies and to comprehend the background to the fundamental principles of computer cartography, map design and production and expose students to a variety of thematic mapping techniques.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate knowledge of the importance of GIS in historical studies.
2. classify the concepts and principles of the basic steps of GIS mapping for modern studies.
3. apply knowledge and demonstrate the concepts and principles of GIS in the spatial analysis of primary sources.
4. explain the techniques in map reading for the analysis of the changing pattern of human settlements and their movement over history.
5. develop IT related skills and unique transferable technical skills related to the GIS.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to GIS and Cartography for History	2	-	4	L, PL	
2	2.1	1	History of Cartography and type of data and application of GIS	2	-	4	L, D	
3	2.2	1	History of the maps in Sri Lanka	2	-	4	L, D	
4	3.1	1,2	What is "historical GIS" and what are the emerging trends in HGIS?	2	-	4	L, D	AS1 start
5	3.2	1	The importance of GIS for historical research	2	-	4	L, D	
6	4	1	Map reading	-	4	6	L, D, MR	AS1 due
7	5.1	2	Historical landscape in Sri Lanka part I	2	-	2	L, PL	
8	5.2	2,3	Historical landscape in Sri Lanka part II	2	-	4	L, D	AS2 start
9	6	2,5	Changing Geo-Political centers in Sri Lanka	2	-	6	L, D	
10	7.1	3	Geographical content and Historical evidence in Sri Lanka	-	4	4	D, MR	AS2 due
11	7.2	4,5	Use of map spatial relationship and the changing pattern of human settlement in Historical time	2	4	4	L, D	
12	8	4	The GIS and cultural landscape	-	4	4	MR	
13	9	4,5	The GIS and changing pattern in Geo-Political centers	-	4	4	L, PL	AS3 start
14	10	5	GIS: Key Analytical studies	1	-	4	L, D	
15		1-5	Review	1	-	2	L, D	AS3 due

Total Notional Hours	20	20	60		

Teaching methods: L=Lectures, D=Discussion, MR= Map Reading, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Prof. MKL Irangani (iranganimkl@yahoo.com)	Prof. MKL Irangani (iranganimkl@yahoo.com) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka(dissan@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:

- Amy, Hillier (2001). *Placing History:* How Maps, Spatial Data and GIS are Changing Historical Scholarship. Edited by Anne Kelly Knowles.
- Bandaranayake, Senaka (2012). *History of Map in Sri Lanka*. National Atlas. Sri Lanka.
- Berry, J. K. (1993). *Beyond Mapping: Concepts*. Algorithms and Issues in GIS. Fort Collins. CO: GIS World Books.
- Bolstad, P. (2005). *GIS Fundamentals*: A first text on Geographic Information Systems, Second Edition. White Bear Lake. MN: Eider Press.
- Burrough, P. A. and McDonnell, R. A. (1998). *Principles of geographical information systems.* Oxford University Press. Oxford.
- Connolly, J. and Lake M. (2006). *Geographical Information Systems in Archaeology.* Cambridge University Press. Cambridge.
- De Smith MJ, Godchild MF, Longley, PA. (2007). *Geospatial analysis:* A comprehensive guide to principles, techniques and software tools Troubador. UK.
- Healey, R.G. and Stamp, T.R. (2000). *Historical GIS as a foundation for the analysis of regional Economic growth:* theoretical, methodological, and practical issues. Social Science history.
- Vidanapathirana, P. (2012). *Settlement Patterns of the Malvatu Oya and Kala Oya basins*: A study in the Historical Geography of Sri Lanka. Postgraduate Institute of Archaeology. Colombo.

Course Title: **Art History of India**

Course Code: HISS 31052 (30:00:70)

Course Capsule: Introduction: Interpretation of art concept and ideology, Harappan arts and their esthetic value, Vedic architecture, Mauryan art and culture, Sunga art, Cave art and sculpture, Buddhist sculpture origin and development, Stupa and its decorations, Paintings and its techniques, South Indian arts and architecture I and II, Islamic art & Mughal art, Influence of Indian art in Sri Lanka

Course Aim:

To provide students a comprehensive understanding of origin, evoluation and the expansion of art and frescoes sprang from main places of art in India along with the ability to explore the reasons that led to the advancement of classical art in India.

Course ILOs:

After completing this course, students should be able to;

1. explain the art history of ancient India from a broader perspective.
2. apply knowledge to examine the impacts of Indian art on the rest of the world.
3. collect, analyze and interpret the ancient art of India from various perspectives.
4. demonstrate knowledge and understanding of the role of art in the lifestyle of ancient India.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	Introduction: Interpretation of art concept and ideology	2	-	6	L, GD	
2	2	1,2,3	Harappan arts and their esthetic value	2	-	5	L, GD	AS1 start
3	3	2,3,4	Vedic architecture	2	-	4	L, GD	
4	4	3,4	Mauryan art and culture	2	-	6	L, GD	AS1- due
5	5	2,3,4	Sunga Art	2	-	8	L, GD	
6	6	2,4	Cave art and sculpture	2	-	6	L, GD	
7	7	2,4	Buddhist sculpture origin and development	2	-	4	L, GD	AS1 start
8	8.1	1,2	Stupa and its decorations part I	2	-	2	L, GD	
9	8.2	1,2	Stupa and its decorations part II	2	-	4	L, PL	AS2- due
10	9	2,4	Paintings and its techniques	2	-	4	L, GD	
11	10	3,4	South Indian Arts and Architecture I	2	-	4	L, PL	
12	11	2,3	South Indian Arts and Architecture II	2	-	4	L, GD	AS3- start
13	12	3,4	Islamic Art & Mughal Art	2	-	4	L, GD	
14	13	1,2,3	Influence of Indian art in Sri Lanka	2	-	6	L, GD	AS3- due
15	14	1-4	Review	2	-	3	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Blurton, T. Richard (1993). *Hindu Art.* Harvard University Press. Cambridge.
- Chaulay. C.G. (1998). *Early Buddhist Art in India* (300 B.C to 300 A.D). Sundeep Prakashana. New Delhi.
- Grunwedel, Albert (1999). *Buddhist Art in India*. Asian Education Services. New Delhi.
- Michell, George (2000). *Hindu Art and Architecture*. Thames and Hudson Ltd. London.
- Mitter, Partha (2001). *Indian Art.* Oxford University Press. New York.
- Murthy, K. Krishna (1987). *Glimpses of Art,* Architecture and Buddhist Literature in Ancient India. Abhinav Publications. New Delhi.
- අංගීරස හිමි, දෙල්වල. (2003). *භාරත-ලංකා කලා ශිල්ප,* ආශිර්වාද ශිල්පියෝ සහ ප්‍රකාශකයෝ. කොටදෙණියාව.
- ගමගේ, උපේක්ෂා. (2004). *අජන්තා ලෙන් විහාර.* සමන්ති පොත් ප්‍රකාශකයෝ. කොළඹ.
- නදීම් ඉෂාන්, එච්. (2003). *බෞද්ධ ගාන්ධාරය- ඉතිහාසය, චිත්‍ර කලාව සහ ගෘහ නිර්මාණ ශිල්පය* (පරි.) එම්.එස්.ඒ. හුසෙයින් සහ අරුණි විස්වා අතාවුද. සන්ග්-ඊ-මීල් ප්‍රකාශන. ලාහෝර්.

Course Title: **European History (From 17th Century to 1945)**

Course Code: HISS 31062 (30:00:70)

Course Capsule: Thirty years war and its results, Enlightened despotism, Industrial revolution in Britain, French revolution, Napoleon Bonaparte – domestic and foreign policy, Vienna congress and settlements, Restoration of the old order (1815-1848), Nationalism, Liberalism and the revolution of 1848, Unification movements in Italy and Germany, The new Imperialism and its implications, World War I, World War II, Rise of Fascism and Nazism, The Russian revolution and the Soviet Union

Course Aim:

To anable students to understand and summerize the main trends in the evolution of the European historical process and to identify the changes in political, economic, and social structure in European history.

Course ILOs:

After completing this course, students should be able to;

1. define and describe the historical events that caused the development of modern Europe.
2. classify the concepts and principles of special events in the European history from the French revolution to the Second World War.
3. explain the succussed rulers' policies in the development of the modern system of our country.
4. develop the attitudes and skills through historical examples of successful rulers.

Course plan

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Thirty years of war and its results	2	-	6	L, D	
2	2.1	1,2	Enlightened Despotism	2	-	6	L, D	
3	2.2	1,2	Industrial revolution in Britain	2	-	5	L, D, PL	
4	3.1	2,3	French Revolution	2	-	4	L, D	
5	3.2	1,3	Napoleon Bonaparte – domestic and foreign policy	2	-	4	L, D	AS1 start
6	4	2,3	Vienna congress and settlements	2	-	4	L, D	
7	5.1	2	Restoration of the old order (1815-1848)-part I	2	-	4	L, D, PL	AS1 due
8	5.2	2	Restoration of the old order (1815-1848)- part II	2		2	L, D	
9	6	3	Nationalism, Liberalism and the Revolution of 1848	2	-	4	L, D	AS2 start
10	7.1	1,3	Unification movements in Italy and Germany	2	-	4	L, D	
11	7.2	2,3	The new Imperialism and its implications	2	-	6	L, D	AS2 due
12	8	1,2,3	World War I	2	-	6	L, D, PL	
13	9	3	World War II	2	-	6	L, D	AS3 start
14	10	3,4	Rise of Fascism and Nazism	2	-	6	L, D	
15	11	1,2,3	The Russian revolution and the Soviet Union	2	-	3	L, D, PL	AS3 due
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

- Grant. (1959). *Europe in the Ninetieth and Twentieth Centuries.* Longman. London.
- Fisher, H.A.L. (1952). *History of Europe. Edward Arnold and Co.* Hereford. London.
- Peacock, H.L. (1982). *A History of Modern European1789-1981.* Heineman Educational Books Ltd. London.
- අලහකෝන්, එම්. ජේ. (2004). *යුරෝපීය ඉතිහාසය 1815 - 1918.* කතෘ ප්‍රකාශන. බාදුරාගොඩ.
- ග්‍රාන්ට්, ඒ. (1964). *යුරෝපා ඉතිහාස සාරය.* රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- ජයතිලක, පී. ඩබ්ලිව්. (2002). *යුරෝපා ඉතිහාසය- 2 නූතන යුරෝපය 1815 දක්වා.* ගොඩගේ ප්‍රකාශකයෝ. කොළඹ.
- තොම්සන්, ඩේවිඩ් (1965). *නැපෝලියන්ගෙන් පසු යුරෝපය.* රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- මැරියට්, ජේ.ආර්. (1963). *නූතන යුරෝපයේ විකාශය, 1453.-1939,* රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- සවුත්ගේට්, ජෝර්ජ්, ඩබ්. (1969). *නූතන යුරෝපා ඉතිහාසය.* කාණ්ඩ 1-3. රාජ්‍ය භාෂා දෙපාර්තමේන්තුව. කොළඹ.
- සෙනෙවිරත්න, එම්.ඩී.එච්. (1966), *නූතන යුරෝපය.* ඇස් ගොඩගේ සහ සමාගම. කොළඹ.

Course Title: **Historiography I**

Course Code: HISS 32012 (30:00:70)

Course Capsule: Western tradition of historiography beginning with Greek and Roman writings, Christian historiography of Medieval Europe, Modern Western tradition of historiography, Development of oriental historiography approach, Historical writings and historiographical traditions in ancient India, Far Eastern historical traditions in ancient China and Japan, West Asian historiography and Islamic historical traditions, Medieval Christian historiography, Development of historical writings in Sri Lanka, Rationalism and Western traditions of historiography, Liberalism and Nationalism and historiography, Marxist historiography, Modern Sri Lankan historiography

Course Aim:

To provide students with understanding of the historical writings and different historical sources in Ancient Europe, Ancient China, Ancient India, and Ancient Sri Lanka enabling them to recognize the difference between Eastern and Western thought streams and understand how modern historical writing is structured.

Course ILOs:

After completing this course, students should be able to;

1. collect, analyze and interpret the historical writings in ancient Europe, ancient China, ancient India, and ancient Sri Lanka.
2. demonstrate knowledge and explain the concept of the tradition of historiography and historians and their historical approaches.
3. apply knowledge and analyze the concept of ancient and modern historiography in the global context for comparative studies.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Western tradition of historiography beginning with Greek and Roman writings	2	-	4	L, GD	AS1 start
2	2	2,3	Christian historiography of Medieval Europe	2	-	4	L, PL, GD	
3	3.1	1,2,3	Western tradition of historiography in 18th century	2	-	3	L, GD	AS1 due
4	3.2	2,3	Western tradition of historiography in 19th century	2	-	4	L, GD	
5	4	2,3	Liberalism and Nationalism and historiography	2	-	4	L, GD	AS2 start
6	5	2,3	Marxist historiography	2	-	6	L, PL	
7	6	1,2	Development of oriental historiography approach	2	-	2	L, GD	AS2 due
8	7	1,2	Historical writings and historiographical traditions in ancient India	2	-	4	L, GD	
9	8	1,2	Far Eastern historical traditions in ancient China and Japan	2	-	6	L, GD	AS3 start
10	9	2,3	West Asian historiography and Islamic historical traditions	2	-	4	L, GD	
11	10	2	Commesment of historiographical tradition in ancient Sri Lanka	2	-	6	L, GD	AS3 due
12	11	3	Budhdhist historical tradition in Sri Lanka	2	-	6	L, GD, PL	
13	12	2,3	Development of Historical writings in Sri Lanka	2	-	6	L, GD	
14	13	2,3	Modern Sri Lankan historiography	2	-	6	L, GD,	
15		1-3	Review	2	-	5	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@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:

- Bloch, Marc (2004). *The Historian's Craft*. Manchester University Press.
- Carr, E.H. (2008). *What is History?* Penguin. England.
- Collingwood, R.G. (2008). *The Idea of History*. Hesperidia's Press. England.
- Ernst Breisach. (2007). *Historiography:* Ancient, Medieval, and Modern. The University of Chicago Press. Chicago.
- Michael, Bentley (1999). *Modern Historiography: An Introduction*. Rutledge. London.
- Marius, Richard, and Melvin E. (2012*). A Short Guide to Writing about History*. Pearson. Boston.
- Renier, G.J. *History: Its Purpose and Method*. Allen and Unwin.
- Shafer, R.J. (1983). *A Guide to Historical Method.* Dorsey Press.
- Turabian, Kate L. (2007). *A Manual for Writers of Research Papers*, Theses, and Dissertations. *Chicago Style for Students and Researchers*. Chicago Press. Chicago, University.
- ගුණවර්ධන, ආර්.ඒ.එල්.එච්. (2001). *ඉතිහාසයේ අතීතය: ශික්ෂණයක වර්ධනය පිළිබඳ විමර්ශනයක්.* ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.

Course Title: **Methods of Historical Inquiry**

Course Code: HISS 32022 (30:00:70)

Course Capsule: Introduction to historical research, Methods of historical research, Research ethics, Method of data collection, Techniques of historical writing, Basic elements of classical historical methodology, the modern and postmodern approaches, Systematic presentation of historical research, Preparation of bibliography and footnotes, The proof reading, The use of accepted signs and linguistics and phonetic symbols, Developing a prepare a research proposal, The dissertation writing.

Course Aim:

To provide students a comprehensive understanding of complexity of historical explanation, including concepts of causation, contingency, convergence, and individual agency anabling to classify the relationship between history and social-science disciplines in their Subjects, approaches, and methods.

Course ILOs:

After completing this course, students should be able to;

1. discuss historical inquiries in the research of ancient history
2. explain the adaptation of writing, proof reading and referencing for research
3. review arguments and illustrate sound judgments in the independent research (thesis) in the final year as well as other individual and common projects

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to historical research	2	-	4	L, GD	
2	2	1,3	Methods of historical research and research ethics	2	-	4	L, PL	AS1 start
3	3	2,3	Method of data collection	2	-	4	L, GD	
4	4	2,3	Techniques of historical writing	2	-	3	L, GD, PL	AS1 due
5	5	1,2,3	Basic elements of classical historical methodology	2	-	4	L, GD	
6	6	3	The modern and postmodern approaches	2	-	5	L, GD	AS2 start
7	7	1,2	Systematic presentation of historical research	2	-	4	L, GD	
8	8.1	1,2,3	Preparation of bibliography	2	-	2	L, GD	AS1 due
9	8.2	1,2,3	Preparation of footnotes	2	-	6	L, GD	
10	9	2,3	The proof reading	2	-	6	L, PL	AS3 start
11	10	1,2	The use of accepted signs and linguistics and phonetic symbols	2	-	8	L, PL	
12	11	2,3	Introduction to academic research and preparing a research proposal	2	-	8	L, PL	AS3 due
13	12	2,3	The dissertation writing	2	-	6	L, GD	
14	13	2,3	The dissertation writing	2	-	4	L, GD	
15	14	1-3	Review	2	-	2	L, GD	
	Total Notional Hours			30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Leaning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@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:

- *A Bibliography of Ceylon.* Ed. H.A.I. Gunathilaka. Vol.I, II, III, IV, V 1970-1983. Culcuta. Zurich.
- Berry, Ralph (1966). *How to Write the Research Paper*. England: Oxford.
- Bovers, Fredson (1959). *Textual and Literary Criticism.* Cambridge. England.
- Kaestle, C.F. (1990). *Research Methodology*: Historical Methods. In Educational research methodology and measurements: An international hand Book. Oxford. England.
- Kothari, C.R. (1998). *Research Methodology:* Methods and techniques. Sage Publisher. New Delhi.
- අබේපාල, රෝලන්ඩ් (2004). *පර්යේෂණ ක්‍රමවිද්‍යාව නියැදිකරණය.* සමයවර්ධන. කොට්ටාව.
- ධම්මපාල හිමි, ගතාරේ (1998). *පර්යේෂණ ක්‍රම විද්‍යාව.* අභය මුද්‍රණාලය. කඹුරුපිටිය.
- රත්නපාල, නන්දසේන. (1995). *සමාජ විද්‍යා පර්යේෂණ මූලධර්ම.* ආරිය ප්‍රකාශකයෝ. වරකාපොල.

Course Title: **Indigenous Knowledge of Sri Lanka**

Course Code: HISS 32032 (25:10:65)

Course Capsule: The concept of the indigenous knowledge, Indigenous agricultural knowledge in Sri Lanka, Animal husbandry and indigenous knowledge, Indigenous knowledge of weather forecasting systems, Indigenous knowledge of environmental management, Indigenous knowledge of urban biodiversity, Indigenous knowledge of art and architecture, Indigenous knowledge on handcrafts, Indigenous knowledge on hunting systems, Indigenous knowledge on honey and other floral industries in Sri Lanka, Indigenous knowledge on animal domestication, The use of indigenous knowledge for sustainable development, The implication of indigenous knowledge for the daily life

Course Aim:

To enable students to analyse the indigenous knowledge which was practiced over centuries and identify their sustainable characteristics and their relevance to address the contemporary issues in development.

Course ILOs:

After completing this course, students should be able to;

1. explain the concept and principles of indigenous knowledge in different contexts.
2. collect, analyze, and interpret the basic features and sustainable characteristics of indigenous knowledge systems in Sri Lanka.
3. use of indigenous knowledge to address the contemporary issues in Sri Lankan society.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	The concept of the indigenous knowledge	1	-	4	L, FV	
2	2.1	1	Indigenous agricultural knowledge in Sri Lanka	2	-	6	L, GD	
3	2.2	1	Animal husbandry and indigenous knowledge	2	-	4	L, GD	AS1 start
4	3.1	1,2	Indigenous knowledge of weather forecasting systems	2	-	5	L, GD	
5	3.2	1	Indigenous knowledge of environmental management	-	4	6	L, GD	AS1 due
6	4	1	Indigenous knowledge for urban biodiversity	2	-	6	L, GD	
7	5.1	1,2	Indigenous knowledge of art and architecture- part I	2	-	4	L, PL	AS2 start
8	5.2	1,3	Indigenous knowledge of art and architecture-part II	2	-	2	L, GD	
9	6	2,3	Indigenous knowledge on handcrafts	2	-	6	L, GD	AS2 due
10	7.1	3	Indigenous knowledge of hunting systems	-	4	4	GD, PL	
11	7.2	2,3	Indigenous knowledge of honey and other floral industries in Sri Lanka	2	-	4	L, GD	AS3 start
12	8	3	Indigenous knowledge of animal domestication	2	2	4	L, GD, FV	
13	9	2,3	The use of indigenous knowledge for sustainable development	2		4	L, GD	AS3 due
14	10	3	The implication of indigenous knowledge for the daily life	2	-	4	L, PL	
15		1-3	Review	2	-	2	L, GD	
Total Notional Hours				25	10	65		

Teaching methods: L=Lectures, FV= Field Visit, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 20%	40%
	AS2 - 10%	
	AS3 - 10%	
End Semester Examination		60%
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															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Bandaranayake, Senaka (1986). *The rock & wall painting in Sri Lanka.* Lake House. Colombo.
- Deraniyagala S.U. (1992). *The Prehistory of Sri Lanka: an archeological perspective*. 2nd ed. Department of Archeology, Colombo.
- Knox R. (2001). *An historical relation of the Island Ceylon*. 3rd ed. Karunarathna D, Translator, Gunasena Publishers, Colombo.
- Seligmann CG, Seligmann BZ. (2009). *The veddas*. 1st ed. Ranasinghe, C, Translator, Fast Publishing, Colombo.
- *දළඳ සිරිත* (1955). සංස්කරණය වැලිවිටියේ ශ්‍රී සෝරත ස්ථවිර. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *නීති නිඝණ්ඩුව* (1998). සංස්කරණය හරිස්චන්ද්‍ර විජේතුංග. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *පූජාවලිය* (1961). සංස්කරණය ඒ.වී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *මහාවංසය* (1966). සංස්කරණය සුමංගල හිමි හා බටුවන්තුඩාවේ දේවරක්ෂිත. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- පාකර්, හෙන්රි (2008). *පුරාණ ලංකාව.* පරිවර්තනය නිස්සංක පෙරේරා. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- පීරිස්, රැල්ෆ් (2012). *සිංහල සමාජ සංවිධානය මහනුවර යුගය.* විසිදුනු ප්‍රකාශකයෝ. බොරලැස්ගමුව.

Course Title: **Study of the Language Reference Sources**

Course Code: HISS 32042 (27:06:67)

Course Capsule: The importance of language proficiency for historical studies, Identifying the essential languages for the study of Sri Lankan history, Introduction to Pali, Sanskrit, Tamil and English languages for the purpose of research, Reading alphabet of Sanskrit and Tamil languages, Formation of words of Sanskrit and Tamil language 1, Essential grammatical components of a language I and II, Construction of sentences, Reading and understanding historical sources, Basic translation methods, Practical work on translation

Course Aim:

To anable students to master the languages such as Pali, Sanskrit, Tamil, English and old Sinhalese which enhance the ability to use grammatically correct language.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate reading and writing abilityusing alphabet of Sanskrit and Tamil languages.
2. classify the concepts and principles of the formation of words in Sanskrit and Tamil languages.
3. use essential grammatical components of each language correctly and appropriately.
4. read and understand the primary sources for the research.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	The importance of language proficiency for historical studies	2	-	5	L, GD	
2	2	2	Identifying the essential languages for the study of Sri Lankan history	2	-	5	L, GD	
3	3	2	Introduction to Pali, Sanskrit, Tamil and English languages for the purpose of research	2	-	6	L, PL	
4	4.1	2,3	Reading alphabet of Sanskrit and Tamil languages	2	-	2	L, GD	AS1 start
5	4.2	2,3	Formation of words of Sanskrit and Tamil language	2	-	4	L, GD	
6	5	1,2,3	Essential grammatical components of a language I	2	-	7	L, GD	AS1 due
7	6	3	Essential grammatical components of a language II	2	-	4	L, GD	
8	7	2,3	Construction of sentences	2	-	2	L, GD, PL	AS2 start
9	8.1	3,4	Reading historical sources	2	-	7	L, GD	
10	8.2	2,3	Understanding historical sources	2	-	6	L, GD	AS2 due
11	9	3,4	Basic translation methods	1	-	7	L, GD	
12	10.1	3,4	Practical work on translation I	1	2		L, GD	
13	10.2	3,4	Practical work on translation II	1	2	4	L, GD, PL	AS3 start
14	11	1,2,3	Practical work on translation III	3	2	2	L, GD	
15		1-4	Review	1	-	6	L, GD	AS3 due
Total Notional Hours				27	06	67		

Teaching methods: L=Lectures, GD=Group Discussion, PL = Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS 1 - 10%	40%
	AS 2 - 20%	
	AS 3 - 10%	
End Semester Examination		60%
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) Mr. DMTUK Dissanayaka (dissan@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:

- ආනන්ද මෛත්‍රෙය හිමි, බළන්ගොඩ (1968). *සංස්කෘත - ප්‍රථමාදර්ශ පාඨමාලා.* මොඩන් පොත් සමාගම. නුගේගොඩ.
- ආනන්ද මෛත්‍රෙය හිමි, බළන්ගොඩ (1997). *සංස්කෘත - බාලාදර්ශ පාඨමාලා.* මොඩන් පොත් සමාගම. නුගේගොඩ.
- ආනන්ද මෛත්‍රෙය හිමි, බළන්ගොඩ (2002). *සරල සංස්කෘත ශික්ෂකය 1.* මොඩන් පොත් සමාගම. නුගේගොඩ.
- ආනන්ද මෛත්‍රෙය හිමි, බළන්ගොඩ (1996). *සරල සංස්කෘත ශික්ෂකය 2.* මොඩන් පොත් සමාගම. නුගේගොඩ.
- පියරතනහිමි, චන්ද්‍රකීර්ති ශ්‍රී (2002). *පාළි පාඨමඤ්ජරී.*ගුණසේන සහ සමාගම. කොළඹ.
- පියරතනහිමි, කහමෝදර චන්ද්‍රකීර්ති ශ්‍රී. (2016). *පාළි පාඨමඤ්ජරී* (ද්විතීයභාගය). සමයවර්ධන මුද්‍රණ ශිල්පියෝ. කොළඹ.
- මල්ලිකාදේවී, නාරායණන් (2015). *දෙමළ ව්‍යරණ සහ භාෂා නිපුණතාව.* ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- යෝගරාජා, එස්. ජේ. (2003). *දෙමළ භාෂා අභ්‍යාස ග්‍රන්ථය.* ශ්‍රී ලංකා ජාතික පුස්තකාලය. කොළඹ.
- විමලවංශහිමි, බද්දේගම (1990). *පාලි රචනා 1, 2.* එස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.

Course Title: **Art History of Sri Lanka**

Course Code: HISS 32052 (30:00:70)

Course Capsule: Introduction to art and culture, The arts of Anuradhapura period, The arts of Polonnaruwa period and Southwest kingdoms, The arts of Kandyan period, Origin and the development of the Buddha statue, The Bodhisathva image in Sri Lanka, Royal images in Sri Lanka, Origin and the development of the Stupas in ancient Sri Lanka, Entrance decoration in monasteries and royal architecture I, Entrance decoration in monasteries and royal architecture II, Wood, ivory and other carving in ancient Sri Lanka I, Arts During the Portuguese and Dutch Periods, Arts during the British Colonial period, Arts during the Post-Colonial period

Course Aim:

To provide students a comprehensive understanding of origin, evaluation and the expansion of art and frescoes sprang from special and main centers of art in Sri Lanka along with the abilityto explore the foreign influence that led to the advancement of classical art in Sri Lanka.

Course ILOs:

After completing this course, students should be able to;

1. discuss the importance of art in historical studies.
2. collect, analyze, and interpret information on the socio-cultural history through arts of the island.
3. explain the concepts and principles of the effects of external influences on the art of Sri Lanka.
4. describe the history of arts in Sri Lanka up to the end of the Kandyan period and its importance for the development; especially historical tourism.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to art and culture	2	-	4	L, GD	
2	2.1	2,4	The arts of Anuradhapura period	2	-	4	L, GD	AS1 start
3	2.2	1,2,4	The arts of Polonnaruwa period and Southwest kingdoms	2	-	3	L, PL	
4	3.1	2,4	The arts of Kandyan period	2	-	4	L, GD	AS1 due
5	3.2	2,4	Origin and the development of the Buddha statue	2	-	4	L, GD, PL	
6	4	1,2,4	The Bodhisathva image in Sri Lanka	2	-	6	L, GD	
7	5	3,4	Royal images in Sri Lanka	2	-	2	L, GD	AS2 start
8	6.1	3,4	Origin and the development of the Stupas in ancient Sri Lanka-part I	2	-	4	L, GD	
9	6.2	3,4	Origin and the development of the Stupas in ancient Sri Lanka-part II	2	-	6	L, GD	AS3 due
10	7.1	1,2	Entrance decoration in monasteries and royal architecture I	2	-	4	L, GD	
11	7.2	2	Entrance decoration in monasteries and royal architecture II	2	-	6	L, PL	
12	8	4	Wood, ivory and other carving in ancient Sri Lanka I	2	-	6	L, GD	AS3 start
13	9	2,4	Arts During the Portuguese and Dutch Periods	2	-	6	L, GD	
14	10	2,4	Arts during the British Colonial period	2	-	6	L, GD	AS3 due
15	11	2,4	Arts during the Post-Colonial period	2	-	5	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Independent Learning															
Assignments												`			
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Bandaranayaka, Senaka (1986). *The Rock and Wall Paintings of Sri Lanka.* Lake House Bookshop. Colombo.
- Bandaranayake S. (1982). *The rock and wall painting of Sri Lanka*. Colombo.
- Codrington, H. W. (1924). *Ceylon coins and currency*. Memoirs of the Museum. Colombo.
- Devendra, D. T. (1957). *Buddha Image and Ceylon.* K.V.G. De Silva& Sons. Colombo.
- Somadewa Raj. (2014). *Rock Painting and Engraving Sites in Sri Lanka*. PGIAR. Kelaniya.
- කුමාරස්වාමි, ආනන්ද (1962). *මධ්‍යකාලීන සිංහල කලා.* සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව. කොළඹ.
- ජයවර්ධන, ආර්.ජී.ඩී. (2014). *දකුණු ආසියානු බෞද්ධ කලාවේ සංකේත.* ආරිය ප්‍රකාශකයෝ. කොළඹ.
- මනතුංග, අනුර (2004). *සීගිරි චිත්‍ර.* සමන්ති පොත් ප්‍රකාශකයෝ. ජා ඇල.
- වික්‍රමගමගේ, චන්ද්‍රා (2006). *ශ්‍රී ලංකාවේ බුද්ධ ප්‍රතිමා කලාව.* ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- වික්‍රමගමගේ, චන්ද්‍රා. *ශ්‍රී ලංකාවේ පැරණි ගොඩනැගිලි දොරටු.* ශ්‍රී ලංකා සංස්කෘතික ශාස්ත්‍රායතනය. කොළඹ.

Course Title: **Traditional Food Culture in Sri Lanka**

Course Code: HISS 32062 (25:10:65)

Course Capsule: Interpretation of the food and food culture, Ancient view of food culture, Historical evolution of food culture, The Colonial influence on ancient food culture, Famine, drought, and food management strategies, Green Revolution and its' consequences on traditional food culture, Rethinking the traditional food culture, Traditional food security concept, Village tank cascade-based food model in the dry zone of Sri Lanka, Functional foods in medicine and health, Modern view of food security, food, cooking and identity, Food security issues in present society.

Course Aim:

To provides students an opportunity to understand sustainable features of time-tested ancient food culture/model and their relevance to addressing the contemporary food based issues in the country.

Course ILOs:

After completing this course, students should be able to;

1. analyse the strengths of the ancient food model to address various health issues.
2. critically discuss the sustainable characteristics of the village tank cascade-based food model to establish thr food security status of the dry zone.
3. apply knowledge to find solutions to avoid side effects of modern food and drink patterns through the study of ancient food and drink patterns.
4. apply knowledge to set precedents from history to prevent current food waste.
5. interpret best practices to construct cultural sustainability projects involving food culture.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Interpretation of the food and food culture	1	-	4	L, GD	
2	2.1	1	Ancient view of food culture	2	-	4	L, GD	
3	2.2	1	Historical evolution of food culture	2	-	5	L,GD	
4	3.1	1,2	The Colonial influence on ancient food culture	2	-	6	L, GD, PL	
5	3.2	1	Famine, drought, and food management st rategies	-	4	6	L, FV	AS1 start
6	4	1	Green Revolution and its' consequences on traditional food culture	2	-	6	L, GD	
7	5	2	Rethinking the traditional food culture	2	-	2	L, FV	AS1 due
8	6.1	2,3	Traditional food security concept- part I	2	-	4	L, GD	
9	6.2	2,5	Traditional food security concept-part II	2	-	6	L, GD	AS2 start
10	7.1	3	Village tank cascade-based food model in the dry zone of Sri Lanka	2	-	4	L, GD, PL	
11	7.2	4,5	Functional foods in medicine and health	2	-	4	L, GD	AS2 due
12	8	4	Modern view of food security	2	-	4	L, GD	
13	9	4,5	Food, cooking and identity	-	6	4	L, FV	AS3 start
14	10	5	Food security issues in present society	2	-	4	L, GD	
15	11	3-5	Field visit	2	-	2	L, GD	AS3 due
Total |Notional Hours				25	10	65		

Teaching methods: L=Lectures, GD=Group Discussion, FV= Field Visit, PL =Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Field visits															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Harris, M. (1998). *Good to eat*: Riddles of food and culture. Waveland Press. Long Grove.
- Harper, C. L. & Le Beau, B. F. (2003). *Food, Society and Environment***.** Upper Saddle River. Prentice Hall. NJ.
- Mintz, S. W. (1996). *Tasting Food*, Tasting Freedom. Beacon Press. Boston.
- *මහාවංසය* (2004). සංස්කරණය හික්කඩුවේ ශ්‍රී සුමංගල හිමි. බටුවන්තුඩාවේ සහ නන්දදේව විජේසේකර. බෞද්ධ කටයුතු මධ්‍යස්ථානය. කොළඹ.
- *සද්ධර්මරත්නාවලිය* (2000). සංස්කරණය ශ්‍රී ලංකා ප්‍රාචීන භාෂෝපකාර සමාගම. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *සද්ධර්මාලංකාරය* (1971). සංස්කරණය මකුළුදූවේ පියරතන හිමි. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *ඩේවි දූටු ලංකාව* (1967). අනුවාදක සෝමරත්න, ඇල්ලෙපොල, එච්. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- පබිලිස් සිල්වා ටී. (2017). *මහාසූපවංසය.* කතෘ ප්‍රකාශන. බොරලැස්ගමුව.
- සන්නස්ගල පී.බී. (1989). *මහනුවර රජගෙදර සූපශාස්ත්‍ර පොත සහ සිංහල සූප කලා සාහිත්‍යය.* ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.

Course Title: **Indian History (Since 16th century up to present)**

Course Code: HISS 32072 (30:00:70)

Course Capsule: India at the beginning of the 18th century, Rise of the colonial power in India, Establishment of the British power in India and East India Company up to 1858, Consolidation of the British power, The Indian revolt of 1858, Trade and industry of the British up to 1857, Social policy and social reforms, Social and religious revivalist movements in the 19th century, Indian national movement and struggle for freedom 1919-1947 and Gandhi and his leadership, The way British faced the Indian National movement, Muslim separatist and racial politics, Independent India, India as a world nation

Course Aim:

To provide students to comprehend and analyse the problems and prospectives of this region in the context of geo-politics in the world.

Course ILOs:

After completing this course, students should be able to;

1. explain the concepts and principles of the causes of failure and success of political systems in India.
2. critically discuss the influences of foreign invasions on the internal political system in India.
3. describe the concept of movements and social reforms activities in India.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1,2	India at the beginning of the 18th century	2	-	3	L, GD	
2	2	1	Rise of the colonial power in India	2	-	6	L, GD	AS1 start
3	3	1,2	Establishment of the British power in India and East India Company up to 1858	2	-	4	L, PL	
4	4	1,2	Consolidation of the British power	2	-	4	L, GD	AS1 due
5	5	1,2	The Indian revolt of 1858	2	-	4	L, GD	
6	6	1,2	Trade and industry of the British up to 1857	2	-	6	L, GD	AS2 start
7	7	2,3	Social policy and social reforms	2	-	4	L, GD	
8	8.1	2,3	Social and religious revivalist movements in the 19th century-part I	2	-	-	L, GD	AS2 due
9	8.2	2,3	Social and religious revivalist movements in the 19th century-part II	2	-	9	L, GD	
10	9	2,3	Indian national movement and struggle for freedom 1919-1947 and Gandhi and his leadership	2	-	4	L, GD	
11	10	2,3	The way the British faced the Indian National movement	2	-	4	L, GD	AS3 start
12	11	2,3	Muslim separatist and racial politics	2	-	6	L, PL	
13	12	1,2,3	Independent India	2	-	6	L, GD	AS3 due
14	13	2,3	India as a world nation	2	-	7	L, PL	
15		1-3	Review	2	-	3	L, GD, PL	
Total |Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk)	Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@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:

- Agrawal, R.C. (1996). *Constitutional Development and National Movement of India.* S.Chand Publishing. New Delhi.
- Andrews C. F. *The Rise and Growth of Congress in India* 1832-1920. Raeri. Calcutta. New Delhi.
- Bhattacharjee, Arun (1988). *A History of Modern India*, 1707-1947. S.Chand Publishing.
- Chaudhary, R.M.L. (1951). *The State and Religion in Mughal India.* Raeri. Calcutta.
- Danvers, F.C. (1966). *The Portuguese in India.* Cambridge. London.
- Edwards, S.M. and Garette H.L.O. (1962). *Mughal Rule in India*. S.Chand Publishing. New Delhi.
- ඇලන්, ජේ., සහ තවත් අය (1971). *කේම්බ්‍රිජ් සංක්ෂිප්ත ඉන්දියා ඉතිහාසය.* ගුණසේන සහ සමාගම. කොළඹ.
- මජුම්දර්, ආර්.සී. සහ තවත් අය (1960). *උසස් සවිස්තර ඉන්දියා ඉතිහාසය* 2 සහ 3 කාණ්ඩ. ගුණසේන සහ සමාගම. කොළඹ.
- විජේතුංග, කරුණාරත්න (1969). *මුගල් ඉන්දියාව.* ගුණසේන සහ සමාගම. කොළඹ.

Course Title: **Map and Mapping for Historical Studies**

Course Code: HISS 32082 (20:20:60)

Course Capsule: Introduction: definitions of cartography, plan drawing and mapping. Relationship between map and history, History of map: Contemporary world civilization and Sri Lanka, Methods and Techniques of Cartography, The earliest representations of Sri Lanka on a world map Sri Lanka in Greeks and Romans, Islamic and Chinese cartography, Prominent central location of Sri Lanka, the island played a distinct and significant role in ancient trade, Ptolemy's map: *Taprobane* and Sri Lankan history, Traditional Sri Lankan cartography, Sri Lankan city plan (ancient capital cities) and other cities, Beginnings of modern cartography, Portuguese cartography in Sri Lanka, Dutch cartography in Sri Lanka: Political and economic base landscape maps, Dutch cartography in Sri Lanka: port cities and regional maps, Modern Sri Lankan map (English map) and historical data, Map reading and Marking (Theory and Techniques), Creation of Map, plans and sketch drawings

Course Aim:

To provide understaning and practical skills in cartography using ancient world and Sri Lankan maps as sources of historical studies.

Course ILOs:

After completing this course, students should be able to;

1. explain the link between cartography and contemporary human civilization in the history of the ancient world.
2. define a map as a cognitive statement
3. confidently describe methods of surveying, leveling, plan drawing and mapping in historical time.
4. develop maps, plans and stretch drawings and read a historical map based on historical studies.
5. link modern science and technological aspects of historical studies.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction: Definitions of Cartography, plan drawing and mapping. Relationship between map and history	1	-	4	L, D	
2	2.1	1	History of map: Contemporary world civilization and Sri Lanka	2	-	4	L, D	
3	2.2	1	Methods and Techniques of Cartography	2	-	4	L, PL	AS1 start
4	3.1	1,2	The earliest representations of Sri Lanka on a world map Sri Lanka in Greeks and Romans, Islamic and Chinese Cartography	2	-	4	L, D	
5	3.2	1	Prominent central location of Sri Lanka, island played a distinct and significant role in ancient trade	2	-	4	L,|D	AS1 due
6	4	1	Ptolemy's map: *Taprobane* and Sri Lankan history	2	-	6	L, D	
7	5	2	Traditional Sri Lankan cartography	2	-	6	L, PL	AS2 start
8	6.1	2,3,4	Sri Lankan city plan: Ancient capital cities	2	2	-	L, D	
9	6.2	2,5	Sri Lankan city plan: Other cities	2	-	6	L, D	AS2 due
10	7.1	3	Beginnings of modern cartography	-	2	4	L, D	
11	7.2	4,5	Portuguese Cartography in Sri Lanka	1	-	4	L, PL	AS3 start
12	8	4	Dutch Cartography in Sri Lanka: Political and economic base landscape maps	2	-	4	L, D	
13	9	4,5	Dutch Cartography in Sri Lanka: Port cities and regional maps, Modern Sri Lankan map (English map) and Historical data	-	6	4	PL, D	AS3 due
14	10	5	Map reading and Marking (Theory and Techniques)	-	4	4	D, PL	
15	11	4,5	Creation of Map, plans and sketch drawings	-	6	2	D	
Total Notional Hours				20	20	60		

Teaching methods: L=Lectures, D= Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 10%	
	AS3 - 20%	
End Semester Examination		60%
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) Mr. DMTUK Dissanayaka (dissan@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:

- Bygott, J. and Maney, D.C. (1969). *Introduction to Map Work and Practical Geography*. University Tutorial Press Ltd. London.
- Dink, P. (1962). *Map Work.* Atma Ram & Sons. Delhi.
- Dury, G.H. (1960). *Map Interpretation.* Sir Lsaac Pitman & Sons. London.
- Kraak, M.J. & Ormeling, F.J. (1988). *Cartography: Visualization of Spatial Data.* Longman. England.
- Leomg, G.C. (2000). *Excel in Geography* - I. Oxford University Press. Singapore.

Course Title: **Historiography II**

Course Code: HISS 41012 (30:00:70)

Course Capsule: Development of modern historiography after the 17th century, Western philosophers and new scientific concepts, Colonial historical approaches, The tradition of post-colonial historiography, The post-modernist historiography, Philosophy of history, Pioneer local historians and their contributions to writing the history of Sri Lanka, Historical research method, Identification of research area, Literature Review, Identification of historical facts, Analyzing and interpreting historical sources, Writing history and ethics.

Course Aim:

To provide necessary training in methods of historical research and understanding of main concepts and approaches in historical interpretation along with enhancing knowledge on Modern Philosophy and historiography, Colonial historical approaches, tradition of post-colonial historiography and post-modernist and pioneer local Historians and their contribution to writing history of Sri Lanka.

Course ILOs:

After completing this course, students should be able to;

1. classify the core aspects of concepts and principles in the areas of development in modern historiography after the 17th century.
2. analyze and make judgments and propose solutions with the concepts and principles in the areas for historical research method and analyze the historical sources.
3. construct the arguments and use ideas, and techniques in problem solving in accordance with basic theories and concepts in Historiography.
4. describe the current development of information in historiography.
5. analyze and make judgments for historical research methods and historical sources.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Development of modern historiography after 20th century	2	-	4	L, GD	AS1 start
2	2	2,4	Western philosophers and new scientific concept	2	-	4	L, GD	
3	3	1,2,4	Colonial historical approaches special reference to south Asia	2	-	3	L, GD	AS1 due
4	4	2,4,5	The tradition of post-colonial historiography	2	-	4	L, PL	
5	5	2,4	The post-modernist historiography	2	-	4	L, GD	AS2 start
6	6	1,2,4	Philosophy of history	2	-	6	L, GD, PL	
7	7.1	4,5	Pioneer historians (Local) and their contributions to writing history of Sri Lanka	2	-	4	L, GD	AS3 due
8	7.2	3,4,5	Pioneer historians (Foreign) and their contributions to writing history of Sri Lanka	2	-	2	L, GD	
9	8	4,5	Historical research methods	2	-	6	L, GD	AS3 start
10	9	1,2,3	Identification of research area	2	-	4	L, GD	
11	10	2	History and its relationship with other disciplines	2	-	6	L, GD	AS3 due
12	11	2,3	Identification of historical facts	2	-	6	L, GD, PL	
13	12	4,5	Design the reseach paper	2	-	6	L, GD	
14	13	2,4,5	Writing history	2	-	6	L, GD, PL	
15		1-5	Review	2	-	5	L, GD	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA.Thalwatta (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@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:

- Austin, N. (1969). *The Greek Historians,* Reinhold. New York.
- Avinet, Sholmo (1968). *Karl Marx on Colonialism and Modernization.* Doubleday Ancher. New York.
- Bareau, H.E. (1963). *A History of Historical Writing*. Dover. NewYork.
- Benedetto Croce, Douglas Ainslie (1921). *Theory & History of Historiography*. George G. harrap. London.
- Braudel, Fernand (1982). *Civilization and Capitalism,* Vol. 2. Collins. London.
- Bronowski, J. and Bruce, Mazlish (1963). *The Western Intellectual Tradition*. Penguin Books. Hardmondsworth.
- Garder, Charls (1958). *Chinese Traditional Historiography*. Harvard University Press. Cambridge.
- Jeremy Black (2015). *Clio's Battles: Historiography in Practice*. Indian University Press. India.

Course Title: **Traditional Medical History of Sri Lanka**

Course Code: HISS 41022 (27:06:67)

Course Capsule: Introduction of indigenous medicine in Sri Lanka, Literary sources that aid in the study of indigenous medical history, Archaeological sources and places used in the study of indigenous medical history, Personal purity associated with the Bhikku Corporation in Sri Lanka, The service rendered by the ancient kings to indigenous medicine, Management of hospitals and treatment centers, Diseases discussed in Indigenous medicine and their causes, Therapeutic methods discussed in indigenous medicine, Indigenous medicine for animals, Traditional remedies in society, Indigenous medicine in the Colonial Period - Portuguese and Dutch Period, Indigenous medicine in the British period, Indigenous medicine in Sri Lanka after the 1950, Generations of Indigenous medicine and medical practices activity engaged in the profession in modern society today.

Course Aim:

To provide a comprehensive understanding of the basic features of the indigenous medical system in Sri Lanka, its evolution, and the changes that took place in indigenous medicine under the Europeans.

Course ILOs:

After completing this course, students should be able to;

1. explain the indigenous medicine history of Sri Lanka.
2. classify the core aspects and theories of indigenous medicine in Sri Lankan history.
3. analyze the main features of indigenous medicine in Sri Lanka and make judgments and specific solutions to problems facing indigenous medicine.
4. demonstrate awareness of the development of indigenous medicine from the ancient period to the present in Sri Lanka

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction of traditional medicine in Sri Lanka	1	-	4	L, GD	
2	2.1	1	Literary sources that aid in the study of traditional medical history	2	-	5	L, GD	AS1 start
3	2.2	1	Archaeological sources and places used in the study of traditional medical history	2	-	6	L, PL	
4	3.1	1,2	Personal purity atrasociated with the Bhikku Corporation in Sri Lanka	2	-	6	L, GD	AS1 due
5	3.2	1	The service rendered by the ancient kings to traditional medicine	2	-	6	L, GD	
6	4	1	Management of hospitals and treatment centers	2	-	6	L, GD	AS2 Start
7	5	2	Diseases discussed in traditional medicine and their causes	2	-	4	L, PL	
8	6.1	2,3	Therapeutic methods discussed in traditional medicine-part I	2	-	2	GD, PL	AS2 due
9	6.2	2,4	Therapeutic methods discussed in traditional medicine-part II	-	3	6	L, GD, FV	
10	7.1	3	Traditional medicine for animals	2	-	4	L, GD	AS3 start
11	7.2	3,4	Traditional remedies in society	-	3	4	L, GD, FV	
12	8	4	Traditional medicine in the colonial period	2	-	4	L, GD, PL	AS3 due
13	9	3,4	Significant of traditional nursing	2	-	4	L, GD	
14	10	4	Traditional medicine in post independent Sri Lanka	2	-	4	L, GD	
15		3,4	Identification of traditional medicine generations	2	-	2	L, GD, CS	
Total Notional Hours				27	06	67		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning, FV = Field Visit, CS = Case Study
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Field Visit															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- *Epigraphia Zeylanica* Vol I -V (1948). Oxford University Press. London.
- Geiger, Wilhelm (1960). *Culture of Ceylon in mediaeval time.* Cambridge. London.
- Gunawardana, R.A.L.H. (1978*). Immersion as therapy: Archaeological and literary evidence on as aspect of medical practice in pre-colonial Sri Lanka* SLJH, IV. No. 1&2. M.D. Gunasena. Colombo.
- *නීති නිසඟඬුව* (1998). සංස්කරණය විජේතුංග, හරිස්චන්ද්‍ර ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *පැරකුම්බා සිරිත* (1970). සංස්කරණය චාල්ස් ද සිල්වා. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *පූජාවලිය* (1961). සංස්කරණය ඒ.වී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *බුත්සරණ* (1991). සංස්කරණය වැලිවිටියේ සෝරත හිමි. අභය ප්‍රකාශකයෝ. ගල්කිස්ස.
- *මහාවංසය* (1966). සංස්කරණය සුමංගල හිමි හා දේවරක්ෂිත, බටුවන්තුඩාවේ. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- සාරාර්ථ සංග්‍රහය (1987). සංස්කරණය ආරියදාස කුමාරසිංහ. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- *ඌරගොඩගේ සී.ජී.* (1994). *ශ්‍රී ලංකාවේ වෛද්‍ය ශාස්ත්‍ර ඉතිහාසය.* ගුණසේන සහ සමාගම. කොළඹ.
- කුසුමරත්න, සාගර. (1997). *පාලි සංහිත්‍යගත වෛද්‍ය ක්‍රමය.* එස්.ගොඩගේ සහ සමාගම. කොළඹ.

Course Title: **Conflict Management in Sri Lankan History**

Course Code: HISS 41031 (15:00:35)

Course Capsule: The concept of conflict management, Theoritical models in conflict management, Selected global lessons in conflict management, Conflic management strategies adopted in ancient Sri Lanka – Case 1: Lessons from King Devanampiyathissa era, Case 2: Lessons from King Kawanthissa, Duttagamini and Elara eras, Case 3: Selected evidence fron 1 AD to 9 AD, Case 4: Lessons from King Vijayabahu, Parackramabahu I and Nissankamalla eras, Case 5: Lessons from King Parackrambahu II, Case 6: Lessons from Parackramabahu VI-, Conflict management strategies adopted during colonial era, Post independent lessons in conflict management – 1948-77, Post independent lessons in conflict management – 1977- up to date, Conflict management – failure and success factors.

Course Aim:

To provide the students the opportunity to learn about the conflict management techniques/strategies applied in ancient Ceylon and study their applicability to understand the conflicts and conflict management strategies in the country.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate advanced knowledge to read examples of past conflict resolution theories for modern conflict resolution.
2. analyze and make judgments on the failure and success factors of conflict management strategies adopted in global history
3. analyze and make judgments on the failure and success factors of conflict management strategies adopted in Sri Lankan history
4. construct and sustain arguments for the steps to be taken to build social coexistence after conflict management.
5. demonstrate the positive attitudes and social responsibility in conflict management.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	The concept of conflict management	1	-	2	L, GD	
2	2	2,4	Theoritical models in conflict management	1	-	2	L, GD	
3	3	1,2,4	Selected global lessons in conflict management	1	-	3	L, PL	AS1 start
4	4	2,4	Conflict management strategies adopted in ancient Sri Lanka – Case 1: Lessons from King Devanampiyathissa era	1	-	2	L, GD	
5	5	2,4	Case 2: Lessons from King Kawanthissa, Duttagamini and Elara eras	1	-	2	L, GD, PL	AS1 due
6	6	1,2, 4	Case 3: Selected evidence fron 1 AD to 9 AD	1	-	2	L, GD	
7	7	3,4	Case 4: Lessons from King Vijayabahu, Parackramabahu I and Nissankamalla eras	1	-	2	L, GD	AS2 start
8	8	2,3,4	Case 5: Lessons from King Parackrambahu II	2	-	2	L, GD	
9	9	3,4	Case 6: Lessons from Parackramabahu VI	1	-	2	L, GD	AS2 due
10	10	1,2	Conflict management strategies adopted during colonial era	1	-	2	L, GD	
11	11	2	Post independent lessons in conflict management – 1948-77	1	-	2	L, GD	AS3 start
12	12	4	Post independent lessons in conflict management – 1977- up to date	1	-	3	L, GD	
13	13	2,4	Conflict management – failure and success factors: Part I	1	-	2	L, PL	AS3 due
14	14	2,4	Conflict management – failure and success factors: Part II	1	-	2	L, GD	
15		1-4	Review	1	-	5	L, GD	
Total Notional Hours				15	-	35		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Mr.MAP. Kumara (prasadmallawaarachchi85@gmail.com)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.MAP. Kumara (prasadmallawaarachchi85@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															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- De Silva, K.M. (1996). *Ethnic Conflict Management and Resolution.* International Centre for ethnic Studies. Colombo.
- Kearney, Rbert (1985). *Ethnic Conflict and the Tamil Separatist Movement in Sri Lanka*. University of California Press. Asian Survey.
- Uyangoda, Jayadeva (2007). *Ethnic Conflict in Sri Lanka*. P.U.B. Washington.
- *පැරකුම්බා සිරිත* (1970). සංස්කරණය චාල්ස් ද සිල්වා. සීමාසහිත ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *පූජාවලිය* (1961). සංස්කරණය ඒ.වී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *මහාවංසය* (1966). සංස්කරණය සුමංගල හිමි හා බටුවන්තුඩාවේ දේවරක්ෂිත. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- ගුණවර්ධන ආර්.ඒ.එල්.එච්. (2001). *ඉතිහාසයේ අතීතය: ශික්ෂණයක වර්ධනය පිළිබඳ විමර්ශනයක්.* ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- තල්වත්ත, අජිත් (2009). *කන්ද උඩරට රාජධානිය හා 1818 කැරැල්ල.* ආරිය ප්‍රකාශකයෝ. වරකාපොල.

Course Title: **The Interpretation and Analysis of Historical Sources**

Course Code: HISS 41042 (30:00:70)

Course Capsule: Early state formation and dynastic history, Kingship; administrative, social groups, Introduction to the literary sources of ancient Sri Lanka, Origins and developments of historical tradition and Buddhist literature, Commentaries and sub- commentaries, The continuation of historical tradition, Origins and development of the state in Sri Lanka as projected in Pali literature, Comparative study with archaeological data- Part I, Comparative study with archaeological data- part II, Comparison, criticism, and rejection, Appearance of historical interpretation- Modern writing on historiography- Phase I, Appearance of historical interpretation- Modern writing on historiography- Phase II, Argument and review

Course Aim:

To equip students with the skills necessary for reading, interpreting, and analyzing inscriptions after understanding available literature in variouse aspects such as dynastic history, kingship ideology, rituals, economic conditions, agriculture, animal husbandary and internal and external treade.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate an advanced knowledge of epigraphic records which deal with donations, grants, orders and regulations.
2. explain the core aspects of Sri Lankan epigraphy including the ones inscribed on coins and metal plates.
3. rephrase practical skills and inquiry efficiently and effectively within the use of Pali sources for the study of political, economic, social and religious developments in Sri Lanka.
4. critically analyzing and making a judgment in majoring in history requires the development of both a sophisticated approach to analyzing primary and secondary sources for the knowledge of the process of researching and writing history.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Early state formation and dynastic history	2	-	4	L, GD	
2	2	1,3	Kingship; administrative, social groups	2	-	4	L, GD	
3	3	2,3	Introduction to the literary sources of ancient Sri Lanka	2	-	4	L, GD	
4	4	2,3	Origin and development of historical tradition and Buddhist literature	2	-	3	L, PL	AS1 start
5	5	1,2,3	Commentaries and sub- commentaries	2	-	4	L, GD	
6	6	3	The continuation of historical tradition	2	-	5	L, PL	AS1 due
7	7.1	1,2	Origin and development of the state in Sri Lanka as projected in Pali literature part I	2	-	4	L, PL	
8	7.2	1,2	Origin and development of the state in Sri Lanka as projected in Pali literature part II	2	-	2	L, GD	AS2 start
9	8	1,2,3	Comparative study with archaeological data- Part I	2	-	6	L, GD	
10	9	2,3	Comparative study with archaeological data- part II	2	-	6	L, GD	AS2 due
11	10	2,4	Comparison, criticism, and rejection	2	-	8	L, GD	
12	11	3,4	Appearance of historical interpretation- Modern writing on historiography- Phase I	2	-	8	L, GD	
13	12	3,4	Appearance of historical interpretation- Modern writing on historiography- Phase II	2	-	6	L, GD	AS3 start
14	13	1,3,4	Argument and review	2	-	4	L, GD	
15	14	1-4	Review	2	-	2	L, GD	AS3 due
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- *Mahāvaṃsa (*1912). Editer Wilhelm Geiger. Cambridge. London.
- *Mahāvaṃsa* (1895). Editer Tīkā, Don Andiris de Silva Batuvantudawa. Oxford University Press. London.
- Gunawardhana, R. A. L. H. (1979). *Robe and Plough*. Arizona Press. Tucson.
- *චූලවංස* (1925). සංස්කරණය විල්හෙල්ම් ගයිගර්. ලන්ඩන්.
- *පැරකුම්බා සිරිත* (1970). චාල්ස් ද සිල්වා. සීමාසහිත ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *පූජාවලිය* (1961). සංස්කරණය ඒ.වී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *මහාවංසය* (1966). සංස්කරණය සුමංගල හිමි හා බටුවන්තුඩාවේ දේවරක්ෂිත. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- *රාජාවලිය* (1997). සංස්කරණය සුරවීර, ඒ.වී. සීමාසහිත ලේක්හවුස් ඉන්වෙට්ස්මන්ට් සමාගම. කොළඹ.

Course Title: **New Political and Economic Trends of the Indian Ocean Region**

Course Code: HISS 41052 (30:00:70)

Course Capsule: Impact of decolonization in the region of Indian Ocean, South and Southeast Asia on the strategic map of the Indian Ocean, Role of the U.K. in the East of Suez, Superpower naval competition in the Indian ocean, The implications of superpower naval strategies for the political economic in the regional sub-systems, The Indian Ocean peace zone proposal, Responses to external strategic involvements in the Indian ocean, The implications of the disintegration of the Soviet Union for the diplomatic and strategic landscape in the Indian ocean, The growth of regional navies and their impact on regional subsystems, The emerging strategic issues in the post-cold war, The changing role of the United States in the region, The tripartite naval relationship between India, Australia and post-apartheid South Africa, Rise of Chinese Naval power.

Course Aim:

To broaden the students' knowledge about the diplomatic and strategic history of the Indian Ocean region.

Course ILOs:

After completing this course, students should be able to;

1. critically discuss the modern political and economic developments in the Indian Ocean region and classify the major strategies involved.
2. critically analyze the modern European nations' involvement in the Indian Ocean region and make judgments and propose solutions for impending problems.
3. demonstrate awareness of current developments in the new political and economic tendencies of the Indian Ocean region.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Impact of decolonization in the region of Indian ocean	2	-	6	L, D	
2	2.1	1,2	South and Southeast Asia on the strategic map of the Indian ocean	2	-	6	L, D	AS1 start
3	2.2	1,2	Role of the U.K. in the East of Suez	2	-	5	L, PL	
4	3.1	2,3	Superpower naval competition in the Indian ocean	2		4	L, D	AS1 due
5	3.2	1,3	The implications of superpower naval strategies for the political economic in the regional sub-systems	2	-	4	L, D	
6	4	2,3	The Indian Ocean Peace Zone proposal	2	-	4	L, D	
7	5	2	Responses to external strategic involvements in the Indian ocean	2	-	4	L, D	AS2 start
8	6.1	2,3	The implications of the disintegration of the Soviet Union for the diplomatic and strategic landscape in the Indian ocean part I	2		2	L, D	
9	6.2	3	The implications of the disintegration of the Soviet Union for the diplomatic and strategic landscape in the Indian ocean part II	2	-	4	L, D	AS2 due
10	7.1	1,3	The growth of regional navies and their impact on regional subsystems	2	-	4	L,D	
11	7.2	2,3	The emerging strategic issues in the post-cold war	2	-	6	L, D, PL	
12	8	1,2,3	The changing role of the United States in the region	2	-	6	L, D	AS3 strat
13	9	3	The tripartite naval relationship between India, Australia and post-apartheid South Africa.	2	-	6	L, D	
14	10	3,4	Rise of Chinese Naval power	2	-	6	L, D	AS3 due
15		1-4	Review	2	-	3	L, D	
Total Notional Hours				30	-	70		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

- Chaturvedi, S. and Doyle, T. (2015). *Climate Terror: A Critical Geopolitics of Climate Change*. New Securities. London.
- Doyle, R. McEachern, D. and MacGregor, S. (2015). *Environment and Politics*. Routledge. London and New York.
- Doherty, B. and Doyle, T. (2014). *Environmentalism, Resistance and Solidarity*. Palgrave Macmillan. Basingstoke.
- Doyle, T. and MacGregor, S. eds. (2014). *Environmental Movements around the World*. Praeger. Santa Barbara.
- Doyle, T. and Riseley (2008). *Crucible for Survival: Environmental Security and Justice in the Indian Ocean Region,* Rutgers University Press. New Jersey.
- Keerawella, G. B. (1988). *The growth of superpower naval rivalry in the Indian Ocean and Sri Lankan response* (Doctoral dissertation, University of British Columbia).
- Keerawella, G. (2020). *Ascendency of China and Changing Global Geo-Politics: A Historical Perspective*, Defence and Security Journal, Volume 5, Defence Services Command and Staff College, Sri Lanka
- Melkote, R. S. (Ed.). (1995). *Indian Ocean: Issues for Peace*. Manohar Publishers.

Course Title: **Traditional Industries in Sri Lanka**

Course Code: HISS 41062 (27:06:67)

Course Capsule: Introduction to the traditional industries in Sri Lanka, Traditional industries that reveals from historical and archaeological sources, Use of stones (Prehistoric tools to present use of stones including gems), Potteries and clay industries (Clay products and its technology), Iron industry of Sri Lanka (Historical evidence, Archaeological sites, processing system), Other metals industries (gold, silver, copper, Bronx, led and other metals industries in Sri Lanka), Wood industries (carving, joints, timbers, wood preservation system), Panting and Laccer industries in Sri Lanka (Royal, monasteries and public use), Weaving industries in Sri Lanka (Reed, Palmyra's, coconuts, Hemp, jute, grass, cotton and cloths, skin and wool), Traditional food preservation systems in Sri Lanka (Fruits, vegetables, fish and meats, grains and other foods), Traditional food processing systems (Endemic foods and processing method, health benefits), Traditional faming industries in Sri Lanka (there are various kinds of traditional farming methods (wet and dry crops over the island), Methods to use traditional industries for daily lifestyle (various kinds of traditional technologies are still using in Sri Lanka rural context, the most of them are very simple, law cost and local materials)

Course Aim:

To provide sound knowledge on the traditional industries that linked to the daily lifestyle of Sri Lankan communities and lessons that the country can learn from the traditional industries to the modern industrialization process.

Course ILOs:

After completing this course, students should be able to;

1. explain the traditional industries in Sri Lanka and their values.
2. critically analyze and make judgment on traditional industries and their role played in ancient economic, social and cultural sectors in Sri Lanka.
3. critically discuss the lessons that can be learned from the traditional industries to the modern industrialization process of the country.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Introduction to the traditional industries in Sri Lanka	2	-	5	L, PL	
2	2.1	1	Traditional industries that reveals from historical and archaeological sources	2	-	5	L, D	
3	2.2	1	Use of stones (Prehistoric tools to present use of stones including gems)	3	-	5	L, PL	
4	3.1	1,2	Potteries and clay industries (Clay products and its technology).	2	-	6	L, PL	
5	3.2	1	Iron industry of Sri Lanka (Historical evidence, Archaeological sites, processing system)	2	-	6	L, D	AS1start
6	4	1	Other metals industries (gold, silver, copper, Bronx, led and other metals industries in Sri Lanka)	2	-	6	L, D	
7	5.1	2	Wood industries: wood preservation system)	2	-	4	L, PL	AS1 due
8	5.2	2	Wood industries: wood preservation system	2	-	2	L, D	
9	6	2,3	Panting and Laccer industries in Sri Lanka (Royal, monasteries and public use)	2	-	6	L, D	AS2 start
10	7.1	3	Weaving industries in Sri Lanka (Reed, Palmyra's, coconuts, Hemp, jute, grass, cotton and cloths, skin and wool)	-	3	4	PL, D	
11	7.2	2,3	Traditional food preservation systems in Sri Lanka (Fruits, vegetables, fish and meats, grains and other foods)	2	-	4	L, D	AS2 due
12	8	3	Traditional food processing systems (Endemic foods and processing method, health benefits)	2	-	4	L, D	
13	9	2,3	Traditional faming industries in Sri Lanka (there are various kinds of traditional farming methods (wet and dry crops over the island)	-	3	4	D, PL	AS3 start

14	10	3	Methods to use traditional industries for daily lifestyle (various kinds of traditional technologies are still using in Sri Lanka rural context, the most of them are very simple, law cost and local materials)	2	-	4	L, D	
15		1-3	Review	2	-	2	L, D	AS3 due
Total Notional Hours				27	06	67		

Teaching methods: L=Lectures, D=Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10%	40%
	AS2 - 20%	
	AS3 - 10%	
End Semester Examination		60%
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															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- *චූලවංස* (1925). සංස්කරණය විල්හෙල්ම් ගයිගර්. ලන්ඩන්.
- *දළඳ සිරිත* (1955). සංස්කරණය වැලිවිටියේ ශ්‍රී සෝරත ස්ථවිර. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *නීති නිසණ්ඩුව* (1998). සංස්කරණය විජේතුංග, හරිස්චන්ද්‍ර. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *පැරකුම්බා සිරිත* (1970). සංස්කරණය චාල්ස් ද සිල්වා. සීමාසහිත ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *පූජාවලිය* (1961). සංස්කරණය ඒ.වී. සුරවීර. ඇම්.ඩී. ගුණසේන සහ සමාගම. කොළඹ.
- *මයුර සන්දේශය* (1923). සංස්කරණය වැලිපටන්විල දීපංකර හිමි. ප්‍රකාශකයෝ සහ ප්‍රකාශක දිස්ත්‍රික්කය සඳහන් නැත.
- *මහාවංසය* (1966). සංස්කරණය සුමංගල හිමි හා දේවරක්ෂිත, බටුවන්තුඩාවේ. ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව. කොළඹ.
- කුලතුංග, ටී. ජී. (2015). *ශ්‍රී ලංකාවේ කාසි හා මුදල් ව්‍යවහාරය.* මධ්‍යම සංස්කෘතික අරමුදල. කොළඹ.
- විජේසේකර, නන්දදේව (2015). *පැරණි සිංහල ප්‍රතිමා ශිල්පය.* ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- ලගමුව, ආරිය (2006). *ශ්‍රී ලංකාවේ පුස්කොළ පොත් ලේඛන කලාව.* සංස්කෘතික කටයුතු පිළිබඳ දෙපාර්තමේන්තුව. කොළඹ.

Course Title: **Special Project**

Course Code: HISS 41071 (00:30:70)

Course Capsule: Students are expected to develop a specific project in the special or needed areas following basic steps - selection, planning and organization. Then need to go to the project area and plan and organize the project. All students are grouped and provided the responsibility for different aspects of the project. Students are expected to participate in various discussions, presentations and dialogs during the project implementation period. After the completion of the project students are expected to submit a final report to the course coordinator.

Course Aim: To provide students with experience and exposure to socially responsible work and assist to develop research-oriented competencies.

Course ILOs:

After completing this course, students should be able to;

1. face challenges inthe professional world effectively.
2. interpret how the knowledge and understanding gained so far as a student can be applied to society.
3. explain the importance of teamwork when achieving goals.
4. perform as a responcible university student in the society.
5. develop new skills and implement them and be able to take on any responsibility with confidence.
6. make appropriate decisions in challenging situations

Lesson Sequence:

The group activities assigned by the department in this subject unit should be completed within the relevant session. The group activity given will be decided by the department and the student will be informed. This activity would be one of the following areas.

1. A social care programs
2. School Community Care Program
3. A Cultural Concert
4. Exhibition
5. Launch of the department Journal
6. Debate competition

Assessment Strategy:

Continuous Assessment	40%
Presentation and final report	60%
Total	100%

Course Coordinator	**Teaching Panel**
Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@ssh.rjt.ac.lk)

Recommended Reading:

- Douglas, N. (2001). *Special interest groups*. John Wiley & Sons. Brisbane.
- Kneller, JP. (1963). *Is logical thinking logical***.** Ponsonby & Partridge. Dubbo.
- Oconnor, DJ. (1957). *An introduction to the philosophy of education*. Rutledge and KeganPaul.London
- Zhou, C. (Ed.). (2016). *Handbook of research on creative problem-solving skill development in higher education*. IGI global.

Course Title: **Asian and European Political Thought (From the beginning up to 20th Century)**

Course Code: HISS 41081 (15:00:35)

Course Capsule: Greek and Roman political thought, Political thought and its early beginnings, Origin and development of Asian political thought with special reference to Kautilya, Democracy and forms of governments, Buddhist concept of state and kingship, Modern European political Thoughts – Lock, Hobbs, Machiavelli, Political theories and intuitions in ancient India, Religion and its state in the medieval and modern Europe, Nation state and sovereignty, Communalism and capitalism, Social and the welfare state, Fascism, Comparison and the Evaluation of the ancient oriental historicaladministrative systems with the modern systems,

Course Aim:

To provide knowledge and understanding of politics, the duties of the citizen, and the responsibilities of the state through an understanding of Asian and European political theories from the beginning up to the 20th Century.

Course ILOs:

After completing this course, students should be able to;

1. describe the concepts of ancient political thought in Asia and Europe.
2. explain the concepts and principles of the ancient political institutions and their activities.
3. develop arguments and make appropriate judgments in terms of socio–cultural and especially in political development in ancient Asia and Europe.
4. present information on ideas and concepts efficiently and effectively.
5. critically discuss personal/team responsibility, and leadership in Asian countries against the current political challenges.

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	Greek and Roman political thought	1	-	4	L, GD	
2	2.1	1,2	Political thought and its early beginnings	1	-	3	L, GD, PL	AS1 start
3	2.2	1,2	Origin and development of Asian political thought with special reference to Kautilya	1	-	3	L, GD	
4	3.1	2,3	Democracy and forms of governments	1	-	3	L, GD	AS1 due
5	3.2	1,3	Buddhist concept of state and kingship	1	-	3	L, GD	
6	4	2,3	Modern European political Thoughts – Lock, Hobbs, Machiavelli	1	-	2	L, GD	AS2 start
7	5.1	2	Political theories and intuitions in ancient India- part I	1	-	2	L, GD	
8	5.2	2	Political theories and intuitions in ancient India-Part II	2		1	L, GD, PL	AS2 due
9	6	3	Religion and its state in the medieval and modern Europe	1	-	2	L, PL	
10	7.1	4,5	Nation state and sovereignty	1	-	2	L, GD	AS3 start
11	7.2	2,3	Communalism and capitalism	1	-	2	L, GD	
12	8	1,2,3	Social and the welfare state	1	-	2	L, GD	AS3 due
13	9	3	Fascism	1	-	2	L, GD	
14	10	3,4,5	Comparison and the Evaluation of the ancient oriental administrative systems with the modern systems	1	-	2	L, PL	
15		1-5	Review	1	-	2	L, PL	
Total Notional Hours				15	-	35		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk)	Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@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:

- Allen, EL. (1957). *Guide to Western Thought*. The English University Press. London.
- Altekar, A.S. (1962). *State and Government in Ancient India***.** Cambridge. London.
- Barker, E. (1978). *The Political Thought of Plato and Aristotle. I*NC. New York.
- Berri, RN. (1877). *The History of Political Thought.* Rousmen and Little Field. New Jersey.
- Copleston Frederick (1962). *The History of Philosophy* Vol.1. Garden City. New York.
- Copleston Frederick (1952). *Medieval Philosophy***.** Cambridge. London.
- Ghosal, U.N. (1957). *History of Indian Political Theory***.** Chap. Calcutta.
- Doyle, Phyllis. (1967). *A history of political thoughts***.** Cambridge. London.
- Gubernan, Montsrrat. (1991). *Nation without state*. Cambridge. London.
- Kohn, Hans (1957). *Reflection of World History*. New Jercy. New York.
- අබේවර්ධන ඩී. ඇල්. (පරි), (2004). පැරණි ඉන්දියාවේ රාජ්‍ය සහ ආණ්ඩුව. නුගේගොඩ: සමන් ප්‍රකාශකයෝ

Course Title: **Research Proposal Formulation**

Course Code: HISS 41092 (30:00:70)

Course Capsule: Introduction to the Research Process and determining a plausible study, General approaches to research designs, Identifying appropriate research problems: writing the problem statement and hypotheses, stating the purpose of the study, Reviewing the literature and library tour, The Introduction section of a proposal – components, format, The literature section of a proposal- components and format, The methodology section of a proposal – component and format, Technical, ethical issues and guidelines for research, Qualitative and quantitative research, Finalizing the proposal guidelines and example for presenting the proposal.

Course Aim: To develop a comprehensive research proposal under the supervision of an academic member of the department of humanities, Faculty of Social Sciences and Humanities, Rajata University of Sri Lanka. This is a part of the independent research (dissertation) which need to be completed by the students in the next semester.

Course ILOs:

After completing this course, students should be able to;

1. create the key components of a research proposal
2. demonstrate the ability to conduct literature reviews and gather the critical scientific information related to the research proposal
3. demonstrate writing skills by writing, a clear, concise research proposal with scientifically defensible aims, methods and conclusions

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessment Method
				T	P	IL		
1	1	1	Introduction to the Research Process and determining a plausible study	2	-	5	L, S	
2	2	1	General approaches to research designs	2	-	5	L, S	
3	3	1	Identifying appropriate research problems: writing the problem statement and hypotheses, stating the purpose of a study	2	-	5	L, S	
4	4	2	Reviewing the literature and library tour: working with databases	2	-	5	L, S	
5	5	3	The Introduction section of a proposal – components, format	2	-	5	L, S	
6	6	2	The literature section of a proposal – components, format	2	-	5	L, S	
7	7	3	The methodology section of a proposal – components, format	2	-	5	L, S	
8	8	3	Technical, ethical issues and guidelines for research	2	-	5	L, S	
9	9	3	Qualitative and quantitative research	2	-	5	L, S	
10	10	3	Finalizing the proposal guidelines and example for presenting the proposal	2	-	5	L, S	Proposal writing
11-15		3	Writing the research proposal	-	-	20	S	
Total Notional Hours				30	-	70		

Abbreviations: L=Lectures, S=Supervision

Assessment Strategy:

Research Proposal	80%
Proposal presentation	20%
Total	100%

Course Coordinator	**Teaching Panel**
Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@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															
Research Proposal and Proposal Presentation	After 2 weeks of study leave														

Recommended Reading:

- *A Bibliography of Ceylon* 1970-1983. Editer H.A.I. Gunathilaka Vol.I – V. Zurich. Culcuta.
- Berry, Ralph (1966). *How to Write the Research Paper*. Oxford. England.
- Kaestle, C.F. (1990). *Research Methodology:* Historical Methods. In Educational research methodology and measurements: An international hand Book. Oxford. England.
- Kothari, C.R. (1998). *Research Methodology:* Methods and techniques. Sage Publisher. New Delhi.
- Uyangoda, Jayadeva (2010). *Writing Research* Piroposals. Social Scientists Association Colombo. Colombo.
- Naoum, S. G. (2012). *Dissertation research and writing for construction students*. Routledge
- Denicolo, P., & Becker, L. (2012). *Developing research proposals*. Sage.
- Leedy, P. D. and Ormrod, P. D. (2016). *Practical Research*: Planning and Design. Boston: Pearson Publications
- අබේපාල, රෝලන්ඩ් (2004). ප්‍රර්යේෂණ ක්‍රමවිද්‍යාව නියැදිකරණය. සමයවර්ධන. කොට්ටාව.

Course Title: **Field Training and Out-source Activities**

Course Code: HISS 41101 (05:20:25)

Course Capsule: Students are expected to select a historical place focusing a particular research objective. Then need to go to the selected historical place and collect the historical facts related the research objectives, specifically adhering to scientific methods of conducting historical research. The collected historical facts need to be summarized using appropriate data analyzing tools/methods of the subject and make a report. In this connection, the department will organize field trip to visit several historical places of the country. All students are grouped and informed them to investigate different aspects of the selected historical place. Students are expected to participate various discussions, presentations and dialogs during this visit. After the visit students are expected to submit a final report to the course coordinator.

Course Aim: To provide students with experience and exposure to field activities after participating in all field activities in a way that contributes to personal and collaborative learningwhere students will be integrating knowledge, values and skills from the field experience.

ILOs:

After completing this course, students should be able to;

1. integrate theory with actual practice scenarios
2. develop critical knowledge on field surveys
3. develop professional as well as team based skills

Lesson sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching/Learning Methods Used	Assessments
				T	P	IL		
1	1	1	Select a research topic	1	-	2	L, GD, PL	AS1 start
2	1	1	Develop research topic and identify problem	1	-	2	L, GD, PL	
3	1	1	Develop/design methods for a field survey	1	1	2	L, GD, TW, PL	AS 1 due
4,5	1	2	Go to the historical place and complete the field activities.	-	5	-	TW	
6	1	2	Summarize the historical facts collected	1	2	-	L, GD, TW	AS2 start
7,8	1	2	Analyze and make a report based on their findings	1	2	3	L, TW	
9	1	2,3	Presentation	-	1	2		AS 1 due
10,11	2	3	Visiting several historical places with similar characteristics	-	6	-	TW	
12,13	2	3	Discussions, presentations and dialogs during this visit.	-	2	2	GD	
14	2	3	Draft the final report	-	-	10	GD	FR
15	2	3	Group Presentation	-	1	2	TW	
Total Notional Hours				5	20	25		

Teaching methods: L=Lectures, GD=Group Discussion, TW-Team Work, PL= Peer Learning
Assessments Strategy: AS=Assignment, Final Report

Assessment Strategy:

Continuous assessment	20%
Presentation & final report	80%
Total	100%

Course Coordinator	**Teaching Panel**
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@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															
Practical															
Assignments															
Presentation & final report	After 2 weeks of study leave														

Recommended Readings:
Reading materals will be provided by the course coordinator.

Course Title: **Fashion and Dress history**

Course Code: HISS 42012 (27:06:67)

Course Capsule: What is Fashion - an explanation of fashion history and dress?, The message that conveys through fashion, How can fashion be used as historical sources?, Understanding fashion and its history- Tracing the evolution of fashion, history of fashion industry – Western and Eastern, Different culture-based fashion industry in the world (Sri Lanka, India, China, Japan, Europe, etc.), Fashion systems in prehistory – special reference to Sri Lanka, Fashion systems and trade networks- Anuradhapura era, Polonnaruwa era, South-East kingdom, Kandyan periods, Fashion system in the colonial period of Sri Lanka- Portuguese, Dutch period and in British Period, Regional identity of the fashion systems in Sri Lanka, Fashion technology, Fashion and Globalization, Economic significance of the modern fashion industry in Sri Lanka – after 1977, Application of ancient fashion system in the modern fashion markets, Field visits

Course Aim:

To provide students with knowledge about the value and identity of different fashion systems in the world and in Sri Lanka and demonstrate the existing application opportunities in the market related to the fashion system.

Course ILOs:

After completing this course, students should be able to;

1. demonstrate an advanced knowledge of how to use fashion as a historical source.
2. explain the core concepts and principles and distinguish between Western and Eastern fashion systems.
3. critically analyze and interpret the specific features of fashion systems in different eras and cultures of Sri Lanka.
4. construct and sustain arguments about how fashion systems changed during the colonial period in Sri Lanka
5. analyse existing application opportunities of the ancient fashion system in the modern fashion markets.

Lesson sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments Methods
				T	P	IL		
1	1	1	What is Fashion - an explanation of fashion history and dress?	2	-	5	L, GD	
2	2.1	1	The message that conveys through fashion	2	-	5	L, PL	AS1 start
3	2.2	1	How can fashion be used as historical sources?	2	-	5	L, GD	
4	3.1	1,2	Understanding fashion and its history- Tracing the evolution of fashion, history of fashion industry – Western and Eastern	2	-	6	L, PL	AS 1 due
5	3.2	1	Different culture-based fashion industry in the world (Sri Lanka, India, China, Japan, Europe, etc.)	2	-	6	L, GD	
6	4	1	Fashion systems in prehistory – special reference to Sri Lanka	2	-	6	L, GD	AS2 start
7	5.1	2,3	Fashion systems and trade networks- Anuradhapura era, Polonnaruwa era	2	-	6	L, PL	
8	5.2	2,3,4	Fashion systems and trade networks- South-west kingdom, Kandyan periods	2	-	-	L, GD	AS2 due
9	6	2,5	Fashion system in the colonial period of Sri Lanka- Portuguese, Dutch period and in British Period	2	-	6	L, PL	
10	7.1	3	Regional identity of the fashion systems in Sri Lanka	-	3	4	GD, PL	AS3 start
11	7.2	4,5	Fashion technology	2	-	4	L, GD	
12	8	4	Fashion and Globalization	3	-	4	L, GD	AS 3 due
13	9	4,5	Economic significance of the modern fashion industry in Sri Lanka – after 1977	-	3	4	GD	
14	10	5	Application of ancient fashion system in the modern fashion markets	2	-	4	L, GD	

15		1-5	Review	2	-	2	L, GD	
Total Notional Hours				27	06	67		

Teaching methods: L=Lectures, GD=Group Discussion, PL= Peer Learning
Assessments Strategy: AS=Assignment

Assessment Strategy:

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

Course Coordinator	**Teaching Panel**
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@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															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- Alwis, C.M. De (1976). *Antiquities of Kingdom of Kotte*. Deaf School Press. Rathmalane;
- Barthes, Roland (2006). *Language and Fashion*. Berg Publisher. United Kingdom.
- Coomaraswamy A. (1955). *Medieval Sinhalese Art.* New York.
- Geiger, Wilhem (1960). *Culture of Ceylon in the Medieval Times.* Heinz Bechert. Wiesbaden.
- Kumaraswami, A. (1956). *Medieval Sinhalese Art.* Pantheon books. New York.
- Linda Welters & Abby Lillethun **(**2018). *Fashion History A Global View*. Bloomsbury Publishing**.**
- *පූජාවලිය* (1999). සංස්කරණය වේරගොඩ අමරමෝලි හිමි. ඇස්. ගොඩගේ සහ සහෝදරයෝ. කොළඹ.
- *මහාවංසය* (2004). සංස්කරණය හික්කඩුවේ ශ්‍රී සුමංගල හිමි, බටුවන්තුඩාවේ සහ නන්දදේව විජේසේකර. බෞද්ධ කටයුතු මධ්‍යස්ථානය. කොළඹ.
- ලගමුව, ඒ. (1999). *ශ්‍රී ලංකාවේ බෞද්ධ ප්‍රතිමා ලක්ෂණ.* මධ්‍යම සංස්කෘතික අරමුදල. කොළඹ.
- විමලරතන හිමි, බෙල්ලන්විල (1999). *බුදු පිළිමය මුද්‍රා සහ ආසන.* ප්‍රකාශක හෝ ස්ථානය සඳහන් නැත.

Course Title: **Industrial Training**

Course Code: HISS 42023(00:00:600)

Course Capsule:

Student will be requested to select a suitable public or private establishment/institution of their choice for a 6-month internship/industrial training. Students are required to maintain a training diary during the training period. At the end of the training period, students should submit the diary and an institutional assessment report to the department. Result of the continuous monitoring and institutional assessment report will be evaluated in allocating the final marks.

Course Aim:

The aim of this course **t**o provide students with an exposure to a real-time work environment to obtain the training needed to expand the scope of employability.

Course ILOs:

After completing this course, students should be able to;

1. apply previously learned knowledge and skills in a practical work environment
2. acquire new knowledge and skills
3. promotes self-confidence, maturity and responsibility
4. develop communication, technical and interpersonal skills
5. involve in a professional field
6. prepare for an intelligent career choice
7. explore career avenues

Lesson Sequence:

Students can select an institute of their will which subjects to the prior recommendation of the Head of the Department or attends to an institute proposed by the Industrial Training Unit. Training should commence and implement under the supervision of the internal and external examiners. Monthly progress reports must be provide to the Head of the Department/Examiner. Candidates must complete 1,000 – 1,500 working hours during the six (6) month industrial training period. At the end of the training, candidates must submit a detailed report prepared according to the format given by the Faculty Industrial Training Unit. At the end of the training, candidates must stand for the oral presentation holding by the Department of Humanities during the training period, candidates are liable to report to the Department upon the request of the Head of Department for essential academic purposes.

Assessment Strategy:

AS1 - Training Diary 30% AS2 - Institutional Assessment Report 50%	80%

End semester evaluation (viva voce)	20%
Total	100%

Course Coordinator	**Teaching Panel**
Mr.MAP. Kumara prasadmallawaarachchi85@gmail.com	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@ssh.rjt.ac.lk)

Recommended Reading:

- Arts Success (2020). *Students Industrial Training Log Book***.** Independently Published.
- Clitterbook, David (2020). *Coching the Team at Work II: The definitiveto team coaching.* Nicholas Breale.
- George, B.A. (1969). *Industrial Training Practices*. Cornell University.
- Douglas, N. (2001). *Special interest groups*. John Wiley & Sons. Brisbane.
- Kneller, JP. (1963). *Is logical thinking logical.* Ponsonby & Partridge. Dubbo.
- Oconnor, DJ. (1957***).*** *An introduction to the philosophy of education*. Rutledge and Kegan Paul. London.

Course Title: **Dissertation**

Course Code: HISS 42036 (15:00:285)

Course Capsule:

This is the continuation of the Research Project: Part I (HISS 41102) which was completed in the first semester. Students are expected to continue their proposed research during this semester and complete the dissertation. While word limit is approximately 10,000 for the dissertation, the dissertation coordinator needs to provide general guidelines for compiling it.

This module has basically three components:

1. Lectures (15 hours) will be conducted by the dissertation coordinator. Topics mainly includes: research design, empirical research methodology, identifying data sources and data collection, data analysis, writing an abstract, reporting research results, drawing conclusion, format of the dissertation, presenting research results…etc.
2. Each student is given a supervisor (supervisor appointed in first semester in level 4 will be the supervisor in second semester in level 4). Students are expected to maintain at least 15 direct contact hours with the supervisor. Supervisor work as the mentor to complete the dissertation.
3. Students are expected to carry out the work independently and complete the dissertation before a specific closing date given by the department.

Course Aim:

The aim of the course is to give the students an opportunity to perform a research project within the field of history under supervision according to an individual study plan and to complete a dissertation.

Course ILOs:

After completing this course, students should be able to;

1. perform a research project according to an individual study plan
2. show independence, critical and creative thinking
3. document research results by writing a dissertation

Lesson Sequence:

Week No.	Lesson No.	Related ILO/s	Lesson Title	Time (hours)			Teaching /Learning Methods	Assessments
				T	P	IL		
1	1	1	Research design	1	-	285	L, S	
2	2	1	Empirical research methodology	1	-		L, S	
3	3	1	Identifying data sources and data collection	1	-		L, S	
4	4	1	Data analyzing	1	-		L, S	
5	5	1	Writing an abstract	1	-		L, S	
6	6	1	Reporting research results	1	-		L, S	
7	7	1	Drawing conclusion	1	-		L, S	
8	8	1	Format of the dissertation	1	-		L, S	
9	9	1	Presenting research results	1	-		L, S	
10 - 15	10	2 -3	Dissertation supervision	6	-		L, S	
			Total	15	-	285		

Abbreviations: L=Lectures, S=Supervision

Assessment Strategy:

Dissertation	80%
Viva voice Examination	20%
Total	100%

Course Coordinator	**Teaching Panel**
Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk)	Prof. MKL Irangani (iranganimkl@ssh.rjt.ac.lk) Prof. TGA. Thalwatte (ajiththalwatte@ssh.rjt.ac.lk) Mr.DJK Ihalagedara (ihalagedara@ssh.rjt.ac.lk) Mr. MAP Kumara (prasadmallawaarachchi85@ssh.rjt.ac.lk) Ms. WALP Dilhara (lesha@ssh.rjt.ac.lk) Mr. DMTUK Dissanayaka (dissan@ssh.rjt.ac.lk)

Recommended Reading:

- *A Bibliography of Ceylon* 1970-1983. Editer H.A.I. Gunathilaka Vol.I – V. Zurich. Culcuta.
- Berry, Ralph (1966). *How to Write the Research Paper*. Oxford. England.
- Bovers, Fredson (1959). *Textual and Literary Criticism*. Cambridge. England.
- Kaestle, C.F. (1990). *Research Methodology*: Historical Methods. In Educational research methodology and measurements: An international hand Book. Oxford. England.
- Kothari, C.R. (1998). *Research Methodology:* Methods and techniques. Sage Publisher. New Delhi.
- Rangith, Kumar (2011). *Research Methodology*. Sage Publisher. New Delhi.
- Uyangoda, Jayadeva (2010). *Writing Research Piroposals*. Social Scientists Association Colombo. Colombo.
- Uyangoda, Jayadeva (2015). *Social Research*. 21st Century Publishers. Colombo.
- Naoum, S. G. (2012). *Dissertation research and writing for construction students.* Routledge
- ධම්මපාල හිමි, ගතාරේ (1998). *පර්යේෂණ ක්‍රම විද්‍යාව.* අභය මුද්‍රණාලය. කඹුරුපිටිය.
- රත්නපාල, නන්දසේන (1995). *සමාජ විද්‍යා පර්යේෂණ මූලධර්ම.* ආරිය ප්‍රකාශකයෝ. වරකාපොල.

Anexture

Annex I : Report of the Need Assessment Survey

The Department of Humanities at the Rajarata University of Sri Lanka has resumed the updating process of the subject curriculum based on the Subject Curriculum Development Project of the AHEAD project funded by the World Bank.

Undergraduate need Survey (Subject development process 2020)

Data has been collected from the questionnaire (Format 1) given to undergraduates of the department. Basic data of the undergraduate and the methods of teaching and assessing soft skills and about physical and human resources of the department were inquired via the questionnaire and they were given the freedom to answer.

Observing the answered questionnaires, the following suggestions have been presented by them:

1. **Subject stream:**
    a. Subject stream should be updated.
    b. Subjects should appeal the latest employment opportunities and subjects such as tourism, GIS, and IT should be included.
    c. Remaining subject streams should be broadened and allowed for deep studying.
    d. Subjects should be developed enhancing the knowledge of English.
2. **Teaching and assessing methods:**
    a. More field activities should be included in the teaching and in the assessing process.
    b. PowerPoint Presentations, video and audio methods and short films should be used in teaching.
    c. Group presentations should be used as assessments.
    d. Freedom should be given for field studies to be taken as assessments.
3. **Physical resources:**
    a. Lecture halls should be modified with the latest facilities.
4. **Other:**
    a. Activities should be designed in a way to enhance the soft skills of the learner.
    b. Experts in the field should be invited for guest- lectures.
    c. Opportunities for mutual education with foreign universities should be created.
    d. Opportunities for industrial training should be created.

Survey on the satisfaction of the graduates (Subject stream development process- 2020)

Graduates of the university have participated in this survey. Personal information, employment details, the effect of the degree on the employment, the satisfaction over teaching and assessing process, soft skills, and the physical and human resources of the department were inquired. The suggestions for the future development were inquired and they can be categorized as follows:

1. **Subject stream:**
    a. Subject stream should be updated.
    b. Timely and important subjects such as IT, GIS, and English should be added to the degree.
    c. A subject should be added to enhance the knowledge of oceanic regions.

d. Field education activities should be enhanced.

2. **Teaching and assessing process:**
    a. Increasing the usage of PowerPoint, films, videos and maps.
    b. Discussions, debates and conversations can be used in teaching.
3. **Physical resources:**
    a. Lecture halls should be moderated with the latest facilities.
    b. The library should be provided with updated books and magazines.
    c. Lecture halls should be updated to smart class rooms and multimedia facilities should be enhanced.
4. **Other:**
    a. Students should be encouraged to present themselves using PowerPoint presentations.
    b. Developing team spirit and leadership qualities by conducting continuous assessments via team work.
    c. Providing an opportunity for write-ups by initiating a subject related magazine.
    d. Providing facilities for soft skill development.
    e. Encouraging to commence and continue community projects.

Identified problems of the Graduates

1. Communication failures:
   The capability of the use of two languages including English is essential for the graduates. The language barrier is the main problem for the present graduates.
2. Computer literacy: The most of graduates are not able to handle a computer for the Daily works in any office.
3. There are significant failures in presentation skills among the graduates.
4. The knowledge of office activities (office management) is very low among the present graduates in Sri Lanka.
5. Information literacy is insufficient.
6. Team works: Present graduates are not able to succeed in team works. They do not have well understand the meaning of team works.
7. Lack of opportunity to pursue various disciplines with other career opportunities other than the subject related to the subject of History which is the main subject in the Bachelor of Arts Honours Degree.
8. Lack of opportunity for history honors undergraduates to share experience internationally.
9. Decreased awareness of institutions related to the field of history.

These subjects were introduced based on the requests and suggestions of the resource persons. The following fields will be broadened according to that:

1) Department of Agriculture
2) Ministry of Tourism
3) Department of Museums
4) Private Entrepreneur Sector
5) Education Sector (Private and Government)

Apart from the newly introduced subjects, the spectrum of the remaining subjects was broadened.

Summary of the Stakeholder's discussion

Although the Bachelor of Arts Honors in History has been offered since 2008, there was no systematic report about a complete subject revision with contemporary demands. Therefore, this is a golden time to rearrange every subject for future challenges. The meaning of the sound of "History" depicts a very traditional background among the other degrees in the Faculty. However, the ancient view of the History must be changed with new technology, knowledge, attitude, and skills for the future. According to the above aims and objectives the workshops were held over the day and we received the following opinions and proposals.

All the participants have expected a well-organized graduate through newly developed syllabuses that are going to implement in the future. The experiences of all resource persons were more valuable for the next arrangements of the department.

Proposal for the learner centered teaching system-Opportunities for the History graduates

1. There are large numbers of vacancies for North, North Central, East, and Southern province now for History teachers. Most of the schools run their history teaching by a teacher who is not having any relation with history subject. They are engaging because of the request of principals. At least in the next decade, the situation must be changed.
2. There are opportunities for tourist guides and interpreters for the sector of tourism in Sri Lanka. The field has huge space to fill by well-trained graduates who are capable give reality and true information to the tourist. This is a contemporary need for the Sri Lankan economy.
3. There is a space for historical art and paintings in the garment sector. Comparatively with the global level still has not reached to the demand of ancient art and paintings in the traditional garment industry. This is a global demand for History graduates.
4. Traditional agriculture, medicine, and technology must be re-introduced by Historians for a healthy nation and sustainable economy for the country. History is the universal knowledge to answer for the future on behalf of experiences.

The edited report was presented to three subject experts (Reivers):

1) Prof. U. B. Karunananda
   Emeritus Professor - University of Kelaniya
2) Prof. S. B. Hettiarachchi
   Emeritus Professor- University of Sri Jayewardenepura
3) Prof. Malani Endagama.
   Emeritus Professor- University of Sri Jayewardenepura

Prof. U.B. Karunananda volunteered to present his suggestions and opinions as follows:

1) The excess coverage range of the subject of Ancient Civilization should only consist of ancient civilizations of Mesopothemia, Egypt, Hovan Ho, Indu, Rome and Greek.
2) New sections of religious history should be added to HISS 21012.
3) Time frames should be included in HISS 22012, HISS 31012 and in HISS 32072.
4) Bibliography should be re-edited.
5) Numbers of typing errors should be corrected.

The second reviewer was Prof. S.B. Hettiarachchi and his suggestions are as follows:

4. Topics related to religious history were included in HISS 21012.
5. A time frame has been given for the Indian history in HISS 22012.
6. Time frame has given for HISS 31012.
7. Highlighted that HIST 11022 and HISS 41042 were overlapping.
8. Emphasized in editing course objectives of HISS 41042.
9. Informed to reform the bibliography.
10. Numbers of typing errors should be corrected.

The third reiver was Prof. Malani Andagama has mentioned her opinions as:

2) "End of 15 century" has been added to a topic of HIST 12012
3) Should reform bibliography.
4) Numbers of typing errors should be corrected.
5) Suggested of History being a separate department.

Considering the opinions and suggestions of the above three reviewers, the below mentioned amendments are to be implemented.

1) HIST 11012

This subject consists only of ancient civilizations and it creates a boundary for including modern civilizations. Opinions with regard to this have been tabled by the members of the department and decided to keep the title of the subject without any alteration. Civilizations of Mesopothemia, Egypt, Hovan Ho, Indu, Rome and Greek are decided to be taught in deep and other civilizations are to be taught in-depth. Difficulty in teaching this subject in deep for the first years was highlighted and to implant a basic knowledge about these civilizations, the sub topics of these subjects are decided not to be altered.

Knowledge about the above mentioned civilizations should be there within an undergraduate. Hence, until the Christian and Islamic civilizations an introductory discussion was to be conducted.

2. HISS 21012

According to the suggestion of adding adequate religious history to this subject, new sub sections were added to the remaining topics.

2) HISS 22012

In accordance with the suggestion that a time frame should be added to the main topic, HISS 22012, HISS 31012 along with HISS 32072 were re-amended.

3) HIST 11022 and HISSD 41042

These two subjects were re-examined due to the opinion that they overlap yet it revealed that their contents and the objectives were different.

HIST 11022 consists an introduction about the sources which are relevant in learning history for the first years.

HISS 41042 contributes to building a deep knowledge about the sources of History. An objective of this subject is to inculcate knowledge about using the sources for the thesis of the specialized undergraduates.

Reforming the course objectives of the above mentioned subjects, it was decided to continue the two subjects.

4) HIST 12012

According to the comment of the reviewers, the heading of "Political and Religious History of Sri Lanka from 15th century to Present" has been agreed to amended as "...From the end of 15th century".

5) Amending bibliography

All the reviewers have suggested reforming bibliographies of all subject units in a uniform method and it has been accepted and reformed.

Suggestions of the subject experts were reviewed with the unanimous agreement of the members of the department. Apart from the subject based suggestions; a suggestion for the department to be a separate department as the "Department of History" has been presented by Prof. Malani Andagama.

Overall Indented Learning Outcomes in the degree program

Recommendations of Sri Lanka Qualifications Framework (SLQF) have been followed in updating the Indented Learning Outcomes of the subject curriculums.

Internship (INDT 42013 Industrial Training)

All the history specialized students are expected to participate in an internship and it is expected to gain a basic knowledge about the job market and to gain a vocational training while enhancing team spirit, tolerance, organization skills, presentation skills and management and adaptation to new environments. It is expected this industrial training program would create an opportunity to obtain employment opportunities in those entities.

Special project (HISS 41081- Special Project)

This unit has been introduced due to the emphasized facts of stakeholders with regard to lack of tolerance, social service, social relationships, grass root knowledge, an understanding of society, team spirit of the undergraduates and to remove the obstacles in initiating creative projects by them.

Practical component

In updating the subject curriculum, the attention was paid to increasing practical activities which was not an easy task. Hence practical activities became a basic need, a major space has been given for that (Ex. **HISS 32082 Map and Mapping for historical studies, HISS 41022 Traditional Medical History of Sri Lanka, HISS 41062 Traditional Industries in Sri Lanka, HISS 41072 Fashion and Dress history, HISS 41081 Special Project, INRP 42026 Independence Research**, etc.)

Reviewers' comments

Reviewer 1: Prof. Malani Adagama

Annex VII: 13. Reviewers Report

Instructions for the Reviewers

Please comment on the followings

1	Acceptability of the Background and the Justification	The proposed Modules and Curriculum can be accepted as suitable, However the changes suggested should be included
2	Relevance of proposed degree program to Society	Proposed Degree Programme should be designed so as to make use of the benefits of the study of History subject. Plans can be prepared following the historical experiences to solve the problems of the present society
3	Entry Qualification and Admission Process	As given in the proposed Course Limit.
4	Program Structure	Suitable to award an Honours Degree in History
5	Program Content	Most appropriate. However the suggested corrections and changes should be included.
6	Teaching Learning Methods	Suitable as given in the proposed Course Units.

7	Assessment Strategy/Procedure	The proposed systems can be accepted as Suitable.
8	Resource Availability - Physical	Establishment of a Separate Dept: of History and providing comfortable Separate Space with essential instruments and tools are ~~an~~ urgent requirements to make resource availability satisfactory
9	Qualifications of Panel of Teachers (Internal & External)	Qualification of the available panel of teachers are Satisfactory. However the number of the qualified teachers are not sufficient. Several qualified teachers should be recruited immediately
10	References/Reading Materials	The given list are Sufficient.

11	Recommendation (Please mark one of the following)		
	a. Recommended for next stage of processing	✓	
	b. Recommended for the next stage of evaluation subject to further improvement in the following areas		
	c. Not suitable for the next stage of evaluation due to following reasons		

		Reviewer 1	Reviewer 2
1	Name MALANI EMBARMA		
2	Designation Reminding Professor		

3	Signature		
4	Date 12/12/2020		

Reviewer 2:

Instructions for the Reviewers

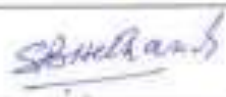
Please comment on the followings

1	Acceptability of the Background and the Justification	The proposed degree program is highly acceptable. It has been prepared in a new approach. However, its successful implementation depend on the well qualified skillful instructors who can demonstrate knowledge using modern teaching methodology.
2	Relevance of proposed degree program to Society	The program on the whole is relevant to society at large to meet the current issues.
3	Entry Qualification and Admission Process	
4	Program Structure	Appears fair enough.
5	Program Content	See the additional paper.
6	Teaching Learning Methods	

7	Assessment Strategy/Procedure	well balanced
8	Resource Availability - Physical	
9	Qualifications of Panel of Teachers (Internal & External)	
10	References/Reading Materials	Reference list should be revised adding some more and prepare it to the conformity of the typography acceptable.

11	Recommendation (Please mark one of the following)	
	a. Recommended for next stage of processing	✓
	b. Recommended for the next stage of evaluation subject to further improvement in the following areas	
	c. Not suitable for the next stage of evaluation due to following reasons	

		Reviewer 1	Reviewer 2
1	Name	S.B. HETTIARATCHI (Emeritus Professor)	
2	Designation		

3	Signature		
4	Date 11/12/2020		