



# **REVISED CURRICULUM**

**Bachelor of Arts Honours in Sociology Degree Programme**

**Department of Social Sciences**

**Faculty of Social Sciences and Humanities**

**Rajarata University of Sri Lanka-2020**

**OBE-LCT Enhanced Curriculum**

**Enhancing Academic Programme Quality by Integrating OBE-LCT**

**Funded by ELTA-ELSE -AHEAD Project**



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**REVISED CURRICULUM**  
**Bachelor of Arts Honours in Sociology Degree**  
**Programme Faculty of Social sciences and Humanities:**  
**Rajarata University of Sri Lanka 2020**

<b>Degree Programme</b>				
<b>1.</b>	<b>1.1</b>	Name of Degree programme in all three languages	(English)	<b>Bachelor of Arts Honours in Sociology</b>
			(Sinhala)	සමාජවිද්‍යාව - ශාස්ත්‍රවේදී ගෞරව
			(Tamil)	சமூகவியல் - சிறப்புக் கலைமாணி
	<b>1.2</b>	Name of Qualification in all three languages	(English)	<b>Bachelor of Honours</b>
			(Sinhala)	ශාස්ත්‍රවේදී ගෞරව
			(Tamil)	சிறப்புக் கலைமாணி
<b>1.3</b>	Abbreviated qualification	(English)	<b>BAHons (Sociol)</b>	
<b>2. Programme Offering Entity</b>				
	<b>2.1</b>	University	<b>Rajarata University of Sri Lanka</b>	
	<b>2.2</b>	Faculty/Faculties Institute/s	<b>Faculty of Social Sciences and Humanities</b>	
	<b>2.3</b>	Department/s (if applicable)	<b>Department of Social Sciences</b>	
<b>3. Details of the Degree Programme</b>				
	<b>3.1</b>	<b><u>Background to the programme</u></b>		
		<p>The consensus view that emerged from stakeholder consultations was that the Sociology degree programme of Rajarata University should maintaining academic quality and standards, and also be socially Applicable Socially. In other words, it should be able to produce graduates who could serve the needs of the country and its citizens. In practical terms this means producing graduates equipped with knowledge, skills and competencies with demand. This will require the degree programme to be sensitive to the socio-economic needs of the country as reflected primarily in the labour market. The revisions proposed here emphasizing the objectives of producing knowledge, application of sociological knowledge (Applied Sociology) and development of skills and competencies needed for interventions for better social change (development).</p>		

3.2	<p><b><u>Justification</u></b> (Attach as a separate document – Please refer Annex II format)</p> <p>The syllabus of the Honours Degree in Sociology of Rajarata University was introduced in 2017 and the first batch of students was graduated at the end of the 2020. Prior to the introduction of the Degree programme, Honours in Sociology, it was taught as a subject in the general degree programme. The proposed revision is prompted by several reasons. First, the Self-Assessment of the Degree Programme of the Faculty of Social Sciences and Humanities conducted in 2016 has recommended that all Degree Programmes in the Faculty be revised to bring them under a uniform format. Second, the UGC policy guidelines recommend Universities under it to update their Degree Programmes, preferably in every five years. Third, the Faculty of Social Sciences and Humanities proposed to revise the existing Honours degree programme in sociology when it submitted a proposal for funding under the AHEAD Project. In consideration of the above it has been decided to commence the revision process in mid-2020. The revision is carried out under funding support of the AHEAD Project of the Faculty of Social Sciences and Humanities.</p>
3.3	<p><b><u>a. Objectives of the Degree Programme</u></b></p> <p>The objectives of the Honours degree programme in Sociology are as follows.</p> <ol style="list-style-type: none"> <li>1. Discover and apply sociological concepts and theories to understand social phenomena and employ the sociological imagination and use evidence-based social theories to analyze social problems in context, and generate and evaluate solutions.</li> <li>2. Critically evaluate explanations of human behavior, social phenomena, and social processes locally and globally in order to identify and assess the assumptions underlying different theoretical perspectives and evaluate and respond to inequalities and emerge from a global, integrated, and unequal world.</li> <li>3. Illustrate how social structures create and reproduce different forms of social inequality through understanding how social structures reproduce themselves, as well as how patterns and processes of cultural, socio-political and economic change occur and analyze the origins, mechanisms, consequences, and response to global systems and flow, and their implications for society.</li> <li>4. Discuss the limits of the scientific method in understanding social behavior and processes through applying social scientific principles to evaluate the social world and articulate the effective use of evidence; generate research questions and/or hypotheses based on social research.</li> <li>5. Rigorously analyze social scientific data and demonstrate the ability to understand, interpret, and analyze qualitative and quantitative data.</li> <li>6. Communicate in a clear and coherent manner in both written and oral communication to convey sociological concepts and understandings to a broader audience.</li> </ol>

		<ol style="list-style-type: none"> <li>7. Use sociological knowledge to inform public understanding and policy debates related to sociological knowledge, skills, and theories to engage with the world around them, and to promote social justice.</li> <li>8. Explain the key concepts and theoretical approaches that have been developed and are evolving within the discipline of sociology</li> <li>9. Develop skills that include research design, methodological approaches, and techniques/tools needed to conduct social research.</li> <li>10. Explain the aspects of social reality and social phenomena and their manifestations and representations in everyday life and impact/influence in shaping individuals and their behavior.</li> </ol>
	<p><b>3.3</b></p>	<p><b><u>b. Programme Outcomes/ Graduate Profile</u></b></p> <p>The Department of Social Sciences hopes to nurture its students to graduate, advancing in five broad dimensions namely, Professionalism, Comprehension, Critical thinking, Creativity, and Skills and Competencies. Thus, the Department will continually expand the frontiers of teaching, learning and assessment of Bachelor of Arts Honours in Sociology to create an academic environment where internally recognized teaching, research, and professional training are equipped to respond to the expectations of the global community. The ultimate definition of a graduate with a Bachelor of Arts Honours in Sociology will then be “A personally and scholarly advanced versatile graduate who is capable of global stewardship”.</p> <p>The Department is determined that awardees of Bachelor of Arts Honours qualification would possess the following specific key attributes under the above five broad dimensions.</p>

# Graduate Profile





### Graduate profile and Programme Learning Outcomes

Graduate Profile	Operationalized GP	PLO	Programme Learning Outcomes	Domain	Descriptor
Comprehension	Theoretical Knowledge	PLO1	Apply theories and concepts in sociology to identify, analyze and help find solutions real-world problems	K	Theoretical and empirical knowledge that is part of the sociological tradition
	Self-Improvement and Career Development through Life Long Learning	PLO2	Perform independent learning activities for career and life improvement	K, A, M	Acquaint with conducting studies related to environmental management themes using all sources of knowledge, including online sources
Critical Thinking	Analytical mind	PLO3	Demonstrate systems, critical relationships and their causation	S, M	Constructing the big picture about given social situations, phenomena and problems
	Scientific Approach	PLO4	Conduct systematic investigations to understand social phenomena and analyze them scientifically	K, M	Conducting systematic investigations employing appropriate scientific methodologies and generate valid empirical data to understand social phenomena
Creativity	Creativity and Innovative approach	PLO5	Construct creative and innovative solutions for community issues and challenges in community development	S	Holistic approach and sociological imagination in understanding social issues and formulating solutions
Skills and Competencies	ICT Skills	PLO6	Use ICT based data collection tools to gather and process information and web-based dissemination of information	S	Understanding the digital world and its operations in order to be successful in career
	Empirical Data Handling Skills	PLO7	Gather and process information. Collection and analysis of Empirical data (both qualitative and quantitative data)	S	Skill in using statistical packages, use of ICT based data gathering tools such as Kobo Tool Box to collect and presentation tools
	Skills in the use of Monitoring and Evaluation Tools	PLO8	Application of modern tools for analyzing monitoring and evaluation of programmes	S	Programme Monitor and Evaluate Tools used in applied sociology and related disciplines

	Leadership	PLO9	Coordinating team situations, making rational managerial decisions in career situations	S, M	Team management and decision-making representative of team membership/workforce in order to realize full potential of organization
	Communication	PLO10	Communicate within teams/organization and dissemination of information to the public	S	Skills for efficient and effective team communication and skills in communicating with the public/community
	Team Work	PLO11	Work in situations of diversity under pressure in order to meet deadlines and targets	S, A, M	Participation in teams and professional networks and achieving results
<b>Professionalism</b>	Result based Approach, Fair Play and Work Ethics	PLO12	Maintaining high professional standards in the conduct of duties and responsibilities of the job	S, A, M	Goal oriented performers with high professional standards characterized by attention to quality of work, efficiency in performance
	Good governance and Social Justice	PLO13	Sense of fair play in carrying out duties and responsibilities of job	A, M	Accountability and Transparency in decision making
	Rational Decision Making	PLO14	Make decisions based on objective assessment of a given situation	S	Data driven decision making ensuring efficiency and optimum results

Curriculum Mapping-Alignment of Course ILOs with PLOs

S/N	Course Code	Course Name	Type	Programme Learning Outcomes (PLOs)													
				1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	SOCS 11012	Introduction to Sociology	Core	3,4		2,3	1,2 3,4						5	5			
2	SOCS 11022	Introduction to Social Anthropology	Core	5		1,3	1,2 3,4										
3	SOCS 12012	Basic concepts in Sociology	Core	4,5		1,2 3	1,2 3										
4	SOCS 12022	Basic concepts in Social Anthropology	Core	1,2		1,3 5	1,3						4				
5	SOCI 21013	Sociological Perspectives	Core	1,2 5		3						4					
6	SOCI 21023	Rural Sociology	Core	3,4		1,2 5	1,2										2,3 4
7	SOCI 21033	Society and Individual	Optional	1,4 5	3	2,3											
8	SOCI 21043	Health and Society	Optional	2,4 5	3	1,2	1,2										2,3
9	SOCI 21053	Introductory Social Statistics	Core						1,2	3,4 5	2						

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10	SOCI 21063	Social Stratification	Optional	3,4 5		1						2					5
11	SOCI 22013	Sociology of Education	Optional	1,2 4,5	1	3	3										1,4
12	SOCI 22023	Introduction to Criminology and Penology	Core	1,3 4	5	2	2										4,5
13	SOCI 22033	Research Methods in Sociology	Core	1					3	3	3	2	4			5	5
14	SOCI 22043	Social Psychology and Counselling I	Optional	1,3 4,5		2	2						4	3,5		5	2
15	SOCI 22053	Foundations of Sociological Theory	Core	1,2 3, 4,5													
16	SOCI 22063	Political Economy and Development	Optional	1,2 5		1,3 4	1,3 4,5	4									3
17	SOCI 31013	Contemporary Sociological Theories	Core	1,2 3, 4,5		4		5									
18	SOCI 31023	South Asian Society and Culture under Globalization	Core	1,4 5		1,2 ,3	3,4, 5										
19	SOCI 31033	Social Work and Social Welfare	Core	1,3	2	1,4	1	5									
20	SOCI 31043	Sociology of Organizations	Optional	1,5	4			3			3	2,3	2,3	2	3		
21	SOCI 31053	Participatory Methods for Development Practice	Optional	3,4 5		5	2				1	1	1	2	2		2
22	SOCI 31063	Hydraulic Civilization in Sri Lanka	Optional	1,2 3,4		1,5											

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23	SOCI 32012	Computer Applications for Social Research	Core						1,2 3,5	1,2, 3,5	1,2 3,4	1	1				
24	SOCI 32023	Political Sociology	Optional	1,3 4,5	2	2,5											
25	SOCI 32033	Development Issues of the Global South	Core	1,3 4,5	2	2,4 5	2										
26	SOCI 32043	Sociology of Gender	Core	1,2, 3, 4		2,5	2	2		2		3		3	3	3	3
27	SOCI 32052	Media in Development Practice	Core	1		2,5	2,3		4				5				3
28	SOCI 32063	Sociology of Medical Systems	Optional	1,2 , 4		3,4	5			1							3
29	SOCI 41013	Urban Sociology	Optional	1,2, 3		3,5	3,4										4
30	SOCI 41023	Social and Ethnic Harmony	Core	3,4, 5		1,2, 3											5
31	SOCI 41033	Group Dynamics	Optional	1,5		2,3, 5	2,3	5						4	4		2
32	SOCI 41043	Settlement Planning and Development	Optional	1		1,2		2,3, 4,5									3,4, 5
33	SOCI 41053	Environmental Sociology	Core	1,5		1,2, 5	2	3,4				3					
34	SOCI 41063	Applied Sociology	Core	1,2		1,2, 3	3			4,5							4
35	SOCI 41073	Research Proposal	Core			3,4		3		1,2, 5	2						

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36	SOCI 42013	Internship Training	Core	4		4					1,2, 3	1,3	1,2 ,3,5	1,2 ,5	1,2	1,2	2,3
37	SOCI 42026	Dissertation	Core							1,5				1,3 ,4	2,3, 4		

### SLQF categories of learning and descriptors

Categories of Learning Outcomes (SLQF)	Descriptor
1. Theoretical Knowledge	Demonstrate an advanced knowledge and understanding of the core aspects of Sociology discipline and Sociological theories. Critically compare, analyze, make judgments and propose solutions to social issues, social problems and social changes.
2. Practical Knowledge and Application	Use social research skills and apply theoretical perspectives to understand the issues and changes within sociology discipline area.
3. Communication	Use communication skills, ethics and methods in working in a research field and communicate/present data, information, ideas, issues, challenges and solutions efficiently and effectively.
4. Teamwork and Leadership	Exercise personal/team responsibility, and leadership in the professional field/research work.
5. Creativity and Problem Solving	Construct and sustain arguments and use these arguments, ideas and techniques in order to theoretical attributions in problem solving for a given social change and situation.
6. Managerial and Entrepreneurship	Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.
7. Information Usage and Management	Thorough in transferable skills related to ICT and information literacy. Use data analyzing software and applications.
8. Networking and Social Skills	Ability to work in teams, give leadership and promote social cohesion, intercultural understanding and social engagement.
9. Adaptability and Flexibility	Analyze and devise appropriate strategies for adapting to changing environments.
10. Attitudes, Values and Professionalism	Demonstrate positive attitudes, perspectives, unbiased vision and social responsibility. Exercise initiative personal responsibility and accountability in tasks performed.
11. Vision for Life	Clearly identify where one wants to be and develop long term goals accordingly. Exercise and further develop the new competencies and assume major responsibilities with confidence. Ability to create goals, aspirations and tasks for social wellbeing.
12. Updating Self / Lifelong Learning	Undertake further training and develop additional skills that will enable them to make sound decisions. Engage in independent learning using scholarly reviews, secondary sources of information and industrial training.

**Mapping relationship of SLQF categories of learning to Graduate Attributes**

Categories of Learning Outcomes (SLQF)	Graduate Attributes													
	Theoretical Knowledge	Self-Improvement and Career Development through Life Long	Analytical mind	Scientific Approach	Creativity and Innovative approach	ICT Skills	Empirical Data Handling Skills	Skills in the use of Monitoring and Evaluation Tools	Leadership	Communication	Team Work	Result based Approach, Fair Play and Work Ethics	Good governance and Social	Rational Decision Making
1. Theoretical Knowledge	■		■				■							
2. Practical Knowledge and Application				■				■			■			
3. Communication					■				■	■	■		■	
4. Teamwork and Leadership									■	■	■			
5. Creativity and Problem Solving			■	■							■		■	■
6. Managerial and Entrepreneurship						■		■	■			■		
7. Information Usage and Management			■				■			■				
8. Networking and Social Skills			■		■					■	■		■	
9. Adaptability and Flexibility							■		■			■		■
10. Attitudes, Values and Professionalism	■	■			■									■
11. Vision for Life		■			■			■				■		■
12. Updating Self / Lifelong Learning		■			■	■						■		■



3.4	<b><u>Eligibility requirement (Entry Qualifications)</u></b>	<p>Following criteria will be used for the selection procedure for the BA Honours Degree in Sociology</p> <ul style="list-style-type: none"> <li>• Students must duly complete all the requirements and examinations of the first year.</li> <li>• Students must have an average of “A” or high “B” grade for the course units under the Sociology field at the first year examinations.</li> <li>• Students must have an average of “A” or high “B” grade for General English course units at the same examinations.</li> <li>• Students are required to face an interview conducted by the Department of Social Sciences.</li> </ul>	
3.5	<b><u>Admission process</u></b>	Based on aforesaid a qualification + Selection Interview	
3.6	<b><u>Proposed Student Intake</u></b>	50 Students	
3.7	<b><u>Programme Duration and Credit Load</u></b>		
	Bachelor of Arts Honours Sociology	Duration : Four years Course work:	
		<b>Course Work</b>	<b>Credit Load</b>
		Core Courses	<b>57 C</b>
		Optional Courses	<b>18 C</b>
		Other Courses (Year One)	<b>16 C</b>
		Common Courses	<b>26 C</b>
		Student Dissertation	<b>06 C</b>
		Internship Training	<b>03 C</b>
	<b>Total</b>	<b>126 C</b>	
3.8	<b><u>Programme Structure</u></b> <ul style="list-style-type: none"> <li>• Credit distribution of BA (Hons) in Sociology <ul style="list-style-type: none"> <li>a. List of common courses offered by the faculty</li> <li>b. List of course units of BA (Hons) in Sociology</li> </ul> </li> </ul>		

	<b>3.9</b>	<b>a Targeted Sri Lanka Qualification Framework (SLQF) Level (Please tick ✓)</b>		
		SLQF Level	5 (Bachelors)	6 (Bachelors Honours)
				✓
		<b>b</b> Minimum requirements of SLQF fulfilled Yes            ✓    No		
<b>3.10</b>	Programme Content			

<b>Year</b>	<b>Semester</b>	<b>Subject Discipline</b>	<b>Number of credits</b>	<b>Total credits perSemester</b>
1	1	Sociology	4	20
		Other subject disciplines	8	
		Common Subjects	8	
	2	Sociology	4	16
		Other subject disciplines	8	
		Common Subjects	4	
2	1	Sociology	12	18
		Common Subjects	6	
	2	Sociology	15	19
		Common Subjects	4	
3	1	Sociology	12	16
		Common Subjects	4	
	2	Sociology	13	13
4	1	Sociology	15	15
	2	Sociology	9	9
<b>Total Credits</b>				<b>126</b>

### 3.8 a. List of common courses offered by the faculty

Year	Semester	Course Code	Course Name	Credit Value	Notional Hours	Optional/ Compulsory	Respective Department
1	1	GENG1101 2	General English	2	100	Compulsory	DELT
		MATH1101 2	Basic Mathematics	2	100	Compulsory	Economics
		SING1101 2	General Sinhala	2	100	Compulsory	Languages
		COMP11012	Introduction to Computer studies	2	100	Compulsory	Social Sciences
	2	GENG1201 2	General English	2	100	Compulsory	DELT
		COMP12012	Basic Computer Applications	2	100	Compulsory	Social Sciences
2	1	GENG2101 2	General English	2	100	Compulsory	DELT
		COMP21012	DBMS and WebDesigning	2	100	Compulsory	Social Sciences
		CADE2101 2	Career Development	2	100	Compulsory	Economics
	2	COMS2201 2	Communication Skills	2	100	Compulsory	FSSH
		GENG2201 2	General English	2	100	Compulsory	DELT
3	1	CRIT3101 2	Critical Thinking	2	100	Compulsory	FSSH
		GENG3101 2	General English	2	100	Compulsory	DELT

### 3.8 b. List of course units of BA (Hons) in Sociology

Year	Semester	Course Code/Course Title	Credit Value	Notional Hours	Core/Optional	Existing/New
Year 1	1	SOCS 11012 - Introduction to Sociology	2	100	Core	Existing
		SOCS 11022 - Introduction to Social Anthropology	2	100	Core	Existing
	<b>Total Credits should be earned 1-I</b>		<b>4</b>	<b>200</b>		
	2	SOCS 12012 - Basic concepts in Sociology	2	100	Core	Existing
		SOCS 12022 - Basic concepts in Social Anthropology	2	100	Core	Existing
	<b>Total Credits should be earned 1-II</b>		<b>4</b>	<b>200</b>		
Year 2	1	SOCI 21013 - Sociological Perspectives	3	150	Core	Existing
		SOCI 21023 - Rural Sociology	3	150	Core	Existing
		SOCI 21033 - Society and Individual	3	150	Optional	Existing
		SOCI 21043 - Health and Society	3	150	Optional	Existing
		SOCI 21053 - Introductory Social Statistics	3	150	Core	New
		SOCI 21063 - Social Stratification	3	150	Optional	Existing
	<b>Total Credits should be earned 2-I</b>		<b>12</b>	<b>600</b>		
	<b>09 Credits From Core Units and 03 Credits from an optional unit</b>					
	2	SOCI 22013 - Sociology of Education	3	150	Optional	Existing
		SOCI 22023 - Introduction to Criminology and Penology	3	150	Core	Existing
		SOCI 22033 - Research Methods in Sociology	3	150	Core	Existing
		SOCI 22043 - Social Psychology and Counselling	3	150	Optional	Existing
		SOCI 22053 - Foundations of Sociological Theory	3	150	Core	Existing
SOCI 22063 - Political Economy and Development		3	150	Optional	Existing	
<b>Total Credits should be earned 2-II</b>		<b>15</b>	<b>750</b>			
<b>09 Credits From Core Units and 06 Credits from two optional units</b>						
Year 3	1	SOCI 31013 - Contemporary Sociological Theories	3	150	Core	New
		SOCI 31023 - South Asian Society and Culture under Globalization	3	150	Core	Existing
		SOCI 31033 - Social Work and Social Welfare	3	150	Core	Existing
		SOCI 31043 - Sociology of Organizations	3	150	Optional	Existing
		SOCI 31053 - Participatory Methods for Development Practice	3	150	Optional	Existing

		SOCI 31063 - Hydraulic Civilization in Sri Lanka	3	150	Optional	New
		<b>Total Credits should be earned 3-I 09 Credits From Core Units and 03 Credits from an optional unit</b>	<b>12</b>	<b>600</b>		
Year 2		SOCI 32012 - Computer Applications for Social Research	2	100	Core	New
		SOCI 32023 - Political Sociology	3	150	Optional	Existing
		SOCI 32033 - Development Issues of the Global South	3	150	Core	Existing
		SOCI 32043 - Sociology of Gender	3	150	Core	Existing
		SOCI 32052 - Media in Development Practice	2	100	Core	Existing
		SOCI 32063 - Sociology of Medical Systems	3	150	Optional	New
		<b>Total Credits should be earned 3-II 10 Credits From Core Units and 03 Credits from an optional unit</b>	<b>13</b>	<b>650</b>		
Year 4	1	SOCI 41013 - Urban Sociology	3	150	Optional	Existing
		SOCI 41023 - Social and Ethnic Harmony	3	150	Core	Existing
		SOCI 41033 - Group Dynamics	3	150	Optional	New
		SOCI 41043 - Settlement Planning and Development	3	150	Optional	New
		SOCI 41053 - Environmental Sociology	3	150	Core	Existing
		SOCI 41063 - Applied Sociology	3	150	Core	Existing
		SOCI 41073 - Research Proposal	3	300	Core	Existing
	<b>Total Credits should be earned 4-I 12 Credits From Core Units and 03 Credits from an optional unit</b>	<b>15</b>	<b>750</b>			
2		SOCI 42013 - Internship Training	3	300	Core	Existing
		SOCI 42026 – Dissertation	6	600	Core	Existing
	<b>Total Credits should be earned 4-II</b>	<b>9</b>	<b>900</b>			
<b>Total credits and notional hours of the Degree Programme</b>	<b>Other Major Discipline (Year 1)</b>		16	800		
	<b>Core Courses ( 57 x 50) + (09 x 100 )</b>		66	4650		
	<b>Optional Courses (18 credits out of 42)</b>		18			
	<b>Common Courses</b>		26	1300		
	<b>Total Credits</b>		126	6750		



**COURSE PLAN**  
**BACHELOR OF ARTS HONOURS IN SOCIOLOGY**  
**DEPARTMENT OF SOCIAL SCIENCES**  
**FACULTY OF SOCIAL SCIENCES AND HUMANITIES**  
**RAJARATA UNIVERSITY OF SRI LANKA**



**4. Course Plan**

<b>Bachelor (HONS) IN                      SOCIOLOGY YEAR 1                      SEMESTER I COURSE                      PLAN</b>	
<b>Course Title</b>	Introduction to Sociology
<b>Course Code</b>	SOCS 11012 (20:20:60)
<b>Course Capsule</b>	The nature of social phenomena and the scope of sociology; Origin and development of sociology; historical forces and intellectual tradition that shaped Sociology as a discipline on its own; Founding fathers of sociology: Comte, Spencer, Durkheim, Weber etc.; Sociology and other Social Sciences: unit of study, approaches and methods; Role of a Sociologist; sociological imagination, sociologist as a social critic vs. neutral observer, Sociology in everyday life, Sociology as a practice
<b>Course Aim</b>	To explain the existence of social phenomena that gives society a form independent of individual members and to assess the role of socio-economic and intellectual contexts on the origin and development of Sociology. Therefore, that student will be gain the ability to compare the social phenomena with Sociology which are encountered in everyday life with Sociology
<b>ILOs</b>	Upon the successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. assess the impact of socio-economic and intellectual contexts in Western Europe on the origin and development of Sociology</li> <li>2. explain the nature of social phenomena and how they operate in an interactive relationship with individual</li> <li>3. distinguish between sociological phenomenon and social phenomenon</li> <li>4. compare the distinctive role of sociologists in comparison other social scientists</li> <li>5. compare the social changes in related to society and social institutions</li> </ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1	Define the Nature of Social Phenomena	1		3	L, GD	
2	1.2	1,2,	Define the Scope of Sociology	1		3	L, GD	
3	2.1	1,2	Discuss the origin and Development of Sociology I - Historical Forces that shaped Sociology as a discipline on its own	1	6	5	L, GDP	
4	2.2	1,2	Discuss the origin and Development of Sociology II- Intellectual Tradition that shaped Sociology asa discipline on its own	1		5	L, GD,	
5	3.1	1,2	Distinguish the founding fathers of Sociology I:Comte	1		4	L, GD	
6	3.2	1,2,3	Distinguish the founding fathers of Sociology II: Spencer	1		6	L, GD	
7	3.3	1,2,3	Distinguish the founding fathers of Sociology III:Durkheim	1		4	L, GD	Assignment 1 Due
8	3.4	1,2,3	Distinguish the founding fathers of Sociology: IV Weber	1		5	L, GD	
9	4.1	1,2	Compare the sociology and other Social Sciences- an examination of similarities, differences and interdependency	2		4	L, GD	

10	4.2	1,2,3	Examine the unit of study and Approaches	2		5	L, GD.	Assignment 2 Due
11	5.1	1,2,3	Recognize the sociological Methods	2	10	4	L, GDP	
12	5.2	4,5	Define the role of a Sociologist	1	4	4	L, GDP	
13	5,3	3,4,5	Define the sociological Imagination	1		4	L, GD	Quiz
14	6	2,3,4	Define the sociology for everyday life, Sociology Assessment a practice	2		4	L, GD	
15	7.	1,2,3,4,5	Revision/Feedback	2			FD, QA	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				20	20	60		

L=Lecture, GD=Group Discussion, QA=Question and Answer Session, FD=Free Discussion

**Assessments Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 15%	Assignment 1 10%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> ) Mrs TGD Udayakanthi (email: <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 1 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Introduction to Social Anthropology
<b>Course Code</b>	SOCS 11022 (25:10:65)
<b>Course Capsule</b>	The scope of Social Anthropology: Study of cultures and cultural organization, difference between Cultural Anthropology and Social Anthropology, Anthropological view of hierarchical ordering of societies; Historical Development of Social Anthropology: relevance of colonial context in early stages of development, ethnography, ethnology and social/cultural anthropology; Pioneering social/cultural anthropologists: Malinowski, Radcliffe-Brown, Franz Boas etc.; Social/Cultural Anthropology of South Asia: E. R. Leach, McKim Marriot, Gananath Obeyesekere, S. C. Dube; Anthropological methods: Ethnographic methods, The Field Work Method, Participant observation; Social anthropology today: Origin and development of Urban Anthropology, Methods and Techniques of Urban Anthropology
<b>Course Aim</b>	To discuss the evolution of the subject matter and methodology of Social Anthropology and review the relevance of anthropological theories and methods that were developed to explain simple societies and their cultures to understand modern society
<b>ILOs</b>	<p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. distinguish between sociological phenomena and social/cultural anthropological phenomena</li> <li>2. define the role of social anthropologist</li> <li>3. differentiate sociology and social anthropology</li> <li>4. define the role of culture and cultural organization</li> <li>5. examine the Sri Lankan social anthropology works</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,4	Define the scope of Social Anthropology, Study of Culture as Foundation of Simple Societies	2		5	L, GD	
2	1.2	1,3	Compare the difference between Cultural Anthropology and Social Anthropology	2		5	L, GD, FD	
3	2.1	1,4	Discuss historical Development of Social Anthropology; Colonial context and the early stages of development	2		4	L, GD	
4	3	1,2,3	Interpret the ethnology and Social/Cultural Anthropology	2		6	L, GD	
5	4.1	2,4,5	Recognize the pioneering Social/Cultural anthropologists I = Bronislaw Malinowski and Radcliffe-Brown	1		4	L, GD	
6	4.2	2,5	Recognize the pioneering Social/Cultural anthropologists II = Franz Boas and Raymond Firth	1		3	L, GD	
7	4.2	2,4	Examine the nature of social/Cultural Anthropology of South Asia	2		4	L, GD	Assignment 1 Due
8	5.1	2,5	Define the Mc Kim Marriot and Gananath Obeyesekere	1		5	L, GD	
9	5.2	2,5	Define the S. C. Dube and E.R. Leach	1		4	L, GD	

10	5.3	2,5	Define the Andre Beteilleb and M. N. Sirinivas	1		3	L, GD	Assignment 2 Due
11	6.1	1,2	Interpret the Anthropological methods: Ethnographic methods.	2	2	4	L, GD FV	
12	6.2	1,2	Examine the Field Work Method, Participant Observation	2	2	5	L, GD FV	
13	7.1	1,2,3	Define role of Social Anthropology today	2	2	4	L, GD	Quiz
14	7.2	1,2,3	Recognize the origin and development of Urban Anthropology,	2	2	5	L, GD	
15	7.3	1,2,3	Recognize the Methods and Techniques of Urban Anthropology	2	2	4	L, GD, QA	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				25	10	65		

L= Lecture, GD= Group Discussion, FV = Field Visit, QA=Question and Answer Session, FD=Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

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**Organization of the Course**

Weeks Item →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory ↓															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														



<b>BA (HONS) IN SOCIOLOGY YEAR 1 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Basic Concepts in Sociology
<b>Course Code</b>	SOCS 12012 (25:10:65)
<b>Course Capsule</b>	Society and its form: Social Action and Interaction, Social structure, Social Organization; Culture: The Concept of Culture and Definitions, Cultural differences, Theories; Socialization: Agents of Socialization, Socialization Process, Internalization of Society in Individual; Status and Role, Role conflict; Social Stratification, Caste, class and elites; Gender: Sex and Gender, Gender as a Social Construct, Social groups, Groups vs. categories, mobs and mob behavior; Family and Marriage: definition of family and marriage, Typology of Marriage and Family; Religion: Social and community role of religion, Religion and politics; Social movements, Social Pathology: Crime, Social Problems
<b>Course Aim</b>	To discuss the nature of social reality and explain the key sociological concepts used to investigate phenomena so that student gain ability to justify the different behaviors of individuals and different situations in society and they are gain ability to respond to relevant sociological interpretations
<b>ILOs</b>	Upon completion of this course students will be able to: <ol style="list-style-type: none"><li>1. explain social phenomena using relevant sociological concepts</li><li>2. explain suitable definitions to present complex social situations in abstract form</li><li>3. outline suitable definitions in their explanations of social phenomena</li><li>4. define social institutions and their functions and process</li><li>5. define the difference of the gender and sex</li></ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2,3	Define the society and its form: Social Action and Social Interaction	2		3	L, GD	
2	1.2	1,2,3, 4	Explain the Social structure and Social Organization	2		3	L, GD	
	1.3	1,2,3,5	Interpret the status and role, role conflict	1	2	5	L, GD RP	
3	2.1	1,2,3	Define the Concept of Culture and Definitions focusing on material and non-material culture (norms, values and practices etc.)	2		4	L, GD RP	
4	2.2	1,2,5	Analyze the Human Difference and Cultural diversity, Theories and explanations	2		5	L, GD, FD	
5	3	1,2,3	Define the Socialization: Process and Agents	1	2	5	L, GD	
6	4	1,2,3	Categorize the Social Stratification, Caste, class and elites	1	2	5	L, GD	
7	5	1,2,3,5	Interpret the concepts of Sex and Gender, Gender as a Social Construct, Social groups, Groups vs	2			L, GD	Assignment 1 Due
8	6	1,2,3	Categorize the mobs and mob behavior	2		5	L, GD, QA	
9	7.1	1,2,3,4,5	Define the family and marriage	2		5	L, GD	

10	7.2	1,2,3,4,5	Interpret the Typology of Marriage and Family	2		5	L, GD	Assignment 2 Due
11	8	1,2,3,4,5	Explain the Social and community role of religion	1	2	5	L, GD	
12	8.2	1,2,3,4	Define the Politics and Conflict	2		5		Quiz
13	9	1,2,3	Interpreting the social movements	1		5	L, GD	
14	10	1,2,3	Understand behavior and social responses of crime	1		5	L, GD, QA	
15	11	1,2,3	Describe the concept of poverty	1	2			
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				25	10	65		

L=Lecture, GD=Group Discussion, RP=Role Play, QA=Question and Answer Session, FD=Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 1 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Basic Concepts in Social Anthropology
<b>Course Code</b>	SOCS 12022 (25:10:65)
<b>Course Capsule</b>	Understanding Kinship: Types of Kinship; Consanguinity and affinity, kinship terminology; Descent and Inheritance and associated social organizational patterns: Matrilineal, patrilineal and double descent; Divisions and Groups in simple societies: Tribe, clan and other forms of kinship-groups, Age sets and other organizational arrangements; Marriage and Family: Marriage in Simple Societies, Types of Marriage, Marriage Rituals and Practices, Family organization and its functions; Types of Family: Nuclear, Joint and combined families, Definition of Marriage and Family; Rituals and Rites of Passage; Religion and magic: Theories and Explanations of religion, Magic and its functions, social control; A comparative examination of selected social anthropological studies on Sri Lanka and elsewhere to understand the application of above concepts
<b>Course Aim</b>	To discuss social and cultural phenomena from an anthropological perspective and explain how the key concepts are used in anthropological investigation. Therefore, that student being able to define the characteristics and character of a primary group of people and this identification is important in implementing development and welfare projects about them
<b>ILOs</b>	<p>On successful completion of this course unit students should be able to:</p> <ol style="list-style-type: none"> <li>1. explain human behavior in diverse socio-cultural contexts using relevant social anthropological concepts</li> <li>2. interpret suitable definitions to present complex social situations in abstract form</li> <li>3. demonstrate suitable definitions in their explanations of social phenomena</li> <li>4. interpret the anthropological functions of social institutions</li> <li>5. explain the anthropological arrangements of socio-cultural activities</li> </ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assignments
1	1.1	1,3,4	Define the types of Kinship: Consanguinity and Affinity	2		3	L, GD	
2	1.2	1,3	Interpret the Kinship Terminology	2		3	L, GD	
3	2.1	1,2,3	Interpret the concepts of Descent and Inheritance and Associated Social Organizational forms	2		4	L, GD	
4	2.2	1,2,3	Interpret the concepts of Matrilineal, Patrilineal and Double descent	2		4	L, GD	
5	3	1	Describe the Tribe, clan and other forms of kinship-groups, Age sets and other organizational arrangements	2		3	L, GD	
6	4.1	1,2,3,4	Analyze the Types of Marriage and Associated Practices and Rituals	2		5	L, GD,	
7	4.2	1,2,4	Interpret the Type of Family: Nuclear, Joint and Combined families and other Emerging New Forms	2		5	L, GD	Assignment 1 Due
8	4.3	1,2,3,4	Define the Family and Marriage	2		4	L, GD, FD	
9	5	1,2,3	Explain the Rituals and Rites of passage.	2		5	L, GD,	
10	6.1	1,2,3,5	Discuss the Types of Magic, Theories and Explanations of Magic and Religion	2		6	L, GD	Assignment 2 Due
11	6.2	1,2,5	Define the Functions of Religion and Magic social control, Healing	2		5	L, GD.	
12	7.1	1,2,5	Recognize the Social Anthropological Studies in Sri Lanka (Instructor to Decide)		2	5	GD,	Quiz

13	7.2	3	Recognize the Social Anthropological Studies in Sri Lanka (Instructor to Decide)		3	4	GD, FV	
14	7.3	3	Recognize the Social Anthropological Studies in Sri Lanka (Instructor to Decide)	2	3	4	L, GD	
15	8	3,5	Apply the Cultural Concepts to Understand Modern Society	1	2	5	L, GD, QA	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				25	10	65		

L=Lecture, GD=Group Discussion, FV=Field Visit, QA=Question and Answer Session, FD=Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 15%	Assignment 1 10%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														



<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Sociological Perspectives
<b>Course Code</b>	SOCS 21013 (30:30:90)
<b>Course Capsule</b>	Nature of Social Reality: Positivist Explanation of Society, Social Construction of Reality, Sociology of Knowledge; Explanatory Paradigms/Perspectives in Sociology: Conflict Perspective - Pre-Marxian, Marxian and Post Marxian views; Consensus Perspective – Functionalist, Structural Functionalist views; Symbolic Interactionism; Feminist Perspective
<b>Course Aim</b>	The aim of this course is to critically examine the diverse views and approaches that have shaped sociological explanation and to define differences and commonalities in them. It also explains the influence of different intellectual traditions in shaping these perspectives
<b>ILOs</b>	On completion of the course students will be able to: <ol style="list-style-type: none"><li>1. define the intellectual traditions and ideologies that have shaped the sociological thought, especially classical theories and thinkers.</li><li>2. explain their own insights into theoretical paradigms in social sciences in general and sociology in particular</li><li>3. interpret key intellectual traditions in sociology and critically evaluate their uses in explaining social phenomena.</li><li>4. define conflict as a social process</li><li>5. interpret social construction in related to theoretical perspectives</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Nature of Social Reality: Positivist Explanation of Society	2		5	L, GD	
2	1.2	1,2,3,4	Social Construction of Reality: Sociology of Knowledge of Karl Mannheim	2	5	5	L, GD, QA	
3	1.3	1,2,3,5	Social Construction of Reality: Peter L Berger	2		6	L, GD	
4	2	1,2,3	Explanatory Paradigms and Theoretical Perspectives in Sociology	2		5	L, GD	
5	3.1	1,2,4	Conflict Perspective – Pre-Marxist, Hegel and Dialectical Approach	2	3	6	L, GD	
6	3.2	1,2,4	Marxian View of Conflict I – Historical Materialism	2	3	6	L, GD	
7	3.3	1,2,4	Marxian View of Conflict I – Class Conflict	2		5	L, GD	Assignment 1 Due
8	3.4	1,2,4	Post Marxist Development: Ralf Dahrendorf, Frankfurt School, Gramsci, C. W. Mills	2		7	L, GD	
9	4.1	1,2	Consensus Perspective I: Functionalist Explanation	2		7	L, GD, FD	
10	4.2	1,2,3	Consensus Perspective II: Structural Functionalism Parsons	2	5	8	L, GD	Assignment 2 Due

11	5	1,2,3	Anthony Giddens and New Developments	2		6	L, GD	
12	6.1	1,2,3	Symbolic Interactionism I George Herbert Mead	2	3	6	L, GD RP	Quiz
13	6.2	1,2	Symbolic Interactionism II Ervin Goffman	2	3	6	L, GD RP	
14	7.1	1,2	Feminist Perspective I	2	4	6	L, GD RP	
15	7.2	1,2,3	Feminist Perspective II	2	4	6	L, GD RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				30	30	90		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session, FD=Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

**References:**

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Anchor.

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Rural Sociology
<b>Course Code</b>	SOCI 21023 (35:20:95)
<b>Course Capsule</b>	Classical approaches to Study of Rural Society: Village society, Folk society, Peasant society, Rural urban continuum; Agrarian economy and rural social organization, Forces of change: Industrialization, urbanization, technological revolution and globalization; Approaches to rural development: community development approach, green revolution, integrated rural development approach; Policy making and intervention in rural societies
<b>Course Aim</b>	The objective of this course is to explain structural changes that are taking place in rural social organization as a result of both traditional forces of change such as industrialization, urbanization as well contemporary developments. Especially, globalization and technological revolution to examine their impact on rural social life required changes of policies and strategies of rural development
<b>ILOs</b>	On successful completion of this course unit, students will be able to: <ol style="list-style-type: none"><li>1. define forces and processes of change that are taking place in rural social organization</li><li>2. interpret the changes that are taking place in rural social organization</li><li>3. discuss suitable development interventions necessary to uplift rural communities</li><li>4. interpret rural changes in order to social changes</li><li>5. define rural urbanization and rural development</li></ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2	Origin and Development of Rural Sociology	2		7	L, GD	
2	1.2	1,2	Classical approaches to Study of Rural Society	2		6	L, GD	
3	2.1	1,2	Village society, folk society, peasant society	2		6	L, GD	
4	3.1	1,2	Rural urban continuum	3		6	L, GD	
5	4.1	1,2,3,5	Agrarian economy and rural social organization		4	6	GD, FV	Field visit
6	5.1	1,2,4	Forces of change	3		7	L, GD	
7	5.2	1,2	Modernization	4	4	5	L, GD,	Assignment 1 Due
8	5.3	1,2,4	Industrialization	3		6	L, GD	
9	5.4	1,2,4	Urbanization	3		6	L, GD	
10	5.5	1,2,3	Technological revolution and globalization	3		6	L, GD	Assignment 2 Due
11	6.1	1,2,3	Approaches to rural development	2	4	7	L, GD,	
12	6.2	1,2,3,5	community development approach	2	3	8	L, GD	Quiz
13	7.1	1,2,5	green revolution	2	3	7	L,GD,RP	
14	7.2	1,2	integrated rural development approach	2	2	6	L, GD	
15	7.2	1,2,3	Policy making and intervention in rural societies	2		6	L,GD,FD	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, FV= Field Visit, FD = Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 5%	Assignment 1 20%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														



<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Society and Individual
<b>Course Code</b>	SOCI 21033 (30:30:90)
<b>Course Capsule</b>	Society and individual: Social determinism vs. individual reductionism, Norms, values and social order; Social construction of reality, Social Action and Voluntarism in sociological explanation, Place of Human Agency in sociological explanation, Social Networks and Social Capital, Self and Society, Sociological Imagination
<b>Course Aim</b>	The objectives of the course module are to examine the ways in which social determinism and individual reductionism are treated by sociological theory/explanation and to evaluate the argument of the interactive relationship between society, individual and the role of human agency in sociological explanation
<b>ILOs</b>	<p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. explain social structure and its elements (values, norms and institutions) and their relation to individual.</li> <li>2. interpret the mutually reinforcing processes that link society and individual</li> <li>3. describe the role of culture and its influence on the behavior of individuals</li> <li>4. define human social capital in a theoretical approach</li> <li>5. explain human agency in related to theoretical approach</li> </ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1	1,2	Introduction	2		5	L, GD	
2	2	1,2,3	Social determinism vs. individual reductionism,	2	4	6	L, GD	
3	3.1	1,2,3	Historical materialism and the role of economy (the idea of infrastructure and super structure)	2		6	L, GD	
4	3.2	1,2	Relative autonomy of ideology argument by Gramsci	2			L, GD	
5	3.3	1,2,3	Culture as ideology	2	4	7	L, GD	
6	4.1	2, 3	Norms, values and social order	2		7	L, GD FD	
7	4.2	2, 3	Role of society in Social Control	2		7	L, GD	Assignment 1 Due
8	5	1,2	Social construction of reality	2		6	L, GD	
9	6.1	1,2	Social Action and Voluntarism in sociological explanation	2		6	L, GD	
10	6.2	1,2,5	Place of Human Agency in sociological explanation,	2	6	6	L, GD	Assignment 2 Due
11	7.1	1,2,4	Social Networks and Social Capital,	2		8	L, GD	

12	7.2	1,2,4	Social Networks and Social Capital	2	6	7	L, GD, QA	
13	8	1,2,3,4,5	Self and Society	2	5	6	L,GD,RP	Quiz
14	9	1,2,3	Sociological Imagination	2	5	5	L,GD,RP	
15	11	1,2,3,4,5	Conclusion	2		8	L,GD,RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				30	30	90		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session, FD=Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

**References:**

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN                      SOCIOLOGY YEAR 2                      SEMESTER I COURSE                      PLAN</b>	
<b>Course Title</b>	Health and Society
<b>Course Code</b>	SOCI 21043 (35:20:95)
<b>Course Capsule</b>	Understanding disease and illness: Medical practitioners' definition of physical/mental disorders, Ill-health and diseases as a lived-in experience. Socio-cultural dimensions of disease causation and treatment: Beliefs about disease and ill-health and their cause, Cultural construction of diseases and illness: Value systems and practices affecting prevalence of diseases and illnesses – Mental disorders, Diseases, Illnesses and Stigma gender specific illnesses and health issues, Demography of disease and illness: Social groups and Health issues, Life cycle, diseases, illnesses and other health issues. Gender and Health: Gender specific diseases and illnesses and beliefs and practices associated with them Health Issues: Nutrition, Reproductive health, Domestic violence, and suicide etc., Health Service delivery in Sri Lanka; Organized (Western and Ayurvedic) and traditional treatment alternatives. Cross cutting issues and health disparities: Age, Gender, Ethnicity etc.
<b>Course Aim</b>	The objectives of this course are to explain that beliefs, behavior patterns and practices play a role in disease and illhealth. This course also intends to examine the impact of such socio-cultural beliefs and practices on prevalence of diseases and ill-health
<b>ILOs</b>	<p>On successful completion of this course unit, students should be able to:</p> <ol style="list-style-type: none"> <li>1. interpret socio-cultural variables in the system and analyze their interactive relationship with diseases in a given context.</li> <li>2. illustrate the role of socio-cultural dimensions in disease and ill-health</li> <li>3. indicate the basic components of health service delivery system in a given society and make observations about their operations and issues/problems involved</li> <li>4. define the values of health systems and practices</li> <li>5. indicate the socio cultural values of the health and diseases</li> </ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2	The Origins and the nature of Sociology of Health and Illness	2		4	L, GD	
2	1.2	1,2,3,4	Definitions of Basic Concepts; Health, Healthcare, Illness, Sickness, and Disease, both popular and medical definitions	3		4	L, GD	
3	1.3	1,2,3,5	Sociological perspectives on health and medicine: The Functionalist and Conflict perspectives on health and illness	2		7	L, GD	
4	2	1,2,3,5	Beliefs about disease and ill-health and their causes, Cultural construction of diseases and illness:	3	3	6	L, GD	
5	3.1	1,2	Value systems and practices affecting prevalence of diseases and illnesses	2		7	L, GD	
6	3.2	1,2,4	Mental disorders, Diseases, Illnesses and Stigma	2	3	7	L, GD	
7	3.3	1,2	History of diseases and epidemics in Sri Lanka	2		7	L, GD	Assignment 1 Due
8	3.4	1,2,5	Social demography of Health and Illness in Sri Lanka, Mortality, fertility, nutrition and pattern of diseases	2		7	L, GD	

9	4.1	1,2	Life cycle and diseases, illnesses and other health issues	3		6	L, GD	
10	4.2	1,2,3	Health delivery system in Sri Lanka Organized, traditional and informal sectors	2		8	L, FD	Assignment 2 Due
11	5	1,2,3	Commercialization and consumerism in the health service delivery	3	5	7	L, GD, QA	
12	6.1	1,2,3	The hold of pharmaceutical industry	2	3	6	L, GD, RP	Quiz
13	6.2	1,2	Social Inequalities in Health: class, ethnic and gender	2	3	7	L, GD, RP	
14	7.1	1,2	Financing healthcare delivery, The influence of economic reforms on healthcare provision	2	3	5	L, GD, RP	
15	7.2	1,2,3	Health Policy and Reforms: importance of inequality and poverty for health policy.	3		7	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session, FD=Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )

**References:**

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### Organization of the Course

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Introductory Social Statistics
<b>Course Code</b>	SOCI 21053 (25:40:85)
<b>Course Capsule</b>	Why Statistics are important in Social Research? Descriptive statistics: Distributions, Measure of Central tendency, dispersion, Variance and Standard Deviation Sampling: Types of samples and their use, Sampling techniques Inferential statistics: Probability, T-Scores, Hypothesis and Hypothesis testing, Applied Statistics: Estimation, Chi- Square, Regression and Multiple regression
<b>Course Aim</b>	The objectives of this course are to explain the basic concepts of statistical analysis and discuss their application in social research and to explain the uses of common Statistical techniques /tools of descriptive statistics, inferential statistics and applied statistics
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. apply basic statistical concepts in designing field research and analyzing information</li><li>2. utilize common statistical tools and techniques in inferring, analyzing and presenting information</li><li>3. outline inferences and estimations using data</li><li>4. apply sampling techniques in quantitative studies</li><li>5. apply inferential statistics in quantitative studies</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Use of Statistics Social Research (data science and data analysis process)	1		4	L, GD	
2	1.2	1,2	Summarizing data; Graphs and Tables	1	3	6	L, GD	
3	1.3	1,2	Measure of Central tendency I	1	2	5	L, GDP	
4	1.4	1,2,3	Measure of Central tendency II	2	2	4	L, GDP	
5	2.1	1,2	Measure of Variability; Dispersion, Variance and Standard Deviation	2	2	7	L, GD	
6	2.2	1,2	Measure of Variability; Dispersion, Variance and Standard Deviation	2	2	5		
7	3.1	4	Sampling; Types of samples and their uses	1	2	5	L, GD, FW	Assignment 1 Due
8	3.2	1,2,3,4	Sampling techniques	2	3	6	L, GD	
9	3.3	1,2,5	Probability; Basic Concepts, Permutations and combinations	2	3	5	L, GD	
10	4.1	1,2,5	Binomial Distribution, Poisson distribution, Multinomial distribution	1	4	5	L, GD	Assignment 2 Due
11	4.2	1,2,5	Normal Distribution, Standard Normal Distribution, Normal approximation to binomial	2	3	5	L, GD	

12	4.3	1,2,4,5	Sampling distribution, Sampling distribution of the Mean,	2	3	5	L, GD	
12	4.4	1,2,5	Hypothesis and Hypothesis testing, Pearson's r etc.	1	3	5	L, GD, QA	Quiz
13	4.5	1,2,3,5	Estimation, Degrees of freedom, Confidence intervals, Correlation, t distribution,	2	3	7	L, GD	
14	4.6	1,2,3,5	Regression and Multiple regression	2	2	6	L, GD	
15	4.7	1,2,3,5	Chi Square	1	3	5	L, GD	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				25	40	85		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session, FW= Field work

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 15%	Assignment 1 10%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> ) Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Social Stratification
<b>Course Code</b>	SOCI 21063 (40:10:100)
<b>Course Capsule</b>	Social Inequality: Definition of Inequality, Theoretical explanations of Social Inequality, Inequality and Power, Early explanations of social divisions; Aristotle and Plato, Conflict and functionalist perspectives, Forms and structures of stratification; Caste, class and race Marxist explanation of class: Origin of class divisions, Class conflict and revolution, Classless society, Criticism of Marxian explanation of class, Proletariat and lumpen class Weber's explanation of Social Stratification: Class, status group and party, The concept of Elite, Views of Pareto and Mosca on Elites, Circulation of elites; Mills and Power Elites Social stratification in Sri Lanka: Caste system in Sri Lanka, Comprador and national bourgeoisie, Westernized elites, Lumpen classes/social groups in Sri Lanka Class, Caste and Politics in Sri Lanka
<b>Course Aim</b>	The aim of this course is to critically examine theories and explanations of social stratification, explain social foundations of social stratification and in-equal distribution of power in society through systems of stratification.
<b>ILOs</b>	<p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. differentiate between different systems of social stratification and their social foundations</li> <li>2. organize appropriate conceptual frameworks and conduct research on social divisions and inequality</li> <li>3. define forms and structures of the stratification in local and international society</li> <li>4. define historical perspectives of social stratification</li> <li>5. interpret local stratification process and applications of the society</li> </ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2,4	Introduction to the concept of stratification in Sociology: The Nature of Social Stratification, Basic concepts and dimensions of Social Stratification.	3		7	L, GD	
2	1.2	1,2,3,4	Social stratification the functionalist views; Explanations by Caste in social anthropology (Jajmani system)	3		7	L, GD	
3	1.3	1,2,3,4	Davis-Moore Theory of Social Stratification, Functional Necessity of Stratification and its Critique	2	1	5	L, GD	
4	2	1,2,3	Social stratification, inequality and power	2		7	L, GD	
5	3.1	1,2,4	Marxist explanation of class	3	1	7	L, GD	
6	3.2	1,2,4	Weberian explanation of social stratification; class, status groups and party	3		6	L, GD	
7	3.3	1,2,4	Post Marxist views of class	2		7	L, GD	Assignment 1 Due
8	3.4	1,2,4	Concept of Elites, Mosca, Pareto and Mills (Power elite)	3		8	L, GD	
9	4.1	1,2,4	Feminist perspectives on stratification; Gender Inequality and women power	3		8	L, GD, QA	
10	4.2	1,2,3	Caste stratification; Caste as a cultural phenomenon vs. caste as a structural phenomenon	3		6	L, GD	Assignment 2 Due
11	5	1,2,3,5	Social stratification in Sri Lanka: Caste divisions	2		7	L, FD	
12	6.1	1,2,3,5	Social stratification in Sri Lanka: Colonial influence	3	2	6	L, GD, RP	Quiz

13	6.2	1,2,5	Social stratification in Sri Lanka: Classes and class formations	3	2	6	L, GD, RP	
14	7.1	1,2,5	Social stratification in Sri Lanka: Recent developments	3	2	6	L, GD, RP	
15	7.2	1,2,3,5	Caste, class and politics in Sri Lanka	2	2	7	L, FD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session, FD=Free Discussion

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )



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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Sociology of Education
<b>Course Code</b>	SOCI 22013 (35:20:95)
<b>Course Capsule</b>	The Idea of Education: Philosophy, Objectives and delivery systems, Typology of Education: formal, informal and non-formal education, Education and Society: Schooling Practices, Stakeholders, The State, Education and Equality, Education and Development, Education and Social Problems Education System in Sri Lanka, Challenges of Education System in Sri Lanka
<b>Course Aim</b>	The key objective of this course is to review traditional and modern educational approaches and methods with special reference to Sri Lankan society and explain principles and theories of education from the perspective of sociology of education
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. appraise the role of education in human development and social progress.</li><li>2. define the problems of education in Sri Lanka and policy solutions.</li><li>3. discuss social, political, and economic forces that influence education</li><li>4. examine social problems of education in Sri Lanka and international social context</li><li>5. discuss the theoretical explanations of education</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Origin and Development of Education Sociology	2		4	L, GD	
2	1.2	1,2,3,5	The Idea of Education: Philosophy of Education	2		5	L, GD	
3	1.3	1,2,3,5	Objectives and delivery systems	2		3	L, GD	
4	2	1,2,3	Typology of Education: formal, informal and non-formal education	2		7	L, GD	
5	3.1	1,2,4	Education and Society	3	4	6	L, GD	
6	4.1	1,2,4	Education and Socialization	2		6	L, GD	
7	5.1	1,2	Schooling Practices and Stakeholders	3	4	6	L, GD, FV	Assignment 1 Due
8	6.1	1,2	The State and Education	3		6	L, GD	
9	7.1	1,2,4	Education and Equality	3		6	L, GD	
10	8.1	1,2,3,4	Education and Politics	3		8	L, GD	Assignment 2 Due
11	9.1	1,2,3,	Education and Development	2	2	7	L, QA	

12	10.1	1,2,3,4	Education and Social Problems	2	4	8	L, GD, RP	Quiz
13	11.1	1,2	Education System in Sri Lanka	2		7	L, GD	
14	11.2	1,2,4	Crisis of Education system in Sri Lanka	2	2	8	L, GD, RP	
15	11.3	1,2,3,4	Challenges of Education System in Sri Lanka	2	4	8	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, FV=Field Visit, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Introduction to Criminology and Penology
<b>Course Code</b>	SOCI 22023 (35:20:95)
<b>Course Capsule</b>	Defining Crime and Deviance; Classification of crime; Approaches, Theories and explanations of crime and criminal behavior; Crime Control: Institutions, services and actors, Crime and Criminal Justices system, Crime justice and rights, Responsibility of the community, Punishment, rehabilitation and restoration to society; Crime in Sri Lanka
<b>Course Aim</b>	The objectives of this course are to explain crime and criminal behavior from a political economic perspective and review the rights and justice issues in crime control and rehabilitation
<b>ILOs</b>	<p>On successful completion of this course unit students will be able to:</p> <ol style="list-style-type: none"><li>1. explain crime and criminal behavior in a given context using an approach/theoretical explanation applicable to the context</li><li>2. interpret criminal activities in modern society within the overall political economy that links crime with politics, business and other sectors of a society.</li><li>3. demonstrate justice and rights issues in crime control and rehabilitation of criminals</li><li>4. examine the causes of crime and criminal ethology</li><li>5. define the modern rehabilitation process</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1	Criminal behavior; Defining Crime and Deviance	2		7	L, GD	
2	1.2	1	Crime through history and across cultures	3		6	L, GD	
3	2.1	1,2	Classification of crime	2		5	L, GD	
4	2.2	1,2	Theories and explanations of crime and criminal behavior I	2		5	L, GD	
5	2.3	1,2	Theories and explanations of crime and criminal behavior II	3		6	L, GD	
6	3.1	1,2,3	Crime and poverty and crosscutting issues; gender and ethnicity	2		7	L, GD	
7	3.2	1,2,3	Social and economic Cost of Crime	2	5	7	L, GD	Assignment 1 Due
8	4	1,2,3	White collar crime as a special phenomenon	2		7	L, GD	
9	5	1,2,3	Crime justice and rights	2	5	5	L, GD	
10	6	1,2,3	Crime and Criminal Justices system	3		8	L, QA	Assignment 2 Due
11	7	1,2,3	Correctional Institutions, services and actors	2		8	L, GD	
12	8	1,2,3,4,5	Punishment, rehabilitation and restoration to society;	3		6	L, GD, RP	Quiz
13	9	1,2,5	Responsibility of the community	2	5	7	L, GD, RP	

14	10	1,2,4	Crime and politics	2	5	6	L, GD, RP	
15	11	1,2,3,4,5	Crime in Sri Lanka	3		5	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )



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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Research Methods in Sociology
<b>Course Code</b>	SOCI 22033 (30:30:90)
<b>Course Capsule</b>	Research Process: Research Design and Types of Research, building a Conceptual Framework, writing a Research Proposal: Definition of Problem, Formulating Research Questions, Validity and Reliability, Ethical Issues of Research Types of Data: Qualitative data and Quantitative data and their uses, Codes and coding, Data Collection in Sociological Research: Qualitative Data Collection techniques, Questionnaires and Surveys, Quantitative Data Collection Techniques, Focus Group Discussions, Interviews, Textual/Visual Analysis of Qualitative Data: Content analysis, Narrative analysis, Discourse analysis, Grounded theory (GT), Interpretive phenomenological analysis (IPA)
<b>Course Aim</b>	The aim of the course is to explain the field research process in social sciences and to develop basic skills, methods, tools and techniques commonly used in sociological research
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. define and utilize the basic principles, concepts and research techniques of the social research</li><li>2. demonstrate and operationalize a research problem and design research</li><li>3. apply data collection methods and techniques in their research</li><li>4. examine the qualitative and quantitative methodologies comparatively</li><li>5. apply research skills in various societies</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2,4	Research Process: Research Design and Types of Research	2		6	L, GD	
2	1.2	1,2,3,4	building a Conceptual Framework	2	6	5	L, GD	
3	2.1	1,2,3	Writing a Research Proposal: Definition of Problem	2		5	L, GD	
4	2.2	1,2,3,4	Formulating Research Questions	2		6	L, GD	
5	2.3	1,2	Validity and Reliability, Ethical Issues of Research	2	6	7	L, QS	
6	3.1	1,2,3,4	Types of Data: Qualitative data and Quantitative data and their uses,	2		5	L, GD	
7	3.2	1,2,3	Codes and coding,	2	6	7	L, GD	Assignment 1 Due
8	4.1	1,2,4,5	Data Collection in Sociological Research:	2		7	L, GD	
9	4.2	1,2,4	Qualitative Data Collection techniques,	2		7	L, GD	
10	4.3	1,2,3	Questionnaires and Surveys,	2		7	L, GD	Assignment 2 Due
11	4.4	1,2,3,4	Quantitative Data Collection Techniques,	2		7	L, GD	
12	4.5	1,2,3,5	Focus Group Discussions, Interviews,	2		5	L, GD, RP	Quiz

13	4.6	1,2	Textual/Visual Analysis	2	6	5	L, GD, RP	
14	5.1	1,2,4	Analysis of Qualitative Data: Content analysis, Narrative analysis	2		5	L, GD, RP	
15	5.2	1,2,3,4	Discourse analysis, Grounded theory (GT), Interpretive phenomenological analysis (IPA)	2	6	6	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				30	30	90		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Social Psychology and Counselling
<b>Course Code</b>	SOCS 22043 (20:50:80)
<b>Course Capsule</b>	Basic concepts: Introduction: Personality and Social Construction of Self, Social Perception and Attribution, Loneliness, Affiliation, Attraction and Sexuality, Attitudes, Compliances and Prejudice Aggression and Violence, Groups, Leadership and Organization, Social Psychology and Quality of Life Major theories in Social Psychology: Attachment Theory, Cognitive Dissonance Theory The counselling profession: Role of a psychological counsellor, Forms and types of counselling Counselling skills
<b>Course Aim</b>	The aim of this course is to explain basic concepts and theories of social psychology that help in analyzing individual and group behavior to develop basic counselling skills required for generalist practice at entry level
<b>ILOs</b>	On completion of this course students will be able to: <ol style="list-style-type: none"><li>1. utilize theories and concepts in social psychology to explain human behavior</li><li>2. describe basic counselling needs of individuals and make referrals for specialist help</li><li>3. define the role and functions of the Counsellor</li><li>4. examine counseling approaches and classification of counseling</li><li>5. describe counseling fields in different social condition and institutions</li></ol>

**Lesson plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assignments
1	1	1,2	Introduction to Social Psychology.	2		4	L, GD	
2	2	1,2	Scientific Method in Social Psychology	2		5	L, GD	
3	3	1,2	Social Perception and Social Cognition.	1		6	L, GD	
4	4	1,2	The Self-Concept and Social Identity	1		7	L, GD	
5	5	1,2	Attitudes and Behavior.	1		6	L, GD	
6	6	1,2	Prejudice and Discrimination.	1		4	L, GD	
7	7	1,2	Interpersonal Attraction and Close Relationships.	1		6	L, GD	Assignment 1 Due
8	8	1,2,5	Social Influence.	1		5	L, GD	
9	9	1,2	Pro social Behavior	1		6	L, QA	
10	10	1,2	Aggression.	1		6	L, GD	Assignment 2 Due
11	11	1,2	Group Processes.	1		5	L, GD	
12	12	3,4,5	Applied Social Psychology.	1		5	L, GD	Quiz
13	13	3,4,5	The counselling Profession: Role of a Counsellor.	2	10	4	L, GD PT	
14	14	3,4,5	Counselling skills, Forms, and Types of Counselling	2	15	5	L, GD, PT	
15	15	3,4,5	Counselling skills	2	25	6	L, GD, PT	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				20	50	80		

L = Lecture, GD = Group Discussion, PT = Practical Training, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Foundations of Sociological Theory
<b>Course Code</b>	SOCI 22053 (40:10:100)
<b>Course Capsule</b>	<p>Emile Durkheim and his explanation of social phenomena: Society as a <i>sui generis</i> reality, Study of Social Facts, Positivist approach to study of society, Concept of Anomie, Mechanical and Organic Solidarity</p> <p>Max Weber's Views: Rationalization of Society, Power and Authority and the, Difference Types of Authority, Value neutrality in sociological explanation, Ideal types, Bureaucracy, Social Stratification</p> <p>Karl Marx's views of society: Historical Materialist Explanation, Relationship between Infrastructure super structure, Economic determinism, Class conflict</p>
<b>Course Aim</b>	The objectives of this course are to explain classical theories and to review theories of Durkheim, Max Weber and Marx as well as evaluate their contribution to advancement of sociological explanation
<b>ILOs</b>	<p>On successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. discuss classical theories and theorists and their contribution to theoretical refinement of sociological explanation</li> <li>2. examine the key concepts used by Durkheim, Max Weber and Marx in their explanation of society</li> <li>3. evaluate their contribution to advancement of sociological explanation</li> <li>4. explain the historical prospective of sociological theories</li> <li>5. discuss the different type of authorities</li> </ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2,4	Emile Durkheim and his explanation of social phenomena: Society as a <i>sui generis</i> reality,	3		7	L, GD	
2	1.2	1,2,3,4	Emile Durkheim and his explanation of social phenomena: Society as a <i>sui generis</i> reality,	3		8	L, GD	
3	1.3	1,2,3	Study of Social Facts, Positivist approach to study of society,	3		7	L, GD	
4	2	1,2,3,5	Concept of Anomie	2		8	L, GD	
5	3.1	1,2	Mechanical and Organic Solidarity	2	3	6	L, QA	
6	2.1	1,2,4	Max Weber's Views: Rationalization of Society	3		6	L, GD	
7	2.2	1,2,5	Power and Authority	3		7	L, GD	Assignment 1 Due
8	2.3	1,2,5	The Difference Types of Authority	3		7	L, GD	
9	2.4	1,2	Value neutrality in sociological explanation	3		8	L, GD	
10	2.5	1,2,3	Ideal types, Bureaucracy, Social Stratification	3	3	7	L, GD	Assignment 2 Due
11	3.1	1,2,3,4	Karl Marx's views of society: Historical Materialist Explanation	2		7	L, GD	
12	3.2	1,2,3	Relationship between Infrastructure super structure,	3		6	L, GD, RP	Quiz
13	3.3	1,2	Economic determinism	3		7	L, GD, RP	

14	3.4	1,2	Class conflict	2	4	5	L, GD, RP	
15	4	1,2,3	Conclusion	2		4	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 2 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Political Economy and Development
<b>Course Code</b>	SOCI 22063 (40:10:100)
<b>Course Capsule</b>	Traditional explanation of development: Views of social progress, Development as a linear process, Modernization theory and its variants, Trickle-down effect; Latin American Radical school of development: Dependency theory and variations, Centre periphery relationship and exploitation and extraction of resources (development creating under development); Globalization and its impact on Development Cooperation: Technological revolution and Networked Society, Emergence of global production and economic networks; The New World Order: Collapse of the Soviet Union and the ending of the bipolar world, Emergence of China and the new world order; New actors of global economic order (BRICS, BRI, AIIB) and their impact on Development
<b>Course Aim</b>	The objectives of this course are to critically analyze the process of development with special reference to countries in the Global South and assess the role of economic, security and political linkages and their role in the development process.
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. demonstrate forces that drive the global development process today</li><li>2. describe the role of the Global North and its impact on the development in the Global South</li><li>3. analyze policies and strategies taking into account external dynamics and internal potential of countries</li><li>4. define the new actors of global economic order and their impact on Development</li><li>5. compare the global production and economic networks</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Development as multi-dimensional concept	2		5	L, GD	
2	1.2	1,2,3	Traditional explanation of development: Views of social progress	2		7	L, GD	
3	2.1	1,2,3	Development as a linear process	2		6	L, GD	
4	2.2	1,2,3	Modernization theory and its variants	2		6	L, GD	
5	2.3	1,2	Backwash and Trickle-down effects	3		6	L, GD	
6	2.4	1,2	Measures to Development	2		7	L, GD	
7	2.5	1,2	World System Theory	3		8	L, GD	Assignment 1 Due
8	3.1	1,2	Latin American Radical school of development: Dependency theory and variations	3		6	L, GD	
9	4.1	1,2	Centre periphery relationship, exploitation and extraction of resources (development creating under development)	3		8	L, GD	
10	5.1	1,2,3,4	Globalization and its impact on Development Cooperation	3	3	7	L, GD	Assignment 2 Due
11	5.2	1,2,3,5	Technological revolution and Network Society	3		6	L, GD	
12	5.3	1,2,3,4,5	Emergence of global production and economic networks	3		7	L, GD, RP	Quiz
13	6.1	1,2,3	The New World Order: Collapse of the Soviet Union and the ending of the bipolar world	3	3	8	L, GD, PA	

14	6.2	1,2,3	Emergence of China and the new world order	3	2	7	L, GD, RP	
15	6.3	1,2,3	New actors of global economic order (BRICS, BRI, AIIB) and their impact on Development	3	2	6	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, PA=Prepare an article

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )



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**Organization of the Course**

Weeks Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Contemporary Sociological Theory
<b>Course Code</b>	SOCI 31013 (40:10:100)
<b>Course Capsule</b>	Post-structuralism and postmodern sociology: Moving away from positivist explanation and scientism, the place of causal explanation and other related issues; The early stages of development: Frankfurt School and Critical Theory; Transformative and multidisciplinary knowledge, Micro sociology, Exchange Theory and Symbolic Interactionism Sociology of Pierre Bourdieu, The post-structuralism of Michel Foucault; Feminist theory and the critique of gender relations in society; Postmodernity and postmodernism, Reflexive modernity; Challenge to Euro centrism: Post-colonial Theory
<b>Course Aim</b>	The objective of this course is to explain the development of sociological theories in the twentieth century and to review the work of key thinkers of post-structuralism/postmodern sociology
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. critically analyze the contribution of schools and thinkers of contemporary sociology</li><li>2. develop a critical discussion on developments and debates in postmodern social theory</li><li>3. demonstrate familiarity with the key ideas and concepts of sociological theories both classical and contemporary</li><li>4. explain to the challenge to Euro centrism and post-colonial situation</li><li>5. describe gender relation problem's and feminist theory</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Post-structuralism and postmodern sociology	3		5	L, GD	
2	1.2	1,2,3	Moving away from positivist explanation and scientism	3		7	L, GD	
3	1.3	1,2,3	The place of causal explanation and other related issues	2	2	6	L, GD	
4	2.1	1,2,3	The early stages of development: Frankfurt School and Critical Theory	3		8	L, GD	
5	2.2	1,2	Transformative and multidisciplinary knowledge	3		7	L, GD	
6	2.3	1,2	Micro sociology	2		8	L, GD	
7	2.4	1,2,3	Exchange Theory and Symbolic interactionism	3		6	L, GD	Assignment 1 Due
8	2.5	1,2,3	Sociology of Pierre Bourdieu	3		8	L, GD	
9	2.6	1,2,3	The post-structuralism of Michel Foucault	3	2	7	L, GD	
10	3	1,2,3,5	Feminist theory and the critique of gender relations in society	3	2	8	L, QA	Assignment 2 Due
11	4.1	1,2,3	Postmodernity and postmodernism,	2		6	L, GD	
12	4.2	1,2,3	Reflexive modernity	2		6	L, GD, RP	Quiz

13	4.3	1,2,4	Challenge to Euro centrism: post-colonial theory	3	2	7	L, GD, RP	
14	4.4	1,2,3,4	Challenge to Euro centrism: post-colonial theory	3	2	6	L, GD, RP	
15	5	1,2,3	Conclusion	2		5	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	South Asian Society and Globalization
<b>Course Code</b>	SOCI 31023 (40:10:100)
<b>Course Capsule</b>	Classical social anthropological/sociological explanation of South Asia: South Asia as a Cultural Region, Villages, Caste System, Socio-cultural and geographical background of South Asia; Concept of cultural regions and its validity in understanding South Asian society, Socio-cultural diversity in South Asia and identity politics; Colonial legacy: Impact on Culture, Politics and Economy, Emerging class structures and elites (Brown Sahib), National Bourgeois and Comprador Bourgeois, Postcolonial Theory ; Understanding Minorities: Ethnic relations and conflict, Women, Subaltern and minorities, Majority hegemony: Hindutva and other emerging nationalist movements, Rastriya Swayamsevak Sang (RSS), Religious militancy, Jihadism, Buddhist and Hindu militancy; Globalization and its impact in South Asia: Global village and South Asia, Indianization, Bollywood, Television
<b>Course Aim</b>	The aim of this course is to explain the root causes of transformation of postcolonial South Asian society and the socio-cultural process, namely, reconfiguration and redefinition of traditional social institutions under globalization
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. analyze Socio-cultural process in contemporary South Asia outside of traditional Eurocentric paradigm</li><li>2. describe major disruptors at the Centre of the changes that are taking place in South Asia</li><li>3. explain the impact of forces of globalization on South Asian culture and social organization</li><li>4. explain the geographical background</li><li>5. explaining the change of South Asian Society from the world</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Classical social anthropological/sociological explanation of South Asia: South Asia as a Cultural Region,	3		7	L, GD	
2	1.2	1,2,3	Villages, Caste System,	3		5	L, GD	
3	1.3	1,2,3	Socio-cultural and geographical background of South Asia	2		6	L, GD	
4	2.1	1,2,3	Concept of cultural regions and its validity in explaining South Asian society	3	1	5	L, GD	
5	2.2	1,2	Concept of cultural regions and its validity in explaining South Asian society	3		5	L, GD	
6	2.3	1,2,3	Socio-cultural diversity in South Asia and identity politics	2		9	L, GD	
7	2.3	1,2,4	Socio-cultural diversity in South Asia and identity politics	3	2	7	L, GD, QA	Assignment 1 Due
8	3.1	1,2,3	Colonial legacy: Impact on Culture	3		8	L, GD	
9	3.2	1,2,4	Politics and Economy, Emerging class structures and elites (Brown Sahib)	2		8	L, GD	

10	3.3	1,2,3	National Bourgeois and Comprador Bourgeois, Postcolonial Theory	3	2	6	L, GD	Assignment 2 Due
11	4.1	1,2,3	Understanding Minorities: Ethnic relations and conflict, Women,	2		7	L, GD	
12	4.2	1,2,3	Subaltern and minorities, Majority hegemony: Hindutva and other emerging nationalist movements	3		6	L, GD RP	Quiz
13	4.3	1,2,3	Rastriya Swayamsevak Sang (RSS), Religious militancy, Jihadism, Buddhist and Hindu militancy	3	1	8	L, GD RP	
14	5.1	1,2,5	Globalization and its impact in South Asia: Global village and South Asia	3	2	7	L, GD RP	
15	5.2	1,2,3,4	Indianization, Bollywood, Television	2	2	6	L, GD RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session



**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Social Work and Welfare
<b>Course Code</b>	SOCI 31033 (30:30:90)
<b>Course Capsule</b>	Social Work Profession: The Purpose of Social Work, Social work and social workers; Social Work Practice and Empowerment: Discrimination, Oppression, Stereotypes, Prejudice; Social Work Settings, Substance Abuse, Domestic Violence, Sexual Abuse, Health and Illness; Delinquents and Criminals, Children and Youth, Women, Elderly etc., Social Work and Diversity settings, Minorities and the disadvantaged; Social Work Methods, Practice models, methods and principles of generalist practice of social work, GENOGRAM, ECOMAP, Psychosocial Analysis; An Overview of Social Welfare and Social Work, Social Protection and Social Welfare, Social Welfare Policy, Policy Advocacy, Poverty and Social Welfare
<b>Course Aim</b>	The objectives of this course are to explain the roles, functions, and tasks which social workers perform and develop basic skills, practices and core values of social work in students
<b>ILOs</b>	<p>On successful completion of this course unit, students should be able to:</p> <ol style="list-style-type: none"> <li>1. acquire knowledge and skills to understand basic social work-related needs in individuals and community settings</li> <li>2. develop skills needed to provide interim guidance to individuals and families in need until specialized help is available</li> <li>3. define the social work methods and practice models</li> <li>4. explain the social work and diversity settings, minorities and the disadvantaged</li> <li>5. indicate the social welfare policy and policy advocacy</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Social Work Profession: The Purpose of Social Work	2		6	L, GD	
2	1.2	1,2,3	Social work and social workers	2	5	5	L, GD	
3	2.1	1,2,3	Social Work Practice and Empowerment: Discrimination	2		5	L, GD	
4	2.2	1,2,3	Oppression, Stereotypes, Prejudice	2	5	5	L, GD	
5	3.1	1,2	Social Work Settings	2		7	L, GD	
6	3.2	1,2	Substance Abuse	2		7	L, GD	
7	3.3	1,2	Domestic Violence, Sexual Abuse, Health and Illness	2	5	8	L, GD, QA	Assignment 1 Due
8	4.1	1,2	Delinquents and Criminals, Children and Youth, Women, Elderly etc.	2		7	L, GD	
9	4.2	1,2,4	Social Work and Diversity settings, Minorities and the disadvantaged	2	5	7	L, GD	
10	5.1	1,2,3	Social Work Methods, Practice models	2		7	L, GD	Assignment 2 Due
11	5.2	1,2,3	methods and principles of generalist practice of social work	2		7	L, GD	
12	5.3	1,2,3,5	GENOGRAM, ECOMAP,	2		7	L, GD, RP	Quiz

13	5.4	1,2	Psychosocial Analysis	2	5	5	L, GD, RP	
14	6.1	1,2,5	Poverty and Social Welfare	2	5	7	L, GD, RP	
15	6.2	1,2,3	Conclusion	2			L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				30	30	90		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Practical		■		■			■					■	■	■	
Independent Learning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Field visits															
Assignments							■			■					
Quizzes												■			
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Sociology of Organizations
<b>Course Code</b>	SOCI 31043 (35:20:95)
<b>Course Capsule</b>	Weber's explanation of Bureaucracy: rationalization of society, legal rational authority, functions of bureaucracy Modern Organizations and Peter Blau's views; Social environment and organizations, Open systems theories; institutional theory and resource dependency theory; Types and management styles of contemporary organizations: State sector bureaucracies, Private sector management, Non-profit organizations, Organized activism for social change
<b>Course Aim</b>	The objective of this course is to examine the nature of bureaucratic Organization, its functions and explain the basic issues in organizations from sociological point of view
<b>ILOs</b>	<p>Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. apply sociological perspectives to explain organizational dynamics in variety of situations</li> <li>2. interpret issues affecting productivity in organizations and performances of workers</li> <li>3. develop strategies to improve workplace motivation and maximize employee potential.</li> <li>4. discuss the types and management styles of contemporary organizations</li> <li>5. summarize the philosophers and thinkers of sociology of organization</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Rationalization of society, Traditional to legal rational authority	3		5	L, GD	
2	1.2	1,2,3,5	Weber's explanation of Bureaucracy	3		4	L, GD	
3	1.3	1,2,3	Ancient bureaucracies and their foundations, China	2		4	L, GD	
4	1.4	1,2,3,5	Modern Organizations and Peter Blau's views	3		4	L, GD	
5	1.5	1,2	Contemporary critiques of Bureaucracy	3	5	4	L, GD, QA	
6	2.1	1,2,4	Bureaucratic Personality	2		7	L, GD	
7	2.2	1,2	Open systems theories; Institutional theory and resource dependency theory	3		6	L, GD	Assignment 1 Due
8	2.3	1,2	Scientific Management Theory; Pursuit of efficiency and productivity	2		6	L, GD	
9	2.4	1,2	Informal Organizations	2	4	6	L, GD	
10	2.5	1,2,3,4	Types and management styles of contemporary organizations: State sector bureaucracies,	2	5	7	L, GD	Assignment 1 Due
11	3.1	1,2,3	Variations of Scientific Management Theory	2	4	9	L, GD	
12	3.2	1,2,3	Private sector management,	2	2	9	L, GD, RP	Quiz



13	3.3	1,2	Non-profit organizations,	2		8	L, GD, RP	
14	3.4	1,2	Organized activism for social change	2		8	L, GD, RP	
15	4	1,2,3	Conclusion	2		8	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )

**References:**

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Participatory Methods for Development Practice
<b>Course Code</b>	SOCI 31053 (30:30:90)
<b>Course Capsule</b>	Introduction to Participatory Methods: Need for democratic planning and development, Participatory decision making and empowerment of beneficiaries, Problems, Challenges, Participatory methods, principle and techniques: Facilitating Participatory Learning, Participatory Project Planning, Participatory Learning and Action / Participatory Rural Appraisal, Programme and Project Cycle Management, Facilitating Workshops
<b>Course Aim</b>	The objectives are to explain the moral and practical reasons for getting beneficiaries (as well as victims) in the decision-making process in development interventions and to review existing approaches, methods and tools of participatory methods and their use in different areas of activities
<b>ILOs</b>	Upon completion of this course students will be able to: <ol style="list-style-type: none"><li>1. illustrate suitable participatory techniques and tools to make participatory decision making</li><li>2. utilize participatory methods in planning/implementing development and other activities affecting lives of people</li><li>3. discuss the problems and challenges of participatory methods for development practice</li><li>4. explain the development process and participatory approaches</li><li>5. discuss the participatory skills and approaches</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Development process and Participatory Approach	2		6	L, GD	
2	1.2	1,2,	Introduction to Participatory Approach	2	2	6	L, GD,RP	
3	1.3	1,2,	Need for democratic planning and development	2		6	L, GD	
4	1.4	1,2,	Participatory decision making and empowerment of beneficiaries	2		6	L, GD	
5	2.1	1,2	Participatory methods		4	6	L, GD ,RP	
6	2.2	1,2	Participatory methods principle and techniques	2	4	6	L, GD,FV	
7	2.3	1,2	Problems and Challenges of Participatory methods	2		6	L, GD	Assignment 1 Due
8	3.1	1,2	Facilitating Participatory Learning	2		6	L, GD, FV	
9	4.1	1,2	Participatory Project Planning	2	4	6	L, GD, QA	
10	4.2	1,2,3	Participatory project monitoring and evaluation	2		6	L, GD	Assignment 2 Due
11	5.1	1,2,3	Participatory Learning and Action	2	4	6	L, GD	
12	6.1	1,2,3	Participatory Rural Appraisal	3	4	6	L, GD, FV	Quiz
13	6.2	1,2,4,5	Participatory Rural Appraisal tools and techniques	2	4	6	L, GD, FV	

14	7.1	1,2,4	Programme and Project Cycle Management	2	4	6	L, GD, FV	
15	8.1	1,2,3	Facilitating Workshops	3		6	L, GD	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				30	30	90		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Hydraulic Society in Sri Lanka
<b>Course Code</b>	SOCI 31063 (35:20:95)
<b>Course Capsule</b>	Karl Wittfogel and Hydraulic Civilization: Wittfogel's Hypothesis, Asiatic Mode of Production, Hydraulic civilizations around the world, Contemporary Hydraulic Societies, Asiatic despotism and hydraulic civilization, Sri Lanka's Irrigation network; Evolution, Spread and organization, Explanations of Hydraulic society in Sri Lanka: Question of despotic rulers, Views of Leach, Gunawardana
<b>Course Aim</b>	The main objectives of this course are to explain Karl Wittfogel's views on Oriental Despotism, Hydraulic Civilization and associated concepts, Focusing on Asiatic Mode of Production with organization and operation of the irrigation based social organization of ancient Sri Lanka
<b>ILOs</b>	Upon completion of the course students will be able to: <ol style="list-style-type: none"><li>1. demonstrate hydraulic society characteristics of ancient Sri Lanka's irrigation based social organization</li><li>2. compare and contrast kingship in ancient Sri Lanka with Oriental despotism in other parts of the ancient world as described by Wittfogel</li><li>3. explain historical background of hydraulic society in Sri Lanka</li><li>4. define the problems and challenges of hydraulic society in Sri Lanka</li><li>5. infer the sub cultural diversity of hydraulic civilization</li></ol>



**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2,3	Historical Materialism of Karl Max	3		7	L, GD	
2	1.2	1,2,3	Marx and Asiatic Mode of Production	3		6	L, GD, QA	
3	1.3	1,2,3	Weber and Asiatic Mode of Production	3		6	L, GD	
4	1.4	1,2,3	Karl Wittfogel and Hydraulic Civilization	2		5	L, GD	
5	1.5	1,2	Hydraulic civilizations in the Ancient the world	2		7	L, GD	
6	1.6	1,2	Contemporary Hydraulic Societies	2	5	6	L, GD	
7	2.1	1,2	Asiatic despotism and hydraulic civilization	2		7	L, GD	Assignment 1 Due
8	2.2	1,2	China, Despotic control and Bureaucracy	2		6	L, GD	
9	2.3	1,2	Sri Lanka's Irrigation network; Spread and organization	2		6	L, GD	
10	2.4	1,2,3,4	Collapse of Hydraulic society in Sri Lanka: Question of despotic rulers	3	5	6	L, GD	Assignment 2 Due
11	3.1	1,2,3,4	Explanations of Hydraulic society in Sri Lanka: Question of despotic rulers	2		7	L, GD	
12	3.2	1,2,3	E. R. Leach on Hydraulic Society in Ceylon	3	5	7	L, GD, RP	Quiz
13	3.3	1,2,5	Leslie Gunawardana's critique of E.R. Leach	3		7	L, GD, RP	

14	3.4	1,2,5	Contemporary Irrigation Bureaucracy in SriLanka	3	5	6	L, GD, RP	
15	4	1,2,3	Revisions			6	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Computer Applications for Social Research
<b>Course Code</b>	SOCI 32012 (20:20:60)
<b>Course Capsule</b>	Computer and mobile devices-based Data Collection Software: Introduction to technology and advantages, Available software, facilities and options, How to use KoBoToolbox (Open Source) or Open Data Kit (Open Source), Database management software to store data, How to use Microsoft Access or similar other application, Using Computer Application for Data Analysis (SPSS or Excel), Making a PowerPoint Presentation
<b>Course Aim</b>	The objectives of this course are to develop knowledge and skills required to collect, store, interpret and present data using computer applications
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. design their research to use computer-based techniques and tools</li><li>2. collect, manage, interpret and present data using suitable computer applications</li><li>3. define the introduction to technology and advantages</li><li>4. explain the problems and challenges when using computer application</li><li>5. analyze the advantages of computer and mobile devices-based data collection software</li></ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2,5	Computer and mobile devices-based Data Collection Software: Introduction to technology and advantages	1		4	L, QA	
2	1.2	1,2,3	How to use KoBoToolbox (Open Source) or Open Data Kit (Open Source) I	2		6	L, GD	
3	1.3	1,2,3	How to use KoBoToolbox (Open Source) or Open Data Kit (Open Source) II	2		5	L, GD	
4	1.4	1,2,3	How to use KoBoToolbox (Open Source) or Open Data Kit (Open Source) III	1	3	4	L, GD	
5	1.5	1,2	How to use Microsoft Access or similar other application I	1		5	L, GD	
6	2.1	1,2	How to use Microsoft Access or similar other application II	1	2	4	L, GD	
7	2.2	1,2	How to use Microsoft Access or similar other application III	1	2	5	L, GD	Assignment 1 Due
8	2.3	1,2	How to use Microsoft Access or similar other application VI	1		5	L, GD	
9	3.1	1,2	Using Computer Application for Data Analysis(SPSS or Excel) I	2		5	L, GD	

10	3.2	1,2,3,4	Using Computer Application for Data Analysis (SPSS or Excel) II	2	2	5	L, GD	Assignment 2 Due
11	3.3	1,2,3,4	Using Computer Application for Data Analysis (SPSS or Excel) III	2	2	3	L, GD	
12	3.4	1,2,3,4	Using Computer Application for Data Analysis (SPSS or Excel) IV	1	2	3	L, GD, RP	Quiz
13	3.5	1,2,4	Using Computer Application for Data Analysis (SPSS or Excel) V	1	3	3	L, GD, RP	
14	4.1	1,2	Making a PowerPoint Presentation I	1	2	3	L, GD, RP	
15	4.2	1,2,3,4	Making a PowerPoint Presentation II	1	2		L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				20	20	60		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														



<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Political Sociology
<b>Course Code</b>	SOCI 32023 (35:20:95)
<b>Course Capsule</b>	Scope and Historical Development of Political Sociology; Power and Authority: Consolidation of state, The state's exclusive right to use force, Sovereignty and the Nation State, State Power and Rights of citizens, State and society: Power relations linking Citizens with the state, Political parties, Pressure groups and lobby groups, Civil society activism, Political movement, Role of Power in Everyday life of citizens, State and Governance: State and Government, Good Governance and Issues, Power and Conflict: State and Political Conflicts, Political Violence and Civil Society, Ethnic Problem and its Political Impact, State in the Globalized world: Emergence of Transnational Actors and Transnationalism, Non-Governmental Organizations, Media, Multinationals, Idea of R2P and changing views of Sovereignty
<b>Course Aim</b>	The objectives of this course are to examine major theoretical perspectives and debates in the study of political sociology and how they explain the execution of power on society by state apparatuses and its actors through force and legitimate authority.
<b>ILOs</b>	<p>On successful completion of this course unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. conceptualize and analyze power relations of the state from sociological point of view</li> <li>2. inspect social forces and processes shaping powers of the state and how they link state with citizens and other states</li> <li>3. discuss the political movement current society</li> <li>4. define the scope and historical development of political sociology</li> <li>5. analyze the political violence and civil society</li> </ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2,4	Scope and Historical Development of Political Sociology	3		8	L, GD	
2	2.1	1,2,	Consolidation of state, The state's exclusive right to use force	3		7	L, GD	
3	2.2	1,2,	Sovereignty and the Nation State	2		7	L, GD	
4	2.3	1,2,3	State Power and Rights of citizens:	2		9	L, GD	
5	3.1	1,2,3	Power relations linking Citizens with the state	2		7	L, GD	
6	3.2	1,2	Political parties, Pressure groups and lobby groups	2		7	L, GD	
7	3.3	1,2,3	Civil society activism, Political movement	3	3	7	L, GD, RP	Assignment 1 Due
8	3.4	1,2	Role of Power in Everyday life of citizens	3	3	7	L, GD	
9	4.1	1,2	Power elite and democratic decision making	2	3	7	L, GD, P	
10	4.2	1,2,3	Accountability, Good Governance and Issues	2	4	6	L, GD, P	Assignment 2 Due
11	5.1	1,2,3	Use of Power by State and the issue of state terrorism	2	3	3	L, GD, RP	
12	5.2	1,2,3,5	Political Violence and Civil Society	2		4	L, GD RP	Quiz
13	5.3	1,2	Ethnic Problem and its Political Impact	2	4	5	L, GD FV	

14	6.1	1,2	Emergence of Transnational Actors and Transnationalism	2		5	L, GD	
15	6.2	1,2,3,5	Non-Governmental Organizations, Media, Multinationals, Idea of R2P and changing views of Sovereignty	3		6	L, GD	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, FV=Field Visit

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>	
	Quizzes 10%	Assignments 30%
<b>End Semester Examination</b>	<b>60%</b>	

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

**References:**

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හදරාගම, එස්. (2014). දේශපාලන සමාජ විද්‍යාව: බත්තරමුල්ල. සමීර ප්‍රකාශන.

**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Development Issues of the Global South
<b>Course Code</b>	SOCI 32033 (35:20:95)
<b>Course Capsule</b>	Understanding the Global South: Rise of the Global South, Global South vs. the Third World, Why is Global South Important in the Development discourse?; Challenges of the Global South in the New World Order: Economic challenges; Economic development, Increasing Debt Burden, Contracting markets, Political challenges; Threat to sovereignty , Internal challenges: Elimination of poverty, Minorities and challenges to the state, Corruption, Failed states in the Global South, Global South and Globalization: Positive impact of Globalization, Globalization as a Trap
<b>Course Aim</b>	The aim of this course is to examine the development issues that characterize the Global South with special reference to the role of the West and West dominated multilateral and bilateral donor programmes in the development and underdevelopment of the Global South and to critically examine the existing development cooperation paradigms with special reference to China's Belt and Road Initiative (BRI)
<b>ILOs</b>	<p>On successful completion of this course unit students should be able to:</p> <ol style="list-style-type: none"> <li>1. conceptualize development process in the Global South outside of the traditional development theory and its alternative dependency theory</li> <li>2. explain the role of the West in development through multilateral agencies and bilateral donor led programmes</li> <li>3. assess the potential role of the emerging new development cooperation paradigm lead by china and its main actors, namely Belt and Road Initiative (BRI) and the two new players in development cooperation, namely, Asian Infrastructure and Investment Bank (AIIB) and the New Development Bank (NDB) - formerly BRICS Development Bank</li> <li>4. discuss challenges of the global south in the new world</li> <li>5. compare the contracting market, political challenges and development issues among the global west and south</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Emergence of the Global South in the Development Discourse	3		4	L, GD	
2	1.2	1,2,3,4	Global South vs. the Third World and the Developing World	3		7	L, GD	
3	1.3	1,2,3	Global South and the Development policy discourse	2		8	L, GD	
4	2.1	1,2,3,5	Challenges of the Global South in the New World Order: Growth and Development	2		8	L, GD	
5	2.2	1,2	Challenges of the Global South in the New World Order: Increasing Debt Burden	2		8	L, GD	
6	2.3	1,2,4	Challenges of the Global South in the New World Order: Changing Development Cooperation Paradigm	2		6	L, GD	
7	2.4	1,2	Challenges of the Global South in the New World Order: Threat to sovereignty of State	3	4	7	L, GD	Assignment 1 Due
8	2.5	1,2	Rise of China and the Global South	3		6	L, GD	
9	3.1	1,2	Failed states in the Global South	2	4	6	L, GD	
10	3.2	1,2,3	Social Security, Welfare and Social Protection	2	4	7	L, GD	Assignment 2 Due
11	3.3	1,2,3	Elimination of poverty	3	4	7	L, GD, RP	

12	3.4	1,2,3	Human Rights in the Global South	2		6	L, GD	Quiz
13	4.1	1,2,3	Global South and Globalization	3	4	5	L, GD	
14	4.2	1,2,3	Positive impact of Globalization	2		5	L, GD	
15	4.3	1,2,3	Revision	1		5	L, GD	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														



<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Sociology of Gender
<b>Course Code</b>	SOCI 32043 (35:20:95)
<b>Course Capsule</b>	Understanding Gender: Gender as a social construct, Social Production and reproduction of gender, Theoretical Perspectives on Gender: Mainstream sociological theories and explanation of gender differences, Feminism, Feminist Theories and explanation of Gender, Gender in Women’s studies; Development of Feminism: Historical developments. Women’s movement and activism; Gender in Everyday Life: Gender Roles and social position, Gender and Power, Gender and Violence, Gender and discrimination, Gender and access to resources; Gender and Development: Participation of women in decision making, Women and Politics, Rights of Women in development work
<b>Course Aim</b>	The objectives of this course are to explain gender as a social construct that is produced and reproduced by social forces, norms and everyday experiences and to examine how gender has a determining effect on one’s position and power in society
<b>ILOs</b>	On successful completion of this course unit students will be able to: <ol style="list-style-type: none"> <li>1. conceptualize and analyze social phenomena from a gender centered point of view</li> <li>2. apply theories of gender and mainstream gender in their research</li> <li>3. access gender sensitive policy and Implementation strategies for development intervention</li> <li>4. define the historical developments of gender study’s</li> <li>5. define the social production and reproduction of gender</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Gender as a social construct	3		7	L, GD	
2	1.2	1,2,3,5	Social Production and reproduction of gender	3		5	L, GD	
3	2.1	1,2,3,4	Mainstream sociological theories and explanation of gender differences,	2	3	4	L, GD	
4	2.2	1,2,3	Gender in Women's studies	2		6	L, GD	
5	2.3	1,2,4	Feminist Theories and explanation of Gender	3		5	L, GD	
6	2.4	1,2	Women's movement and activism	2		8	L, GD	
7	3.1	1,2	Development of Feminism: Historical developments.	2	3	8	L, GD	Assignment 1 Due
8	3.2	1,2	Women and other minorities, LGBTQ	2	3	7	L, GD	
9	4.1	1,2	Gender in Everyday Life: Gender Roles and social position,	2	3	5	L, GD	
10	4.2	1,2,3	Gendered Power Relations	3	3	7	L, QA	Assignment 2 Due
11	4,3	1,2,3	Gender and Violence	2		6	L, GD	
12	4,4	1,2,3	Gender and discrimination, Gender and access to resources	2		7	L, GD, RP	
13	5.1	1,2	Gender and Development: Participation of women in decision making	3	3	7	L, GD, RP	

14	5.2	1,2	Women and Politics	2		7	L, GD, RP	
15	5.3	1,2,3	International Conventions and Protection of Women	2	2	6	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Dr DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)

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Organization of the Course

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Media in Development Practice
<b>Course Code</b>	SOCI 32052 (20:20:60)
<b>Course Capsule</b>	<p>Introduction to Development Communication: The field and the scope of development communication, the role of development communicator; extension worker role, educator role, promotor role and watchdog role; Politics of development communication: Government role as development communicator and the issue of media monopoly, Development communication and election propaganda; Communication and social change: Impact of communication to adaptation of social attitudes, advertising, Cinema and society, Television; Internet and Social Media; Sri Lanka's emerging Television and FM Radio culture, Communication and third world; Basic Tools and Technics: Development Journalism; Writing newsworthy reports, Strategy Development, Presentation tools, Making video in mobile devices</p>
<b>Course Aim</b>	The main objectives of this course are to examine the role of media in development with special emphasis on its role as a catalyst and watchdog and to develop in students' preliminary skills and tools in development communication such as development journalism, making videos using mobile devices, presentation skills
<b>ILOs</b>	<p>On successful completion of this course unit, students should be able to:</p> <ol style="list-style-type: none"> <li>1. explain the communication needs and bottlenecks of development programmes</li> <li>2. illustrate adverse impacts of development and propose safeguards</li> <li>3. utilize skills and techniques in their respective role in their career as partners of development</li> <li>4. develop the skills of the use of communications tools</li> <li>5. criticize the violations of tele communication system</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching / Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Introduction to Development Communication: The field and the scope of development communication	1		5	L, GD	
2	1.2	1,2,3	The roles of development communicator; extension worker role, educator role, promotor role and watchdog role II	1		5	L, GD	
3	1.3	1,2,3	The roles of development communicator; extension worker role, educator role, promotor role and watchdog role II	1		5	L, GD	
4	2.1	1,2,3	Politics of development communication: Government's role as development communicator and the issue of media monopoly,	2		4	L, GD	
5	2.2	1,2	Development communication and election propaganda	1		4	L, GD	
6	3.1	1,2	Communication and social change: Impact of communication on social behavior and attitudes	1		4	L, GD	
7	3.2	1,2,4	Electronic Media and society	1		4	L, GD	Assignment 1 Due
8	3.3	1,2,4	Role of Print Media	1		5	L, QA	
9	4	1,2,4	Internet and social media	2		4	L, GD	
10	5.1	1,2,3,5	Sri Lanka's emerging Television and FM Radio culture and development communication	1		6	L, GD	Assignment 2 Due
11	5.2	1,2,3,4	Development Communication and third world	1		3	L, GD	
12	6.1	1,2,3,4	Basic Tools and Technics: Development Journalism I	2	4	2	L, GD, RP	
13	6.2	1,2,4	Basic Tools and Technics: Development Journalism II	2	4	3	L, GD, RP	
14	6.3	1,2,3,4	Presentation tools, Making video in mobile devices I	1	6	3	L, GD, RP	

15	6.4	1,2,3,4	Presentation tools, Making video in mobile devices II	2	6	3	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				20	20	60		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )

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### Organization of the Course

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field visits															
Assignment															
End Semester Examination	after 2 weeks of study leave														



<b>BA (HONS) IN SOCIOLOGY YEAR 3 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Sociology of Medical Systems
<b>Course Code</b>	SOCI 32063 (40:10:100)
<b>Course Capsule</b>	Medical Systems in the world: Evolution of different Medical Systems with special reference Western Medicine, Ayurveda, Chines and Unani Medicine, Different approaches to understanding diseases and treatment Pharmaceutical Industry, Organization Operations and power Health service delivery system: Main players and actors, Practitioners, organization and institutions, discriminatory practices in health delivery;
<b>Course Aim</b>	The objectives of this course to compare and contrast approaches, treatment methods and practices found in major medical systems in the world and examine the alternative medical traditions (systems) in Sri Lanka, namely, Ayurveda, Unani, indigenous and other (Homeopathy etc.) and to explain the power structures behind medical systems, organizations and actors
<b>ILOs</b>	On successful completion of this course unit, students should be able to: <ol style="list-style-type: none"><li>1. explain components of different medical systems construct conceptual frameworks for in research</li><li>2. apply theories and approaches to analyze explain organization and operation of medical systems</li><li>3. analyze and explain the different medical systems and traditions and their role health service delivery</li><li>4. criticize the social problems and challenges of treatment methods</li><li>5. summarize the non-scientific traditional medical treatment</li></ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2	Introduction to the Sociology of Medical system: Definitions, Role	3		7	L, GD	
2	2.1	1,2,3	The traditional system of medicine in Sri Lanka: Desheeya Chikithsa, Ayurveda, Unani, Siddha	3		6	L, GD	
3	2.2	1,2	Medical practice in Ancient Sri Lanka	3		7		
4	4.1	1,2,3	Alternative medical systems I Chinese Acupuncture, Homeopathy	3		7	L, GD	
5	4.2	4,5	Witchcraft, Magic, Shamanism as treatment ( <i>Shanthikarma, Manthara gurukam</i> )	2		6	QA	
6	5.1	1,2,3	Changing relations between western, traditional and alternative medical systems	2		7	L, GD	
7	5.2	1,2,4	Social Change, Technology, and its impact on health care provision	3		8	L, GD	Assignment 1 Due
8	5.3	1,2,5	Medicine and treatment by religious practitioners	2		6		
9	6.1	1,2	Healthcare provision in Sri Lanka, Contemporary organization of healthcare delivery in Sri Lanka.	2	6	7	L, GD	
10	6.2	1,2	The role of traditional medical practitioners in the primary health care and their appeal to the public	3		6	L, GD	Assignment 2 Stars

11	7	1,2	The role and organization of health systems, Levels of organization and health care delivery.	2		7	L, GD	
12	8.1	1,2	Occupations and Professions in Healthcare: history of medical profession, changing characteristics of medical providers.	3		6	L, GD	
13	8.2	1,2,3	Occupations and Professions in Healthcare: Physician socialization, physician authority, medical education, emergence of new medical professions.	3		7	L, GD	
14	5	1,2,3	Medicalization of healthcare: Consumption and consumerism of medicines in the marketplace	3	2	6	L, GD	
15	6.1	1,2,3	Power of the Pharmaceutical Industry	3	2	7	L, GD, RP	Quiz
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

Course Coordinator	Teaching Panel
Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )

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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Urban Sociology
<b>Course Code</b>	SOCI 41013 (35:20:95)
<b>Course Capsule</b>	Growth of Cities: Commercial cities to Industrial cities, Industrialization, Migration, Built Environment, Development of Megacities and Urban sprawl; Sociological Perspectives on the City: Urban culture, Urban cultures, Fringe settlements, Urban community and neighborhood; Economy of Urban Places: Shift from manufacturing to service, Suburbanization and emergence of multicentered cities, Geographies of Space, Place, Identity; Problems of Urbanization: Health and Crime, Environmental Issues, Urban Housing; Urbanization in Sri Lanka: Urban rural differences; Definition of Urban and its relevance, Socio-economic differences, Factors of urban growth; Sri Lanka's Ancient cities and city planning, Growth of ancient urban port settlements and administrative settlements, Anuradhapura and Polonnaruwa
<b>Course Aim</b>	The objectives of this course are to examine problems of urbanization and its impact on society as well as to explain basic Approaches and methods in urban sociology with special reference to problems in urbanization in Sri Lanka and discuss proposed solutions to address them.
<b>ILOs</b>	<p>Upon successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. explain problems of urbanization and conceptualize them using the most up to date knowledge in urban sociology</li> <li>2. utilize knowledge to formulate policies and strategies to address urban problems in Sri Lanka</li> <li>3. explain the sociological prospective on the city</li> <li>4. judge the environmental issues in the urban city's</li> <li>5. summarize the urban cultural values in Sri Lanka</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Growth of Cities: Commercial cities to Industrial cities	3		7	L, GD	
2	1.2	1,2,3	Industrialization and migration to cities	2		6	L, GD	
3	1.3	1,2,3	Social problems in cities under industrialization	2		7	L, GD, QA	
4	1.4.	1,2,3	Built Environment, Development of Megacities and Urban sprawl	2	4	7	L, GD	
5	2.1	1,2	Sociological Perspectives on the City: Urban culture	3		5	L, GD	Field Project Start
6	2.2	1,2	Fringe settlements, Urban community and neighborhood	2	4	7	L, GD	
7	3.1	1,2,4	Economy of Urban Places: Shift from manufacturing to service,	2		6	L, GD	Assignment 1 Start
8	3.2	1,2	Suburbanization and emergence of multicentered cities	2		7	L, GD	
9	3.3	1,2	Geographies of Space, Place, Identity	2	4	5	L, GD	
10	4.1	1,2,3	Problems of Urbanization: Health, housing and Crime	3		5	L,QA	Assignment 2 Due
11	4.2	1,2,3	Environmental Issues, Urban Housing	2	4	7	L, GD	
12	5.1	1,2,3,5	Urbanization in Sri Lanka: Urban rural differences; Definition of Urban and its relevance	3		7	L, GD, RP	

13	5.2	1,2	Socio-economic differences, Factors of urban growth	2		6	L, GD, RP	
14	6	1,2,5	Sri Lanka's Ancient cities and city planning, Growth of ancient urban port settlements and administrative settlements, Anuradhapura and Polonnaruwa	3	4	6	L, GD, RP	Field Project End
15	7.2	1,2,3	Conclusion	2		7	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )



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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field Project															
Assessments															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Social and Ethnic Harmony
<b>Course Code</b>	SOCI 41023 (35:20:95)
<b>Course Capsule</b>	Diversity as foundational feature of society; social division such as class, caste and ethnicity; Human divisions as social constructs: Race, ethnicity and gender; Various forms of discrimination; Gender, ethnicity, caste, Equality, Rights, Economic and social justice; Socio-economic causes of Sri Lankan conflict: Explanations of the origin of Tamil and Sinhala Identity, Historical interpretation of ethnic conflict and controversies; Present state of ethnic relations in the country; cultural similarities and differences between the communities, the nature of interethnic interaction.; Conflict Management Strategies; Managing conflicts and achieving peace and harmony in Sri Lanka; Peace efforts. Post war ethnic reconciliation; Modern Conflict Management Strategies
<b>Course Aim</b>	The objective of this course is to develop theoretical knowledge and analytical skills required to understand diversity and conflict based on differences in society and explain the socio-economic causes of conflicts and the need for solutions
<b>ILOs</b>	<p>On successful completion of this course unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. appreciate cultures of the other groups in society enabling to live in harmony</li> <li>2. accommodate the views of others in minimizing potential of conflicts based on political ideologies and affiliations</li> <li>3. explain the Cultural similarities and differences between the communities in Sri Lanka</li> <li>4. develop the ethnic harmony of Tamil and Sinhala society</li> <li>5. judge to the mänge to modern conflict management strategies</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Race and ethnicity as social constructs:	2		7	L, GD	
2	1.2	1,2,	Primordial loyalties and situational ethnicity	3		7	L, GD	
3	2.1	1,2,	Nature and forms of discrimination; Gender, Ethnicity,	2	3	6	L, GD, QA	
4	2.2	1,2,4	Equality, Ethnicity, Race and Stratification	3	2	7	L, GD	Field Project Start
5	3.1	1,2	Rights issues; Economic and social justice	2	3	8	L, GD	
6	3.2	1,2	Explanations of the origin of Tamil and Sinhala Identity,	2		5	L, GD	
7	3.3	1,2	Understanding Sri Lankan ethnic conflict	2		7	L, GD	
8	4	1,2,3	Cultural similarities and differences between the communities in Sri Lanka	3	2	6	L, GD	
9	5.1	1,2,5	Modern Conflict Management Strategies	3	2	6	L, GD	
10	5.2	1,2,	Managing Deep rooted conflict	3	2	5	L, GD	
11	6.1	1,2,	Modern Peace building strategies, Truth Commissions, Reparation	2		6	L, GD	
12		1,2,4	Peace building efforts in Sri Lanka during the war	2		5	L, GD, RP	Field Project End

13	6	1,2,4	Post war Peace building; Reconciliation efforts in Sri Lanka	3	3	7	L, GD, RP	
14	7.1	1,2,4	Role of International Community in Peace Building,R2P	2	3	6	L, GD, RP	Project Presentation
15	7.2	1,2,	Conclusion	1		7	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>50%</b>	
	Field Project 40%	Presentation 10%
<b>End Semester Examination</b>	<b>50%</b>	

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

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**.Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Field Project															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Group Dynamics
<b>Course Code</b>	SOCI 41033 (35:20:95)
<b>Course Capsule</b>	Group dynamics: Definitions, theories and explanations, Georg Simmel and explanation of social groups; Group Structure and Communication: Group leadership, Communication channels; Group behaviour and decision-making process: Intragroup relations and decision making, maintaining group boundaries, Keeping distance, Conflict harmony within and between groups; Traditionally family and group dynamics: Family structure and decision making, Family relationships and domestic violence and abuse; Group dynamics in formal settings: Committees, Rules and regulations in the decision-making processes, Role of informal personal relationships in formal groups: Informal groups: Formation of informal groups, Impact of informal group dynamics in productivity in workplace
<b>Course Aim</b>	The objectives of the course are to review sociological theories and explanation of small group, explain small group dynamics with reference to key components (ex. structures, organization, settings, decision making process and communication patterns) and examine the relevance of group dynamics in development interventions, conflict resolution, management and similar fields
<b>ILOs</b>	<p>On completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. apply theories and concepts to understand group dynamics in different social settings</li> <li>2. develop practical solutions to problems in various setting from work place, development interventions and households to other where small groups are an operating component</li> <li>3. compile social needs and achievement of various social settings</li> <li>4. evaluate the impact of informal group dynamic in productivity work place</li> <li>5. develop dissention making strategies</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Origin of Group Dynamics, Key Theorists	2		7	L, GD	
2	1.2	1,2,3	Kurt Lewin and psychological explanation	2	2	8	L, GD	
3	1.3	1,2,3	Georg Simmel and explanation of social groups	2		7	L, GD	
4	2.1	1,2,3	Group Structure and Communication: Group leadership,	3	2	7	L, GD	
5	2,2	1,2	Group Membership and Identity	3	2	8	L, GD	
6	3.1	1,2	Maintaining group boundaries	2		7	L, GD	
7	3.2	1,2	Group behavior and decision-making process: Intragroup relations and decision making,	3	2	8	L, GD	Assignment 1 Due
8	4.1	1,2	Group Performance Studies	3		5	L, GD	
9	4.2	1, 2	Group Values, Objectives and Black sheep Effect	2	2	5		
10	5	1,2	Conflict harmony within and between groups	2	2	6	L, GD	Assignment 2 Due
11	6.1	1,2,3	Family and group dynamics: Family structure and decision making,	2	2	5	L, GD, QA	
12	6.2	1,2,3,5	Family relationships and domestic violence and abuse	2	2	6	L, GD	
13	7.1	1,2,3,4	Group dynamics in formal settings: Committees, Rules and regulations in the decision-making processes,	2	2	5	L, GD RP	

14	7.2	1,2,5	Role of informal personal relationships in formal groups: Informal groups:	3	2	6	L, GD RP	
15	8	1,2	Revisions	2		5	L, GD RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				35	20	95		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)



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**Organization of the Course**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Practical															
Independent Learning															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Settlement Planning and Development
<b>Course Code</b>	SOCI 41043 (40:10:100)
<b>Course Capsule</b>	Introduction to the Sri Lanka's Dry Zone: History and Geography, Tank network and irrigated agriculture, Destruction of Dry Zone Civilization and the traditional settlements; New Settlement in the Dry Zone: Reasons for new settlements, Early schemes and Settlement process, Controversies especially about the ethnic composition and political selections; New Settlements under the Mahaweli Project: Coverage, Models and Approach, Resurfacing of Ethnic issue; Socio-economic issues: New generation in the settlement schemes, Poverty, Possible solutions
<b>Course Aim</b>	The objective of this is to review the experience of the new settlement schemes in the dry zone focusing on settlement planning approaches and models adopted periodically.as well as evaluating the problems associated with them in comparing with similar settlement projects in other countries, specially, Israel
<b>ILOs</b>	Upon completion of this course students will be able to: <ol style="list-style-type: none"><li>1. analyze and explain the planning approaches and models used in creating new settlement in the dry zone</li><li>2. outline planning problems and issues of dry zone settlements</li><li>3. inspect socio-economic problems in dry zone settlements and provide sociological insights needed to address them</li><li>4. create a resettlement model for dry zone</li><li>5. design possible solution for resettlement problems</li></ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2,4	Introduction to the Sri Lanka's Dry Zone: History and Geography	3		6	L, GD	
2	1.2	1,2,3,4	History and Politics of the Dry Zone Tank based culture	3		6	L, GD	
3	1.3	1,2,3,4	Destruction of Dry Zone Civilization and the traditional settlements	2		6	L, GD	
4	2.1	1,2,3,4	New Settlement in the Dry Zone: Reasons for new settlements,	2		6	L, GD	
5	2.2	1,2	Early Settlement schemes and the Settlement process,	3		7	L, GD	
6	2.3	1,2	Controversies: ethnic composition and the selection of settlers	2		7	L, GD	
7	2.4	1,2	Planning Issues; Social Problems, Services, Facilities	3		7	L, GD, QA	Assignment 1 Due
8	3.1	1,2	New Settlements under the Mahaweli Project; Objectives, Coverage	3		7	L, GD	
9	3.2	1,2	Settlement Approach and Settlement Model of Mahaweli Scheme	3	3	7	L, GD	
10	3.3	1,2,3	Mahaweli Scheme and the Resurfacing of Ethnic issue	3	2	8	L, GD	Assignment 2 Due

11	4.2	1,2,3	Socio-economic issues of the Mahaweli Scheme: Production, Marketing etc.	3	2	7	L, GD	
12	5.1	1,2,3	Social Transformation of Settlements Schemes; Land Ownership, Leadership	3	3	6	L, GD, RP	
13	5.2	1,2,5	Poverty in Settlement Schemes	3		7	L, GD, RP	
14	5.3	1,2,5	Class formation in the Settlement Schemes	3		6	L, GD, RP	
15	6	1,2,3	Conclusion	1		7	L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>40%</b>		
	Quizzes 10%	Assignment 1 15%	Assignment 2 15%
<b>End Semester Examination</b>	<b>60%</b>		

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mrs TGD Udayakanthi (deepikagamage56@yahoo.com)

**References:**

Alderfer, C. P. (1983). *An intergroup perspective on group dynamics*. Yale Univ New Haven CT School of Organization and Management, <https://apps.dtic.mil/dtic/tr/fulltext/u2/a135582.pdf>

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**Organization of the Course**

Weeks Item →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field visits															
Assignments															
Quizzes															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Environmental Sociology
<b>Course Code</b>	SOCI 41053 (40:10:100)
<b>Course Capsule</b>	Introduction to Environmental Sociology: Emergence of Environmental Sociology, Subject Matter and Recent development, Classical traditions and recent developments; Theoretical Approaches in Environmental Sociology: Realism vs. Constructivism Debate; The Contemporary Environmental Discourse; Environmentalism Around the World: Contemporary Environmental Movements, Past and Present, Environmentalism in India; Environmental Problems: Climate Change, Reducing Forest Cover, Pollution, Impact on the Animal life, Industrialization and Environment Environmental problems and issues in Sri Lanka: Problems, extent and causes, Environmental Protection and impact on Development, Environmental Impact Assessment
<b>Course Aim</b>	The main objectives of the course are to explain environmental degradation caused by human activities and their impact on society with special reference to Sri Lanka and to develop basic analytical and technical skills in students to conduct environmental assessments
<b>ILOs</b>	<p>On successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. inquire the extent of impact and the spread of environmental damage in contemporary world.</li> <li>2. analyze the impact of human activities on the environment especially on the climate change</li> <li>3. explain the current environmental issues affecting Sri Lanka and their impact of human life and the economy</li> <li>4. design and carry out an environmental impact assessment in a multidisciplinary environment</li> <li>5. analyze people and environmental protection and impact on development</li> </ol>

**Lesson Plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>T</b>	<b>P</b>	<b>IL</b>	<b>Teaching /Learning Methods</b>	<b>Assessments</b>
1	1.1	1,2	Introduction to Environmental Sociology: Origin and development of Environmental Sociology	3		7	L, GD	
2	1.2	1,2,3	Theoretical Approaches in Environmental Sociology: Realism vs. Constructivism Debate	3		7	L, GD	
3	1.3	1,2,3	The Contemporary Environmental Discourse	2		8	L, GD	
4	2.1	1,2,3	Origin of Environmental Activism; Movement to Protect Amazon, Greenpeace, antinuclear protests	2		8	L, GD	
5	2.2	1,2	Contemporary Environmental Movements	3		4	L, GD	
6	2.3	1,2	Environment and Development Debate	2		7	L, GD	
7	3.1	1,2	The question of Responsibility (who is to be blamed)	3		8	L, GD	Assignment 1 Due
8	3.2	1,2,3,4	Environmentalism in India	3		6	L, GD	
9	4.1	1,2	Young people and environmental activism	3		6	L, GD	
10	4.2	1,2,3	Environmental Problems: Greenhouse effect and Climate Change	3		9	L, GD, QA	Assignment 2 Due
11	4.3	1,2,3,5	Environmental problems and issues of Sri Lanka: Problems	2	2	6	L, GD	

12	5.1	1,2,3,5	Environmental Protection and International Organization	3	3	8	L, GD, RP	
13	5.2	1,2,3,4,5	Environmental Impact Assessment	3	3	9	L, GD, RP	
14	7.1	1,2,3,4	Environmental Safeguards	3	2	7	L, GD, RP	presentation
15	7.2	1,2,3	Revision	2			L, GD, RP	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				40	10	100		

L = Lecture, GD= Group Discussion, RP = Role Play, QA=Question and Answer Session

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>50%</b>	
	Assignments 30%	Presentation 20%
<b>End Semester Examination</b>	<b>50%</b>	

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> )  Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> )  Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )



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**Organization of the Course**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Presentation															
Assignment															
End Semester Examination	after 2 weeks of study leave														

<p><b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER I COURSE PLAN</b></p>	
<b>Course Title</b>	Applied Sociology
<b>Course Code</b>	SOCS 41063 (30:30:90)
<b>Course Capsule</b>	Introduction to Applied Sociology: History of Applied Sociology, Role of Applied Sociology, Discussions on Research, Policy analysis and Application of sociology knowledge in social issues (not an exhaustive list-teacher has freedom to choose) Income and Social disparities: Class, ethnicity, gender etc.; Health issues: Health service delivery, Demography of Health (special groups affected by special health problems etc.); White Collar Crime: Corruption, Punishment Environmental issues: Application of Sociology in Organizational setting: Labor disputes, Productivity issues etc.
<b>Course Aim</b>	The aim of this course is to develop problem-oriented thinking in students and to develop competencies and skills needed to apply sociological insights to formulate solutions to career problem
<b>ILOs</b>	On successful completion of this course students will be able to: <ol style="list-style-type: none"> <li>1. apply sociological insights to formulate solutions to problems and challenges</li> <li>2. conceptualize issues and problems from sociological point of view</li> <li>3. apply sociology in organizational settings</li> <li>4. asses the impact of ethical issues in both qualitative and quantitative research</li> <li>5. plan methodologies in applied sociological research</li> </ol>

**Lesson plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	T	P	IL	Teaching /Learning Methods	Assessments
1	1.1	1,2	Introduction to the origin and development of applied sociology	2		5	L, GD	
2	1.2	1,2,3	The possibility, character, and functions of applied sociology	2		5	L, GD	
3	2.1	1,2	Overview of classical and selected contemporary social theorists with an emphasis on the relevance of their work to applied sociology.	2		5	L, GD	
4	2.2	1,2,3,4	Examination of how sociological theories and evidences are applied to understanding and addressing social and practical problems.	2		6	L, GD, FV	Field Project
5	3.1	1,2	Overview of methodologies used in applied sociological research and major components of the research process.	2	5	7	L, GD	
6	3.2	1,2,4	Problem conceptualization, research design, measurement, sampling and questionnaire development.	2	5	6	L, GD	
7	3.3	1,2	Introduction to Modes of data collection in Applied Sociology	2	5	9	L,	
8	3.4	1,2,4	Ethical issues in both quantitative and qualitative research in Applied Sociology	2		7	L, GD	
9	4	1,2	The relation of applied sociology to social work.	2		7	L, GD	
10	5	1,2,5	Applications of sociology in development and social policy formulation	2	5	6	L, GD	
11	6	1,2	Multiple roles of sociology in research and interventions in relation to public health and community development and Social mobilization.	2	5	6	L, GD, VP	

12	7.1	1,2	The Practical Use of Sociological Knowledge in Applied Sociology	2		5	L, GD, GA	Field Project End
13	7.2	1,2,5	Applied sociology and major social problems: Gender and Health, Health Disparities among Children and Adolescents as well as the policies and programmes aimed at improving health and reducing disparities.	2	5	6	L, GD, VP	
14	7.3	1,2	Applied sociology and major social problems: Suicide, Crime, Income and Social disparities.	2		5	L, GD	Presentation
15	8	1,2	Summary and conclusion	2		5	P	
16		1,2,3,4,5	End Semester Examination					ESE
Notional Hours				30	30	90		

L = Lecture, GD= Group Discussion, FV = Field Visit, P= Project

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>50%</b>	
	Field Project 40%	Project Presentation 10%
<b>End Semester Examination</b>	<b>50%</b>	

<b>Course Coordinator</b>	<b>Teaching Panel</b>
Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )	Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> )

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**Course Organizer**

Weeks → Item ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Field project															
Presentation															
End Semester Examination	after 2 weeks of study leave														

<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER I COURSE PLAN</b>	
<b>Course Title</b>	Research Proposal
<b>Course Code</b>	SOCI 41073 (300)
<b>Course Capsule</b>	<p>The Research Project is the final stage of the BA. (Hons) Degree in Sociology and provides students with the opportunity to show that they have gained the necessary skills and knowledge to organize and conduct research in the field of sociology. The Research Proposal should demonstrate that students are capable of defining a research area, setting research objectives, locating, organizing, and critically analyzing the relevant literature, defining an appropriate research methodology. This module includes 15 hours lectures and 15 hours face to face contact (supervisors). Main topic covers during the lecture are as: Introduction to the Research Process and determining a plausible study. General approaches to research designs; Defining appropriate research problems: writing the problem statement and hypotheses, stating the purpose of a study; Reviewing the literature and library tour: working with databases; The Introduction section of a proposal – components, format; The literature section of a proposal – components, format; The methodology section of a proposal – components, format; Technical, ethical issues and guidelines for research; Qualitative and quantitative research; Finalizing the proposal guidelines and example for presenting the proposal</p>
<b>Course Aim</b>	<p>The aim of this module is to develop a comprehensive research proposal under the supervision of an academic member of the Department of Social Sciences, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka. This is a part of the independent research (dissertation) which needs to be completed by the students in the next semester.</p>
<b>ILOs</b>	<p>After successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. define and create the key components of a research proposal</li> <li>2. demonstrate the ability to conduct literature reviews</li> <li>3. organize the critical scientific information related to the research proposal</li> <li>4. formulate a research proposal avoiding ethical issues</li> <li>5. develop writing skills by writing, a clear, concise research proposal with scientifically defensible aims, methods and conclusions</li> </ol>

**Lesson plan**

<b>Week No.</b>	<b>Lesson No.</b>	<b>Related ILO/s</b>	<b>Lesson Title</b>	<b>Theor yhrs</b>	<b>Practic al hrs</b>	<b>IL hrs</b>	<b>Teaching /Learning Methods</b>	<b>Assessment Method</b>
1	1	1	Introduction to the Research Process and determining a plausible study	1		20	Lectures/Supervision	
2	2	1	General approaches to research designs	1		20	Lectures/Supervision	
3	3	1	Defining appropriate research problems: writing the problem statement and hypotheses, stating the purpose of a study	2		20	Lectures/Supervision	
4	4	2	Reviewing the literature and library tour: working with databases	2		65	Lectures/Supervision	
5	5	3	The Introduction section of a proposal – components, format	2		20	Lectures/Supervision	
6	6	2	The literature section of a proposal – components, format	2		20	Lectures/Supervision	
7	7	3	The methodology section of a proposal – components, format	2		20	Lectures/Supervision	
8	8	3	Technical, ethical issues and guidelines for research	1		20	Lectures/Supervision	
9	9	3	Qualitative and quantitative research	1		20	Lectures/Supervision	
10	10	3	Finalizing the proposal guidelines and example for presenting the proposal	1		20	Lectures/Supervision	Proposal writing
11-15		3	Writing the research proposal			40	Supervision	
<b>Notional Hours</b>				<b>15</b>		<b>285</b>		

**Assessment Strategy:**

<b>Research Proposal Presentation</b>	<b>100%</b>	
	Presentation 30%	Progress Monitoring & Research Proposal 70%

<b>Teaching Panel</b>
Dr EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> ) Mr Prabhash Siriwardhana, ( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> ) Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

**References**

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.

Naoum, S. G. (2012). Dissertation research and writing for construction students, Routledge.

**Course Organizer:**

Weeks Item ↓ →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Supervision															
Independent Learning															
Final Exam (Proposal submission)	after two weeks of study leave														



<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER II COURSE PLAN</b>	
<b>Course Title:</b>	Internship Training
<b>Course Code:</b>	SOCI 42013(300)
<b>Course Aim/Intended Learning Outcomes:</b>	
<b>Course Capsule</b> 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.	
<b>Course Aims</b> Aim of this module is to prepare student for a career by exposing him/her to a work environment of a future profession of his/her choice guided by external experts/professionals under overall supervision of the Department.	
<b>Intended Learning Outcomes</b> After undergoing the training, the students will be able to: <ol style="list-style-type: none"><li>1. develop a personality to deal with the issues of the professional world with confidence</li><li>2. acquire problem solving ability and other qualities needed to be successful in career</li><li>3. explore career alternative prior to graduation</li><li>4. connect theory and practice</li><li>5. develop personal skills through continuous monitoring and institutional assessment</li></ol>	

<b>Teaching /Learning Methods:</b> As per training plan approved by the Department in consultation with the training establishment
<b>Teaching Panel</b> This is not a teaching course and does not therefore require a teaching panel. The following teaching staff of the Department however, will be responsible for overall supervision of the work of students Prof EMS Ekanayake, Prof DSW Gunawardane, Mr. K.G.A.P Siriwardhana, Mrs. TGD Udayakanthi
<b>Assessment Strategy:</b>
Training Diary 30%, Institutional Assessment Report 30% End semester evaluation 40% (viva)

<b>BA (HONS) IN SOCIOLOGY YEAR 4 SEMESTER II COURSE PLAN</b>	
<b>Course Title</b>	Dissertation
<b>Course Code</b>	SOCI 42026(600)
<b>Course Capsule</b>	<p>This is the continuation of the research proposal SOCI 41073 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 10000 of the dissertations, dissertation coordinator needs to provide general guidelines of compiling it.</p> <p>This module has basically three components:</p> <ol style="list-style-type: none"><li>1. Lectures (15 hours) will be conducted by dissertation coordinator. Topics mainly includes: research design, empirical research methodology, defining data sources and data collection, data analyzing, writing an abstract, reporting research results, drawing conclusion, format of the dissertation, presenting research results...etc.</li><li>2. Each student is given a supervisor (last semester). Students are expected to maintain at least 15 direct contact hours with the supervisor. Supervisor work as the mentor to complete the dissertation.</li><li>3. Students are expected to carry out the work independently and complete the dissertation before a specific closing date given by the department.</li></ol>
<b>Course Aim</b>	The aim of the course is to give the students an opportunity to conduct a research project within the field of Sociology under supervision according to an individual study plan and to complete a dissertation.
<b>ILOs</b>	<p>After successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"><li>1. produce a research project according to an individual study plan</li><li>2. develop professional academic writing skills</li><li>3. demonstrate independence, critical and creative thinking</li><li>4. develop scientific</li><li>5. documentation of research results by writing a dissertation</li></ol>

**Lesson Plan**

Week No.	Lesson No.	Related ILO/s	Lesson Title	Theory hrs	Practical hrs	IL hrs	Teaching /Learning Methods	Assessments
1	1	1	Research design	1		585	Lectures and supervision	
2	2	1	Empirical research methodology	1			Lectures and supervision	
3	3	1	Defining data sources and data collection	1			Lectures and supervision	
4	4	1	Data analyzing	1			Lectures and supervision	
5	5	1	Writing an abstract	1			Lectures and supervision	
6	6	1	Reporting research results	1			Lectures and supervision	
7	7	1	Drawing conclusion	1			Lectures and supervision	
8	8	1	Format of the dissertation	1			Lectures and supervision	
9	9	1	Presenting research results	1			Lectures and supervision	
10 - 15	10	2 -3	Dissertation supervision	6			Supervision	
Notional Hours				15		585		

**Assessment Strategy:**

<b>Continuous Assessment</b>	<b>100%</b>	
	Viva-Presentation 40%	Progress Monitoring & Dissertation 60%

Teaching Panel
Prof EMS Ekanayake (email: <a href="mailto:emsekanayake@ssh.rjt.ac.lk">emsekanayake@ssh.rjt.ac.lk</a> ) Prof DSW Gunawardane (email: <a href="mailto:gunawardaned@gmail.com">gunawardaned@gmail.com</a> ) Mr Prabhash Siriwardhana,( email: <a href="mailto:asprabhash@gmail.com">asprabhash@gmail.com</a> ) Mrs TGD Udayakanthi ( <a href="mailto:deepikagamage56@yahoo.com">deepikagamage56@yahoo.com</a> )

**References:**

- 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.
- Naoum, S. G. (2012). Dissertation research and writing for construction students, Routledge.

**Course Organizer:**

Weeks →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Item ↓															
Theory															
Supervision															
Independent Learning															
Dissertation Submission	after one month of Final Examination														

**Annex I: Examination Evaluation Criteria**

1. Continuous Assessments
2. Marking Examination Papers
3. Evaluation Criteria
  - 3.1 Grading System
  - 3.2 Requirements for Graduation
  - 3.3 Award of Classes
  - 3.4 Incomplete Course Units
  - 3.5 Number of Attempts/Grace Chance
  - 3.6 Repeat Examination
  - 3.7 Evaluation of Medical Certificates
  - 3.8 Effective Date of the Degree

**1. Continuous Assessments**

- a. Submit at least two (2) Continuous Assessments (CAs) per semester where at least one must be an individual assessment.
- b. Assignments and other forms of CAs should be handed over to the students with grades after assessing.
- c. Responsible lecturer must display the final grade relevant to the aggregate marks obtained for the CAs for each subject in the Department notice board before commencing the study leave.
- d. If the candidate fails to complete the CAs, they are provided with a chance to complete the CAs before commencing the final examination with the consultation of responsible lecturer/s.
- e. Marks for each CAs should be handed over to the examination branch by the responsible lecturer before commencing the final examination
- f. If a candidate fails to complete the CAs before commencing the examination, he/she should complete the incomplete assessment in the immediate next attempt.
- g. Candidates with incomplete CAs must apply to be eligible to complete the CA in next attempt. If not, he/she is considered as a repeat candidate.

## **2. Marking Examination Papers**

- a. 1<sup>st</sup> examiner must prepare model answers with comprehensive marking scheme for correcting answer scripts and must handover to 2<sup>nd</sup> marker along with the answer scripts.
- b. Candidate must earn at least 40% (C grade) for both CA and final examination. If not, it is considered as an 'incomplete' of particular component and the incomplete component must be completed in the next immediate attempt. Candidate can only earn a maximum 40% for the particular component in the following attempt.
- c. If a candidate earns E, D, D+, C- for a particular subject he/she must upgrade it in the next immediate attempt. However, the candidate can earn maximum C grade for the particular subject sitting for final examination.

## **3. Evaluation Criteria**

### **3.1 Grading System: Marks range, grade and grade point average**

<b>Marks Range</b>	<b>Grade</b>	<b>Grade Point Value</b>
85-100	A <sup>+</sup>	4.0
75-84	A	4.0
70-74	A <sup>-</sup>	3.7
65-69	B <sup>+</sup>	3.3
60-64	B	3.0
55-59	B <sup>-</sup>	2.7
50-54	C <sup>+</sup>	2.3
40-49	C	2.0
35-39	C <sup>-</sup>	1.7
30-34	D <sup>+</sup>	1.3
25-29	D	1.0
00-24	E	0.0

An aggregate index will be calculated as the weighted average of the grade points obtained from grades of different courses and the number of corresponding course units. This index shall be called the GPA.

$$\text{GPA} = \frac{\sum G_i C_i}{\sum C_i}$$

=

where  $G_i$  = grade point of the  $i^{\text{th}}$  course  
 $C_i$  = number of credits of the  $i^{\text{th}}$  course

\*All course units with credit value (including first year) must be considered when computing final GPA

\*Semester GPA round up to two decimal places

\*Final GPA will be calculated to the two decimal places without rounding up

### **3.2 Requirements for Graduation**

- ✓ To be eligible for the B.A (general) Degree, students should have completed a minimum 90 credit units and a minimum 120 credit units for the BA (Honors) Degree programme and final GPA will be calculated taking in to account the entire Degree programme (Including 1<sup>st</sup> year in case of B.A Honers degree programmes)
- ✓ Earn a minimum GPA of not less than 2.00 for each semester and minimum overall GPA of 2.00 for the entire Degree programme.
- ✓ Not having any grade below C during the entire Degree programme.
- ✓ Complete the above requirements within a period of six academic years for B.A (general) Degree programme and 8 academic years for BA (Honors) degree programme.



### **3.3 Award of Classes**

Award of the class depend on the final GPA of the student plus other requirements specified as follows;

#### **First Class**

A student shall be awarded First Class, if he/she fulfills the following requirements;

- ✓ Earned a minimum overall GPA of not less than 3.70 for the entire Degree programme
- ✓ Earned grades of A- or above for at least half of the total number of credits assigned for the entire Degree programme
- ✓ Not have any grades below C grade at first attempt
- ✓ Above requirements should be fulfilled at the first attempt.

#### **Second Class (Upper Division)**

A student shall be awarded Second Class (Upper Division), if he/she fulfills the following requirements;

- ✓ Earned a minimum overall GPA of not less than 3.30 for the entire Degree programme.
- ✓ Earned grades B+ or above for at least half of the total number of credits assigned for the entire Degree programme.
- ✓ Not have any grades below C grade at first attempt
- ✓ Above requirements should be fulfilled at first attempt.

#### **Second Class (Lower Division)**

A student shall be awarded Second Class (Lower Division), if he/she fulfills the following requirements;

- ✓ Earned a minimum overall GPA of not less than 3.00 for the entire Degree programme
- ✓ Earned grades B or above for at least half of the total number of credits assigned for the entire Degree programme

### **3.4 Incompletion of a Course Unit: CA and Final Examination**

✓ Candidate should earn a minimum of 40% marks for both CA and final examination.

#### **✓ Incompletion of one component (Either CA or final examination)**

If a candidate fails to complete one component of the examination (either CA or final examination) he/she should complete the particular component in the next attempt and the student only be able to earn maximum 40% marks for the particular component. The final marks/grades will be calculated by taking into account the original marks earned for the complete component and the minimum 40% earned for the incomplete component of the attempt.

### **3.5 Number of Attempts/Grace Chance**

A candidate who fails to pass a course unit within a maximum of three attempts shall sit for the same examination of the same course unit only with a special permission granted by the Senate of the University.

### **3.6 Repeat Examinations**

A candidate who has earned a grade below C for any course unit is considered as repeat a candidate and he/she has to resit the final examination of that particular course unit at immediate next attempt.

- ✓ When computing the Grade of a candidate who has to repeat the examination, the marks obtained by the candidate for continuous assessments of that particular course unit shall not be taken into consideration and the Grade is determined only on the basis of final examinations.
- ✓ The highest grade that can be obtained for a repeated exam is C.
- ✓ Also if a candidate fails to meet the stipulated requirements of the completion of any course without submitting a valid medical certificate and approved by the medical certificate evaluation board, the candidate will be considered as a repeat candidate.

### **3.7 Evaluation of Medical Certificates**

Candidate who has submitted a valid medical certificate for a particular course unit will be considered as a proper candidate once the medical certificate is approved by the medical certificate evaluation board appointed by the faculty board. The medical certificate should be submitted to the examination branch within 14 days after the examination of the particular subject has been conducted.

### **3.8 Effective date of the Degree**

In case of proper candidate effective date of the Degree will be the submission date of the final year dissertation/research project. However, if the student needs to sit for any repeat examination afterwards the effective date of the Degree is the date on which the candidate has sat for the final examination.

### **Committee Members**

1. Prof. P.S.K. Rajapakshe (Chairman)
2. Prof. S.W.G.K. Bulankulama
3. Dr. S.A.U. Niranjala
4. Dr. B.M.S. Bandara
5. Mr. D.WeHELLa
6. Mr. C.B.Ambanwela
7. Mr. L.M.A.P. Gunawardana

**Annex II: Justification**

The syllabus of the Honours Degree in Sociology of Rajarata University was introduced in 2017 and the first batch of students will graduate at the end of this academic year. Prior to the introduction of the Honours Degree Programme sociology was taught as a subject in the General Degree Programme. The proposed revision is prompted by several reasons. First, the Self-Assessment of the Degree Programme of the Faculty of Social Sciences and Humanities conducted in 2016 recommended that all Degree Programmes in the Faculty should be revised to bring them under a uniform format. Second, the UGC policy guidelines recommend Universities under it to update their Degree Programmes, preferably every five years. Third, the Faculty of Social Sciences and Humanities proposed to revise the existing honours degree programme in sociology when it submitted a proposal for funding under the AHEAD Project. In consideration of the above it was therefore decided to commence the revision process in mid-2020. The revision is carried out under funding support of the AHEAD Project of the Department.

**3.2 a. Major stakeholder groups from whom views were obtained**

- Public sector institutions, especially those who traditionally recruit sociology graduates
- Representatives from universities including those who are currently on the visiting staff
- Representatives the of Non-Governmental Sector.
- A Private sector representative who is a former President of OPA
- Sociology Undergraduates at Rajarata University
- Graduates who have completed General Degree with Sociology from the Rajarata University

**3.2 b. Survey/Questionnaire/Interviews.**

One consultative workshop with the participation of representatives of the public and private sector institutions, universities and the NGO sector was held in Kandy on 28/08/2020. In addition, 4 Zoom meetings were held of which one was with undergraduates and alumni (general degree) and three with the academic staff of the Department. The total number of participants in the undergraduate/alumni zoom meeting was 28 excluding the consultant and 4 academic staff members. Participation of students and alumni was somewhat less than anticipated due to the prevailing situation of the country.

When Conducted	Number of persons in sample
28th August, 2020 to 25 <sup>th</sup> September 2020	14 stakeholders from the public and private institutions, 28 students currently following the Degree programme and alumni (graduates who have completed General Degree with sociology as a subject from the Rajarata University) participated in the consultative process.
<b>3.2 c. Result of Survey/Questionnaire/ <u>Interview</u></b>	
<p><b>Methodology</b></p> <p>The main objective of the curriculum revision was Outcome-Based Teaching and Learning (OBTL) and the methodology adopted in designing/revising the curriculum therefore was based on the principle of designing down. The core principle underlining Outcome-based Education is constructive alignment which is the process according to proponents of OBE the creating a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. Constructive refers to what the learner does in the process of leaning and alignment is the components of the teaching system, namely, teaching methods and assessments which is the work of the teacher, Stakeholder consultations were aimed at obtaining information needed for these two components.</p> <p>Stakeholder consultations as previously mentioned were carried out as consultative workshops (Kandy meeting on 28<sup>th</sup> August 2020) and Zoom meetings with students and alumni over several days and several interview sessions with selected individuals, mainly students. All individual consultations were through unstructured interviews and were transcribed and subjected to qualitative thematic analysis. Kandy consultative workshop was chaired by the Stakeholder consultations were centered around the following three broad themes</p> <ol style="list-style-type: none"> <li>1. Employment opportunities and career prospects</li> <li>2. Ability to Apply Knowledge (Problem Solving Ability)</li> <li>3. Academic quality/standards of the degree programme</li> </ol>	

### **Summary of Stakeholder Consultations**

Several important issues emerged from consultations for which possible solutions were discussed. Both the issues that were raised and the solutions that were suggested and consensus arrived are given below in the summary form.

#### **a) Employment opportunities and career prospects**

The Employment of graduates is viewed by stakeholders not only as a problem affecting the future of graduates but also as an issue with many dimensions, both political and economic. The consensus opinion was that it is feeding into political unrest in the country. However, employment prospects of sociology graduates in general are comparatively better than those of other social science graduates, except economics. One area that had better employment prospects for sociology graduates in the past is now contracting due to less international funds coming to the countries such as Sri Lanka. Now, the NGO sector that had provided employment for large number of sociology graduates does not offer similar opportunities today as Sri Lanka is a Middle Income country, hence not entitled to International funds in certain areas the country was formerly entitled to. The public sector opportunities are limited to only a few of them offer opportunities for dedicated sociologists. Even for those who hold dedicated sociologist positions in institutions like the Water Board and the Electricity Board the career path for advancement is not available as the representative from the Water Board pointed out.

#### **b) Ability to Apply Knowledge**

In the competitive job market today possessing an undergraduate degree is not enough to get employment. The qualification they get in should meet the demands of the job market where problem solving and decision making is important. Therefore, employers prefer those graduates who have Degrees in multidisciplinary and applied in content and are able to apply their knowledge in their performance of professional duties and are able to apply their knowledge in their performance of their respective professions. Even for those who are fortunate enough to get a job on the basis of their disciplinary qualifications career progress depends largely on a second qualification which often is related to the job. This was a point that everyone agreed at the consultations. The private sector and the NGO sector always give special preference to the graduates who have the ability to apply their knowledge and develop solutions, in other words, the graduates who can think out of the box without being constrained by book knowledge and theory.

**c) Competition from other Universities.**

The quality and academic standard of degree programme offered by Universities in Sri Lanka is determined by guideline set by the UGC. Participants in the consultations agreed that theoretically there cannot be significant differences in the standards. However, in practice both employers and the general public are partial to old universities, especially with regard to the degree programme in the social sciences and humanities. In the context where name and tradition count Degree programmes in new universities like Rajarata are at an advantage in the job market only when they offer non-traditional subjects that are not offered by them. Sociology degree programmes are offered in all Universities that have social science degree programme. This was an issue that was debated in detail, especially at the Kandy stakeholder workshop. The consensus that emerged was that there is a need for new and job market relevant content in the degree programme that emphasizes the development of skills that are needed in the job market, i.e., applied content, while giving due consideration for disciplinary knowledge. That will help develop a new degree programme with its own identity which, in turn will have a comparative advantage in the job market.

**Outcomes of Stakeholder Meetings**

The outcomes of the consultations can be summarized as follows.

1. The current social science teaching in general has failed to produce graduates that fulfill the expectations of both society and prospective employers (job market). Though sociology still has some competitive advantage, opportunities are shrinking. This necessitates to look at the degree programme afresh and introducing necessary changes to make sociology degree is relevant in the present context so that the graduates are attractive to prospective employers
2. A particular concern of participants was their inability of social science graduates to be practical and result oriented in approaching issues at hand, lack of concerned scholarship (empathic understanding of issues), inadequate skills, such as ICT and Project management skills, and also soft skills and competencies demanded by employers, especially those in the private sector.
3. Recognition of the degree is an important factor and in Sri Lanka recognition is associated closely with the old Universities that have established academic traditions of their own and by extension a name brand.

In the above context it can be concluded that the sociology degree programme needs to revisit its aims and objectives which determines programme content and identity, and the graduate profile, the properties it wants to have in the graduate it produces. The following gives the broad consensus that emerged with regard to the two areas through stakeholder consultations.



**Annex III: List of Contributors of BA (Hons) in Sociology**


	Name	Designation	Institution
1	Senior Professor Sisira Pinnawala	Senior Professor/ Consultant for the syllabus revision of BA (Hons) in Sociology	University of Peradeniya
2	Prof. E.M.S Ekanayake	Senior Lecturer, Chairman – Curriculum Revision Committee	Department of Social Sciences, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka
3	Prof. D.S.W. Gunawardena	Senior Lecturer Grade 1/ Subject Coordinator in Sociology	Department of Social Sciences, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka of Sri Lanka
4	Mr. K.G.A.P Siriwardhana	Lecturer	Department of Social Sciences, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka
5	Mrs. T.G.D.Udayakanthi	Lecturer (Transitional) Sub Coordinator of the Syllabus Revision	Department of Social Sciences, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka
6	Mrs. R.A.N.N. Ranasingha	Lecturer (Prob), Document Formatting Assistant	Department of Social Sciences, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka

**Annex IV: Reviewers' Reports**

**Reviewer Report I: Prof. Sarath Amarasinghe**

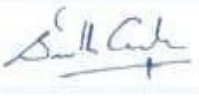
1	Acceptability of the Background and the Justification	<p>There is sufficient background information provided to convince the necessity of the current revision of the syllabi of sociology collected through a number of need identification strategies. They include consultation of public, private and NGO sector representatives, previous graduates, current under graduates, and senior academics from other well established universities.</p> <p>One consultative workshop and 04 zoom meetings have been conducted for this purpose.</p>
2	Relevance of proposed degree programme to Society	<p>This revised degree programme has been formulated to ensure the career prospects and productivity of graduates through the enhancement of several generic skills that include critical thinking, comprehension, skills, competencies, creativity and professionalism as identified through consultative sessions.</p>
3	Entry Qualification and Admission Process	<p>Acceptable.</p>
4	Programme Structure	<p>The diagram of the course schedule that has been prepared at the very beginning of the syllabus is not self-explanatory. It needs to be formulated providing sufficient information regarding the selection of course units in a particular semester.</p> <p>There are some errors visible in calculating the total number of socio-emotional course units and subject related course units.</p>

5	Programme Content	The course content of each course unit seems to be very short and brief. It is recommended to mention the specific themes to be covered with further details of such sub-themes.
6	Teaching Learning Methods	Teaching and learning methods needs to be further elaborated providing self-explanatory information including the volume of learning. ( i.e. direct contact hours, self-learning etc.) and the teaching and learning methods, such as direct contact learning hours, classroom discussions etc.
7	Assessment Strategy/Procedure	Satisfactory.
8	Resource Availability - Physical	Satisfactory
9	Qualifications of Panel of Teachers (Internal & External)	Satisfactory
10	References/Reading Materials	Satisfactory
11	Recommendation (Please mark one of the following)	
	<b>a.</b> Recommended for next stage of processing	X
	<b>b.</b> Recommended for the next stage of evaluation subject to further improvement in the following areas	
	<b>c.</b> Not suitable for the next stage of evaluation due to following reasons	

		<b>Reviewer 1</b>	<b>Reviewer 2</b>
1	Name	<b>Prof. Sarath Amarasinghe</b>	
2	Designation	<b>Professor Emeritus in Sociology</b>	
3	Signature		
4	Date	<b>15-12-2020</b>	

**Reviewer Report II: Professor Sarath Ananda**

1	Acceptability of the Background and the Justification	Compatible
2	Relevance of proposed degree program to Society	Acceptable
3	Entry Qualification and Admission Process	Fine
4	Program Structure	Program structure is acceptable as an undergraduate degree program.
5	Program Content	Acceptable
6	Teaching Learning Methods	Applicable
7	Assessment Strategy/Procedure	I do not find considerable issues with it.
8	Resource Availability - Physical	Seems to be sufficient.
9	Qualifications of Panel of Teachers (Internal & External)	Satisfy
10	References/Reading Materials	Provided sufficiently
11	Recommendation (Please mark one of the following)	
	<b>d.</b> Recommended for next stage of processing	Recommended for next stage of processing
	<b>e.</b> Recommended for the next stage of evaluation subject to further improvement in the following areas	
	<b>f.</b> Not suitable for the next stage of evaluation due to following reasons	

		<b>Reviewer 1</b>	<b>Reviewer 2</b>
1	Name	<b>Professor Sarath Ananda</b>	
2	Designation	<b>Professor in Sociology, Department of Social Sciences, Sabaragamuwa University of Sri Lanka.</b>	
3	Signature		
4	Date	<b>12.12.2020</b>	

**Annex V: Faculty Board Approval**

**231<sup>st</sup> Faculty Board Meeting**



**Date : 07<sup>th</sup> April 2021**  
**Time : 2.00 p.m.**  
**Venue : Board Room - FSSH**

**Faculty of Social Sciences and Humanities**  
**Rajarata University of Sri Lanka**  
**Mihintale**

231-04-02

Dr. EMS Ekanayake  
Chairman  
Curriculum Revision Committee  
Faculty of Social Sciences and Humanities  
RUSL  
April 4, 2021

Prof. Chandana R. Withanachchi  
Chairman  
Faculty Board / FSSH

Dear Sir

**Enhancing of Undergraduate Degree Program on OBE-LCT  
Bachelor of Arts Honours in Sociology  
(SLQF Level 6)**

On behalf of the Curriculum Revision Committee, it is my pleasure to inform you that we have finalized the revision process of Bachelor of Arts Honours in Sociology Degree program and table the whole document to this board for your approval. And also I would like to convey my gratitude, which supports me in this task.

1. My appreciation goes to Prof. Chandana Rohana Withanachchi, Dean of the Faculty of Social Sciences and Humanities for the support extended to me throughout the revision process.
2. And also, I convey my heartiest thanks to Senior Professor Sisira Pinnawala, the University of Peradeniya who was a consultant for the program.
3. I significantly appreciate all the cooperation given to me by Dr. Dilan Gunawardhane, Senior Lecturer in Sociology, Mrs. Deepika Gamage, Program coordinator and Mr. Prabhath Siriwardhana, Lecturer in Sociology.
4. I would like to extend my gratefulness to all the subject experts who review the Syllabus.

Thank you

Dr. EMS Ekanayake  
Chairman / Curriculum Revision Committee  
April 2021

## 232<sup>nd</sup> Faculty Board Meeting



Date : 09<sup>th</sup> June 2021

Time : 2.00 p.m.

Venue : Via Online

Faculty of Social Sciences and Humanities

Rajarata University of Sri Lanka

Mihintale

**231.04.02 Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in Sociology (SLQF Level 6)**

Having considered the contents of the memo Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in Sociology (SLQF Level 6), submitted by the Chairman/ Curriculum Revision Committee, the Faculty Board **recommended** the contents of the above memo.

**231.04.03 Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in History (SLQF Level 6)**

Having considered the contents of the memo on Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in History (SLQF Level 6), submitted by the Chairman/ Curriculum Revision Committee, the Faculty Board **recommended** the contents of the above memo.

**231.04.04 Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in Archeology and Heritage Management Degree (SLQF Level 6)**

Having considered the contents of the memo on Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in Archeology and Heritage Management Degree (SLQF Level 6), submitted by the Chairman/ Curriculum Revision Committee, the Faculty Board **recommended** the contents of the above memo.

**232.08.05 Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in Mass Communication (SLQF Level 6)**

Having considered the contents of the memo on Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in Mass Communication (SLQF Level 6), submitted by the Chairman/ Curriculum Revision Committee, the Faculty Board **recommended** the contents of the above memo.