

CURRICULUM REVISION PROGRAM
Enhancing Academic Program Quality by Integrating OBE-LCT
Funded by ELTA-ELSE -AHEAD Project
Faculty of Social Sciences and Humanities
Rajarata University of Sri Lanka 2020/2021

Faculty of Social Sciences and Humanities
Rajarata University of Sri Lanka

Curriculum of
Bachelor of Arts Honours in Sinhala
Department of Languages
2020

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Basic details of the degree program

Degree Program				
1	1.1	Name of Degree program in all three languages	(English)	Bachelor of Arts Honours in Sinhala
			(Sinhala)	ශාස්ත්‍රවේදී ගෞරව සිංහල
			(Tamil)	சிங்களம் - சிறப்புக் கலைமாணி
	1.2	Name of Qualification in all three languages	(English)	Bachelors of Honours
			(Sinhala)	ශාස්ත්‍රවේදී ගෞරව
			(Tamil)	சிறப்புக் கலைமாணி
	1.3	Abbreviated qualification	(English)	BAHons (Sinhala)
2	Programme Offering Entity			
	2.1	University	Rajarata University of Sri Lanka	
	2.2	Faculty/Faculties Institute/s	Faculty of Social Sciences and Humanities	

	2.3 Department/s (if applicable)	Department of Languages
3		Details of the Degree Programme
	3.1	<p>Introduction to the programme</p> <p>The Rajarata University of Sri Lanka (RUSL) is one of the main universities in the country. It was established on 7th November 1995 under section 21 of the University Act No. 16 of 1978 and opened on 31 January 1996. Over the last 25 years, the university has become a centre of excellence in higher education in the North Central Province as well as in the country. At present, the University consists of six Faculties namely; Social Sciences and Humanities, Management Studies, Medicine and Allied Sciences, Applied Sciences, Agriculture, and Technology.</p> <p>The Faculty of Social Sciences and Humanities is the oldest Faculty which was established in 1995 with the aim of developing the relevant disciplines with a special focus on the Dry Zone. The Faculty offers four- year BA Degree programme under four Departments, namely the Department of Humanities, the Department of Archeology, the Department of Economic and the Department of Social Sciences. The languages such as Sinhala, English, Japanese and French, Hindi and Chines are offered under the Department of Languages.</p> <p>The curriculum revision of Bachelor of Arts Honours in Sinhala in the Department of Languages is a long felt timely need to make the whole curriculum outcome- based. Therefore, the curriculum (2018/2019) for Bachelor of Arts Honours in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities was revised with the</p>

aims of making it outcome-based and to maintain the relevance, to keep the delivery and evaluation effective and efficient while meeting the stake holder needs/demands producing capable graduates to the world of work.

This new curriculum includes very innovative courses to cover the Modern and Classical Sinhala literature while covering Sinhala grammar with Linguistics component and motivating students for research and Industrial training as well, in order to complete 80% of big ideas, core task (Must Know), Desirable to know and Nice to know in line with the SLQF guidelines 2015. It includes courses that are important such as IT, English and Mathematics. Each course has aims and intended course learning outcomes that are in line with the graduate profile to create a graduate with knowledge, skills, attitudes and mindset to step up to the world of work. For this purpose, the Department followed several methods to collect inputs from several stakeholders. After understanding the Strengths, Weaknesses, Opportunities, and Threats, the new curriculum has been revised as per the needs of the local job market, SLQF guidelines, International benchmarking, the model of Outcome-Based Education (OBE) and Students Centered Learning (SCL). It is hoped that this curriculum revision, prepared after consultation with prominent academics in this field would serve the purpose of meeting our national, social and economic needs and it would also provide the level of competency specified in the Sri Lankan Qualification Framework to make it compatible with international higher educational standards.

3.2 Justification (with Results of Survey) (Annexure 1, Annexure 2, Annexure 3, Annexure 4)

The absolute need for revising the existing syllabus was felt as this has been used for more than 18 years from 2001 to 2019 in order to create a student with knowledge, attitudes and skills needed to step up to the present job market with an understanding of the social and economic trends of the 21 Century.

Consequently, in order to identify the strengths weaknesses , opportunities and threats a SWOT analysis was successfully completed to before the curriculum revision. Subsequently, the Department conducted several stakeholders' workshops with the help of the main consultant. Furthermore, the discussions with public and private employers at the Stakeholder workshop held on 18th September 2020 at the Foundation Institute, Colombo **(Refer Annexure 3 for Stakeholder survey results, Observations and Reviewers' reports)**. The objectives of the workshop were to develop a dialogue with different industry stakeholders to identify the attribute of a Sinhala honours graduate in line with the contemporary environment, to recognize the level descriptors of a competent Sinhala honours graduate according to the stakeholders' expectations and the specialty of the subject discipline and to frame a graduate profile based on KSAM approach competent in knowledge and able in attitudes and life-related values. The above mentioned workdhop helped better understanding the local market needs and link the curriculum to the industry needs. Further, the Data gathered from formal and informal discussions with students, passed out graduates and prominent figures in the field were analyzed by the external consultant with the help of Department members and results were used for the curriculum revision process. **(Refer Annexure 4 for the Questionnaire)**

Taking into account the suggestions of the stakeholders, very innovative courses like the following which are very rare in a Curriculum of BA Hons (Sinhala) in the Sri Lankan University system were introduced to make students fit for the 21st Century.

1. SINS 22082 (T/P/IL) (15/30/55) Entrepreneurial Skills
2. SINS 31082 (T/P/IL) (15/30/55) Management and Professional Skills

Successively, the same curriculum was further revised according to the guideline provided at the workshop making it more outcome-based under the guidance of Prof Manoj Ariyaratne. **(Refer Annexure 1 for Revised syllabus of BAHons (Sinhala) -2020/2021 and Annexure 2 for Members of the academic staff in the Department of Languages who revised the Curriculum)**

The revised curriculum was submitted to the Curriculum Committee of the Faculty of Social Sciences and Humanities on 05th June 2021 for necessary approval.

Methodology

First, investigated whether the present curriculum should be revised, why it should be revised and how it should be revised and what are the new courses to be introduced. Subsequently, following steps were followed.

- A questionnaire was administered among the graduates, who have already followed the Sinhala Special (Hons) Degree Program and have been employed and the undergraduates, who are still following the Sinhala (Hons) Program. Through the given questionnaire, data were collected from both categories.
- Obtaining data from the undergraduates, who follow the BAHons (Sinhala) through a questionnaire on how to revise and promote it.
- Obtaining the favorable and unfavorable facts and their concerns regarding the existing BAHons (Sinhala) from Emeritus Professors, Senior Professors, Professors, Doctors (Ph. D) and Senior Lecturers, who are employed in various universities.

		<ul style="list-style-type: none"> • Obtaining ideas and proposals from the discussions held with both senior academic staff of the Department of Languages and employers. • Removing the monotonous courses in the existing curriculum. • Introduction of new courses according to the Subject benchmark in Sinhala and the suggestions of the stakeholders. • Changing the Contents of the former curriculum. • Changing the order of the courses. • Extending courses up to 04th year • Including both theoretical and practical activities • Changing the weightage on courses
	<p>3.3</p>	<p>Objectives of the Degree Programme</p> <p>The Bachelor of Arts Honors in Sinhala degree program at the Rajarata University of Sri Lanka has been revised with a careful understanding of the Cognitive, Psychomotor and Affective domains as the objectives of the Degree Programme are:</p> <ul style="list-style-type: none"> • to equip students with a knowledge of Sinhala Language, Sinhala literature, culture and an acquaintance of world literature along with skills and a positive mindset for research.

		<ul style="list-style-type: none"> • to equip students to perform as capable graduates with Entrepreneurial, Management and Professional skills. • to demonstrate effective attributes including cognitive skills, research skills, writing skills, communication skills, analytical skills, critical thinking and creativity the students. • to develop attitudes and values of the students reflecting discipline, self-confidence, adaptability, flexibility, teamwork and leadership. • to prepare the student for employment and to pursue postgraduate studies such as the MA, MPhil, Ph.D. in Sinhala or related fields. • to develop a language-oriented positive mindset throughout the degree program making students lifelong learners. • to develop the ability of the students to work independently and innovatively with a genuine Sinhala mindset. <p>To achieve these, the degree program has been designed with very innovative courses with constructive alignment with its delivery methods and assessment. The course contents are intended to introduce students to a broader education of Sinhala in order to equip them with knowledge, practice and methodology to prepare them for research, particularly in the discipline. Hence, this degree program provides a high level of theoretical knowledge and intellectual independence.</p> <p>In order to achieve these objectives, the structure of the degree programme is enunciated to produce a graduate with the attributes mentioned in the graduate profile.</p>
	<p>3.4</p> <p>Eligibility requirement</p> <p>(Entry Qualifications)</p>	<p>The following criteria will be used for the selection procedure for the Bachelor of Arts Honors in Sinhala</p> <ol style="list-style-type: none"> 1. Students must duly complete all the requirements and examinations of the first year 2. Students must have an average of "B" or a high grade for the courses under the Sinhala subject at the first year examinations.

			<p>3. Students must have passed the General English courses, General Sinhala, Computer Literacy & Basic Math course at the same examinations.</p> <p>4. Students are required to face an interview conducted by the Department of Languages.</p> <p>5. Extracurricular activities and language proficiency will be considered in conducting the relevant interview.</p>
	3.5	Admission process	<p>i. Students who successfully complete the above eligibility criteria and the interview <input type="checkbox"/></p> <p>ii. 'Z' s <input type="checkbox"/></p> <p>ii</p>
	3.6	Proposed Student Intake	Intake: 25-50 student/year
	3.7	<p>Programme Duration and Credit Load</p> <p>The honours degree program contains four academic years (eight semesters) including the first year (foundation year). The degree program works with the credit system. To be eligible for the Bachelors of Honours Degree in Sinhala, students must accumulate a total of 123 credits and satisfy other requirements prescribed by the Faculty or the Department, such as credit compulsory courses like General English, General Sinhala, Basic Mathematics, Computer Studies, Leadership and Ethics, Communication Skills and Critical Thinking.</p>	
		Honours Degree	<p>Duration: 4 years</p> <p>Common Course: 26 credits</p> <p>Course work: 97 credits</p> <p>Total Credits:123 credits</p>

3.8 a Targeted Sri Lanka Qualification Framework (SLQF) Level

SLQF Level	5 (Bachelors)	6 (Bachelors Honours)
		√

b Minimum requirements of SLQF fulfilled Yes No

Graduate Profile Illustration



Graduate profile and Program Learning Outcomes

Graduate Profile	PLO	Programme Learning outcomes	Domain	Descriptor
Disciplinary Knowledge	PLO1	Demonstrate advanced knowledge and understanding of the core aspects of the area of study, generic classification of grammar, proses, verses, drama, lyrics and cinema, capture the classic and modern literature.	K	Theoretical knowledge of gravity and the significance of Sinhala as a language and be equipped with knowledge of its evolution of grammar and literature and very rich classical, modern literary genres, Sinhala language and its associations with electronic media and technology. They should appreciate the capacity of their discipline in research.
Practice and innovation	POL2	Critically analyze data, make judgments and construct and sustain arguments and solution to problems of Literature and Language, apply theoretical knowledge of Literature and language to identify, analyze and criticism of text books.	S	Appreciate and criticize the literature using its respective theories, understand the ways of handling research in Sinhala language and literature, the importance of Sinhala language for enriching the world of thoughts, and enhance the linguistic foundation and as a tool of transferring the cultural heritage for making civilization.
Critical Thinking	PLO3	Explain theories of Criticism of Ancient and Modern Eastern and Western Literature, practically criticize a literary work using a variety of critical theories, and describe the literary theories to be used in the critique of Sinhala literature.	M	New theoretical critical concepts to critique a work of literature practically using modern critical concepts, critically consider ideas, texts and research and think reflectively and reflexively.
Creativity	PLO4	Define and describe what creative writing is, create literary works poems, novels, short stories, and stage plays practically, and describe knowledge on appreciating and criticizing various literary works.	S	Theoretical knowledge on creative writing and the knowledge required for critiquing literary works and thereby ultimately to motivate students to create their own literary work.

Media Analytical and Numerical Skills	PLO5	Describe the legal and ethical background of media, value of social relations in the media, demonstrate the skills and abilities required to succeed in the media field as a media professional, apply Information and Communication Technology, analytic and numerical methods for editing and Proofreading of manuscripts and publishing.	S	Between the media and society, and practice activities such as speaking, listening, reading, and watching, implement professional ethics and principles (truth, accuracy, fairness and diversity)
Problem-solving	PLO6	Conduct in-depth, inter-disciplinary research on key topics in the discipline of Sinhala Literature, culture and Linguistics and world literature.	S,A	Skills, knowledge, and Language competencies to solve problems and make informed decisions, to have long-term and big picture perspectives in the field.
Communications	PLO7	Communicate/present information, ideas, issues and solution efficiently and effectively, convey meaning successfully using Sinhala language accurately, communicate productively using ICT skills in Sinhala language and literature.	S	Express ideas effectively verbal and nonverbal communication methods appropriately, to establish a rapport and build collaborative relationships with individuals and groups.
Team Work and Leadership	PLO8	Take leadership and participate in team work performing creative activities and environmental activities.	S	Participate actively in teams and professional networks, self-motivation, positive outlook, futuristic vision, correct decision making, proposal design, project planning and implementation, persuasion and influence others, achieving goals and target
Social & Environmental Responsibilities	PLO9	Describe and sensitive to cultural diversity, folklore, rituals, customs, values, illustrate new trends of Hindu and Sinhalese Buddhist Cultural Heritage.	M,A	Preserving the interests of the pluralistic society and to recognize a role for themselves in creating a future with the consideration of the social and cultural consequences of national and international issues.

Interdisciplinary Knowledge and wider perspective	PLO10	Demonstrate the literary genres under the world literature; analyze local writers and their central tendencies in each literary genre separately, explain the relationship between world literature and Sri Lankan literature.	K	World literary genres including Greek, American, Nigerian, French, Russian, and Latin - American and absorb distinguish features of world literature, incorporating other subjects.
Entrepreneurship	PLO11	Explain the main concepts related to entrepreneurship skills for today's world, relate entrepreneurship skills and knowledge into different contexts of career fields and start businesses, apply entrepreneurship skills and mindset to solve issues found in the organizations with innovative thinking and models, relate entrepreneurship skills and values to different organizations to add values as a leader.	S	To provide students with fundamental knowledge of entrepreneurship and business skills to be an innovative professionals or venture creators, to direct students to be equipped with entrepreneurship skills enabling them to enhance their self-growth, to transform the mindset of students to be entrepreneurs or intra-entrepreneurs in the working organizations.
Lifelong learning with language-oriented mindset	PLO 12	Perform independent learning of languages and activities leading to a global career.	S,M	Acquaint with conducting studies related to languages and themes using all sources of knowledge, including the internet.

Curriculum Mapping - Alignment of Course ILOs with PLOs

S/ N	Course Code	Course Name	Type	Program Learning Outcomes (PLOs)											
				1	2	3	4	5	6	7	8	9	10	11	12
1	SINH 11012	Introduction to Sinhala Literature	Core	1	4	3	4					2	5		
2	SINH 11022	Introduction to Sinhala Language	Core	1						2,7,8	7	3,4,5 ,6			9
3	SINH 12032	Modern Sinhala Prose	Core	1	2,6		5		3	4	6	4	4		
4	SINH 12042	Modern Sinhala Verse	Core	1	5	2,5,6	7			4	6,7,8	4	3,9		
5	SINS 21012	Sinhala Novel	Core	1,4		3	4				2	2			
6	SINS 21022	Sinhala Language Usage and Grammar	Core	1	1,2,6 ,8	3	3,4		5,7,1 0		7	7			
7	SINS 21032	Sinhala Poetry in Mahanuwara	Core	1		3	5		5			2,4,6	7		

		and Matara Periods													
8	SINS 21042	Approach to the Eastern and Western Theater	Core	1,3,6	1,2,5 ,7		4	8		4					
9	SINS 21052	Introduction to Linguistics	Core	1,2	5	3			4	2					
10	SINS 21062	Literature and Society I (Colombo I 1815 to 1947 and Colombo II 1948 to 1994)	Core		1,4	4	5			7		3,6	2,5		
11	SINS 21072	Short Stories	Core	1	2	3,4,6 ,7						5			
12	SINS 22012	Classical Sinhala Verse I (Gampola, Kotte and Seethawaka Periods)	Core	1,6	3		4	3				1,2,5			

13	SINS 22022	Creative Writing and Criticism	Core	1	2	3	2				2				2
14	SINS 22032	Modern Sinhala Verse I (1,2,3 Decades of the 20th Century)	Core	1	2	3					5	4			
15	SINS 22042	Literature and Society II (Senkadagala14 80-1700 Mahanuwar17 00-1815)	Core	1	4,6	3,5	3		3,6	7			1,2,5		
16	SINS 22052	Culture and Heritage I	Core	1	3,4,7	4,5		5				1,2,6,8		2	
17	SINS 22062	Descriptive Linguistics (Phonetics, Phonology and Morphology)	Core	1,2	3,4,5,7,8,9	6,11				4,10			6		
18	SINS 22072	Concept of Design, Ancillary	Core	1,3	5,6,8,9		4		7	5,4		4			8

		Arts, Stage Management and Theater Administration													
19	SINS 22082	Entrepreneurial Skills	Core	1		2				4					3
20	SINS 31012	Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)	Core		1	2				4		3	2		
21	SINS 31022	Modern Sinhala Verse II (4th Decade of the 20th Century and New Trends)	Core	1	2,3	4,5	6	7		4				6	
22	SINS 31032	Literature and Society III (Dambadeniya1 220-1275/	Core	6	7	5		5	4			2,3,4	1		

		Kurunagala 1293-1347)													
23	SINS 31042	Culture and Heritage II	Core		2,4,7	3,5						2,6,8	1		8
24	SINS 31052	Eastern Literary Criticism	Core	1	2,3,4 ,6, 7,8,9 ,10,1 1	5		3				2			
25	SINS 31062	Descriptive Linguistics (Syntax and Semantics)	Core	1	2,3,6 ,7,8, 9,10, 11	4,5				8			4,5		
26	SINS 31072	Modern World Theater and Aesthetic Criticism	Core	3	2	1	6		5	4					
27	SINS 31082	Management and Professional Skills	Core	1	2	4			4		2		3		3

28	SINS 32012	Classical Sinhala Verse III (Anuradhapura Period)	Core	1	3				2		2				
29	SINS 32022	Literature and Society IV (Anuradhapura 437 -1058/ Polonnaruwa 1058-1234)	Core	1,7,8	1,3,4,5	2,6		5				6		8	
30	SINS 32032	Folklore and Anthropology I	Core	8	1,4,5	3		5		6		7,8			
31	SINS 32042	Research Methods	Core	1				3				2			
32	SINS 32052	Western Literary Criticism	Core	1,3	2										2
33	SINS 32062	Translations Methods I	Core	1		3	4		2	4					

34	SINS 32072	Printed and Electronic Media I	Optional		3	2		1		2				3	
35	SINS 32072	Literature of Sinhala Lyrics	Optional	1	2	4	3	2				3			
36	SINS 32082	Script Writing & Play Production I	Core		1,2,3	4				2		3			
37	SINS 32092	Socio Linguistics and Language Planning	Core	1	2,3										
38	SINS 41012	Folklore and Anthropology II	Core	1	9	3		6	4,5			3,8	7	7	
39	SINS 41022	Editing and Proof Reading	Core		1,2	5		3				4			
40	SINS 41032	Inscriptions in Ceylon, Origin and the Evolution of Sinhala Language	Core	1	2,3,4,5							4			

41	SINS 41042	Script Writing and Play Production II	Core	1	2.,4	3	2			4		3			
42	SINS 41052	Printed and Electronic Media II	Optional	1	1,2	3	4			3,4		3		4	
43	SINS 41052	Language and Communication	Optional		1,2,3	4				5		2			
44	SINS 41062	Lexicography	Core	1	1,2,3					4					2,3,4
45	SINS 41072	Translation Methods II	Core	1	2,5	3		3			2		4		
46	SINS 41082	World Literature	Core	1	2			3					4		
47	SINS 42013	Industrial Training	Core									1,2			3
48	SINS 42026	Research Project	Core	1	3				2						

SLQF categories of learning and descriptors

Categories of Learning Outcomes (SLQF)	Descriptor
1. Theoretical Knowledge	Demonstrate an advance theoretical knowledge of the gravity of its evolution of grammar and literature and very rich classical, modern literary genres, Sinhala language and its associations with electronic media and technology.
2. Practical Knowledge and Application	Use practical skills and enquiry efficiently and effectively within Sinhala Grammar and Literature subject area.
3. Communication	Communicate/present information, ideas, issues and solutions efficiently and effectively. Demonstrate awareness of the new trend of criticism of Literature
4. Teamwork and Leadership	Exercise personal/team responsibility, and leadership in the professional environment/work place.
5. Creativity and Problem Solving	Skills, knowledge, and Language competencies to solve problems of discipline and work place, knowledge of creative writing, motivate students to create their own literary work.
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.
8. Networking and Social Skills	Ability to work in teams, give leadership and promote social engagement. community services, awareness programmes
9. Adaptability and Flexibility	Analyze and devise appropriate strategies for adapting to changing environments.
10. Attitudes, Values and Professionalism	Exercise initiative, personal responsibility and accountability in tasks performed. Demonstrate positive attitudes and social responsibility.
11. Vision for Life	Clearly identify where one wants to be and develop long term vision and mission goals accordingly. Exercise and further develop the new competencies and assume major responsibilities with confidence.
12. Updating Self / Lifelong Learning	Undertake further training and develop additional skills that will enable them to make sound decisions. Engage in independent learning using scholarly reviews and secondary sources of information.

Mapping relationship of SLQF categories of learning to Graduate Attributes

Categories of Learning Outcomes (SLQF)	Graduate Attributes											
	1.Disciplinary Knowledge	2.Practice and innovation	3.Critical Thinking	4.Creativity	5.Media Analytical and Numerical Skills	6.Problem-solving	7.Communications	8.Team Work and Leadership	9.Social & Environmental Responsibilities	10.Interdisciplinary Knowledge and wider	11.Entrepreneurship	12.Lifelong learning with language oriented mindset
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												■

List of common courses offered by the Faculty

Year	Semester	Course Code	Course Title	Credits	Notional Hours	Optional/ Compulsory	Respective Department
1	1	GENG 11012	General English	2	100	Compulsory	DELT
		MATH 11012	Basic Mathematics	2	100	Compulsory	Economics
		SING 11012	General Sinhala	2	100	Compulsory	Languages
		COMP 11012	Introduction to Computer Studies	2	100	Compulsory	Social Sciences
	2	GENG 12012	General English	2	100	Compulsory	DELT
		COMP 12012	Basic Computer Applications	2	100	Compulsory	Social Sciences
2	1	GENG 21012	General English	2	100	Compulsory	DELT
		COMP 21012	DBMS and Web Designing	2	100	Compulsory	Social Sciences
		CADE 21012	Career Development	2	100	Compulsory	FSSH
	2	GENG 22012	General English	2	100	Compulsory	DELT
		COMP 22012	Computer Studies	2	100	Compulsory	Social Sciences
3	1	GENG 31012	General English	2	100	Compulsory	DELT
		CRIT 31012	Critical Thinking	2	100	Compulsory	FSSH
Total credits and notional hours				26	1300		

List of course units of BAHons (Sinhala)

Year	Semester	Course Code	Course Title	Credits	Notional Hours	Core/ Optional	New/ Existing
1	1	SINH 11012	Introduction to Sinhala Literature	2	100	C	Existing
		SINH 11022	Introduction to Sinhala Language	2	100	C	Existing
	2	SINH 12012	Modern Sinhala Prose	2	100	C	Existing
		SINH 12022	Modern Sinhala Verse	2	100	C	Existing
2	1	SINS 21012	Sinhala Novel	2	100	C	Existing
		SINS 21022	Sinhala Language Usage and Grammar	2	100	C	Existing
		SINS 21032	Sinhala Verse in Mahanuwara and Matara Periods	2	100	C	Existing
		SINS 21042	Approach to the Eastern and Western Theater	2	100	C	Existing
		SINS 21052	Introduction to Linguistics	2	100	C	Existing
		SINS 21062	Literature and Society I (Colombo 1 1815 to 1947 and Colombo 11 1948 to	2	100	C	Existing

			1994)				
		SINS 21072	Short Stories	2	100	C	Existing
2		SINS 22012	Classical Sinhala Verse I(Gampola and Kotte Periods)	2	100	C	Existing
		SINS 22022	Creative Writing and Criticism	2	100	C	Existing
		SINS 22032	Modern Sinhala Verse I (1,2,3 Decades of the 20th Century)	2	100	C	
		SINS 22042	Literature and Society II (Senkadagala1480-1700 Mahanuwara1700-1815)	2	100	C	Existing
		SINS 22052	Culture and Heritage I	2	100	C	New
		SINS 22062	Descriptive Linguistics (Phonetics, Phonology and Morphology)	2	100	C	Existing
		SINS 22072	Concept of Design, Ancillary Arts, Stage Management and Theater Administration	2	100	C	New

		SINS 22082	Entrepreneurial Skills	2	100	C	New
3	1	SINS 31012	Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)	2	100	C	Existing
		SINS 31022	Modern Sinhala Verse II (4 th Decade of the 20 th Century and New Trends)	2	100	C	Existing
		SINS 31032	Literature and Society III (Dambadeniya 1220-1275/ Kurunagala 1293-1347)	2	100	C	Existing
		SINS 31042	Culture and Heritage II	2	100	C	New
		SINS 31052	Eastern Literary Criticism	2	100	C	New
		SINS 31062	Linguistics II (Syntax and Semantics)	2	100	C	Existing
		SINS 31072	Modern World Theater and Aesthetic Criticism	2	100	C	New
		SINS 31082	Management and Professional Skills	2	100	C	New
	2	SINS 32012	Classical Sinhala Verse III	2	100	C	Existing

			(Anuradhapura Period)				
		SINS 32022	Literature and Society IV (Anuradhapura 437 - 1058/ Polonnaruwa 1058-1234)	2	100	C	Existing
		SINS 32032	Folklore and Anthropology I	2	100	C	Existing
		SINS 32042	Research Methods	2	100	C	New
		SINS 32052	Western Literary Criticism	2	100	C	New
		SINS 32062	Translations Methods I	2	100	C	Existing
		SINS 32072	Printed and Electronic Media I	2	100	O	New
		SINS 32082	Literature of Sinhala Lyrics	2	100	O	New
		SINS 32092	Script Writing & Play Production I	2	100	C	New
		SINS 32102	Socio Linguistics and Language Planning	2	100	C	New
4	1	SINS 41012	Folklore and Anthropology II	2	100	C	Existing
		SINS 41022	Editing and Proof Reading	2	100	C	New
		SINS 41032	Inscriptions in Ceylon, Origin and	2	100	C	Existing

			the Evolution of Sinhala Language				
		SINS 41042	Script Writing and Play Production II	2	100	C	New
		SINS 41052	Printed and Electronic Media II	2	100	O	New
		SINS 41062	Language and Communication	2	100	O	New
		SINS 41072	Lexicography	2	100	C	New
		SINS 41082	Translation Methods II	2	100	C	Existing
		SINS 41092	World Literature	2	100	C	New
	2	SINS 42013	Industrial Training	3	300	C	New
		SINS 42026	Research Project	6	600	C	New
Total				97	5300		
Credit value and notional hours of common courses				26	1300		
Total credits and notional hours of the program				123	6600		
Number of Credits counted to GPA calculation				123			

Methodology in Selecting the Courses

- In year-02, Semester-01 All the course units are compulsory
- In Year 02 Semester-02, All the course units are compulsory
- In Year 03 Semester-01, All the course units are compulsory
- In Year 03 Semester-02, SINS 32072 is Optional course unit and all other course units are compulsory
- In Year 04 Semester-01, SINS41052 is Optional course unit and all other course units are compulsory

- In Year 04 Semester-02, All course units are compulsory

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Bachelor of Arts Honours in Sinhala- Syllabus

Course Plan

Course Title: Introduction to Sinhala Literature

Course Code: SINH 11012 (15hrs: 30hrs: 55hrs)

Course Capsule:

An Introduction to the Origin and the Nature of Literature, Literature and Society, Features of Poetic Language in Sinhala, Creative Writing and the usage of the Sinhala Language, Language and Themes of Sinhala Folk Literature, Introduction to Modern Sinhala Literature, Introduction to Classical Sinhala Literature, Literary Criticism, Appreciating Literary works.

Course Aim:

To introduce the students to the fundamentals of Classical, Folk and Modern Sinhala literature emphasizing the distinguished features of poetic language in particular so that students will be motivated to study Sinhala and they could use this knowledge for appreciating literary works and do creative writing in Sinhala.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. define literature and identify the nature of literature.
2. identify the relationship between literature and society and explain the contribution of literature to the society.
3. define thematic and narrative styles of Sinhala literature.
4. appreciate literary works and do creative writing in Sinhala
5. describe major works, writers and trends associated with the literary history of Sinhala.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	An Introduction to the Origin and the Nature of Literature	1			L	
	1.2		Literature and Society : studying recommended texts			3		
02	2.1	2	The origin and the Nature of Literature, Literature and Society	1			L	
	2.2		The nature of literature and its connection with the society		2		P	AS1 start
	2.3		Studying recommended texts			3		
03	3.1	4,5	The features of Poetic Language in Sinhala,	1			L	
	3.2		Student presentation on Features of Literary language		2		SGP	
	3.3		Studying recommended texts,			4		
04	4.1	3,4,5	Creative Writing and the usage of the Sinhala Language,	1			L	
	4.2		Creative writing styles in the class using		2		SGP	

			examples and group presentation,					
	4.3		Studying Recommended Readings			4		
05	5.1	4,5	Language and themes of Sinhala Folk Literature	1			L	AS1 due
	5.2		Field visit and presentation		7		P	FV
	5.3		Studying Recommended Readings			4		
06	6.1	4,5	Language and themes of Sinhala Folk literature,	1			L	
	6.2		Group presentation after the field visit		5		SGP	
	6.3		Studying Recommended Readings			5		
07	7.1	4,5	Introduction to Modern Sinhala Literature	1			L	
	7.2		Appreciating given literary texts in the class		2		SGD/P	IP
	7.3		Studying the recommended texts			3		
08	8.1	3,4,5	Introduction to Modern Sinhala Literature	1			L	
	8.2		Appreciating given literary texts in the class		2		SGD	
	8.3		Studying the recommended texts			6		
09	9.1	3,4,5	Introduction to Modern Sinhala Literature	1			L	
	9.2		Appreciating given literary texts in the class,		2		SGD	
	9.3		Studying the recommended texts			4		
10	10.1	3,4,5	Introduction to Classical Sinhala Literature	1			L	

	10.2		Small Group presentation		2		SGP	
	10.3		Studying the recommended texts in the class			3		
11	11.1	3,4,5	Introduction to Classical Sinhala Literature	1			L	
	11.2		Studying the recommended texts			3		
12	12.1	4,5	Literary Criticism and Appreciating Literary works	1			L	
	12.2		Reading references			3		
13	13.1	4,5	literary Criticism and Appreciating Literary works	1			L	
	13.2		Writing an appreciation of recommended literary work/s		2		SGD	
	13.3		Library referencing			2		
14	14.1	4,5	Literary Criticism and Appreciating	1			L	
	14.2		Writing an appreciation of recommended literary work/s		2		P	AS2 start
	14.3		Library referencing			3		
15	15,1	4,5	Literary Criticism and Appreciating Literary works,	1			L	
	15.2		Library referencing/ Writing an appreciation of recommended literary work/s			5		AS2 due
Total				15	30	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, SGD=Small Group Discussion

Assessment Method: AS=Assignment. IP=Individual Presentation, FV=Field Visit

Assessment Strategy

<ul style="list-style-type: none"> Continuous Assessment 	AS1 - 08 %	30%
	AS2 - 07 %	

	P/FV - 15	
• End Semester Examination		70%
• Total		100%

• Course Coordinator	Teaching Panel
Prof.Ven. Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts

- අමරමෝලී හිමි, චේරගොඩ. (සංස්.). (1991). **පන්සිය පනස් ජාතක පොත**. කොළඹ: ශ්‍රී ලංකා ප්‍රකාශක සමාගම., (තෝරාගත් ජාතක කතා 3ක්)
- අයිත්මානවි, වින්ගීස්. (1966). **ගුරුභීතය**. කොළඹ: දේදුනු ප්‍රකාශන.
- ගුණවර්ධන, ඩබ්. ඇෆ්. (සංස්.). (1962). **ගුත්තිල කාව්‍ය**. කොළඹ. (නැටුම් වර්ණනාව)
- ඤාණවිමල හිමි, කිරිඇල්ලේ. (සංස්.). (2004). **සද්ධර්මරත්නාවලිය**. කොළඹ: එම්. ඩී. ගුණසේන සහ සමාගම. (තෝරාගත් කතා 3ක්)
- සරච්චන්ද්‍ර, එදිරිවීර. (1962). **සිංහබාහු**. කොළඹ: ඇස් . ගොඩගේ සහ සහෝදරයෝ.
- සේනානායක, ජී. ඩී. (1948). **පලිගැනීම**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම. (තෝරාගත් කෙටිකතා සහ පද්‍ය)

Recommended Readings:

- කුමාරසිංහ, කුලතිලක. (2020). **කෙටිකතා විවාර මූලධර්ම හා සම්ප්‍රදය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරසිංහ, කුලතිලක. (2017). **කෙටිකතාවේ ප්‍රභවය හා විකාශනය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුලසූරිය, ආනන්ද. (1961) **සිංහල සාහිත්‍යය 1**. මහරගම: සමන් මුද්‍රණාලය.
- ජයතිලක, කේ. (2007). **සාහිත්‍ය නිර්මාණයේ මුල්පොත**. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.
- වික්‍රමසිංහ, මාර්ටින්. (1959). **සිංහල සාහිත්‍යයේ නැගීම**. මහරගම: සමන් මුද්‍රණාලය.
- සන්නස්ගල, පී. ඩී. (1994). **සිංහල සාහිත්‍ය වංශය**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- සරච්චන්ද්‍ර, එදිරිවීර. (2006). **සිංහල නවකතා ඉතිහාසය හා විවාරය**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ
- සුරවීර ඒ. වී. (1991). **සාහිත්‍ය විවාර ප්‍රදීපිකා**. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.
- හෆ්ල ග්‍රැහැම්. (2009). **සාහිත්‍ය විවාරය. (An Essay of Criticism)** සිංහ, පරි: රාණි සේනාරත්න රාජපක්ෂ). මුල්ලේරියාව: විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය.

Course Title : Introduction to Sinhala Language

Course Code: SINH 11022 (15hrs: 30hrs: 55hrs)

Course Capsule:

Defining the concept of ‘language’, Study of speech and nature of a language, Signs, signals and symbols of the language, the role of a language, Language as a formal and informal system, language as a system of communication, Language and Society, Function of a language, language and culture, Language and Regional and Social Dialects, Language and Nationality, Restricted languages "Style /Registers" Bilingualism, SDiglossia in Sinhala, Speech and writing system of Sinhala language, Accurate usages of Sinhala, SModern trends of Sinhala language.

Course Aim:

To impart theoretical and practical knowledge of the language and the nature of the language, the function of the language, the diversity of the language, other parallel aspects related to the language and the exact Sinhala language usage, thereby motivating the students to study the Sinhala language and describe the role of a human language and use the Sinhala language accurately according to the context.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. define the term ‘language’ and create an own definition
2. describe language, language and usage, role of a language, language as a System of communication.
3. explain Restricted languages "Style and use registers” according to the needs.

4. explain the relationship between language and society.
5. describe the relationship between language and culture.
6. explain the diglossia in Sinhala.
7. Illustrate modern trends of Sinhala language..
8. use Sinhala language accurately.
9. develop positive attitudes.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	The concept of Language and usage	1			L	
	1.2		Referring recommended textbooks			2		
02	2.1	1	The concept of Language and usage	1			L	
	2.2		Referring recommended textbooks/Creating own definition			2		
03	3.1	2	Speech and nature of a language,	1			L	
	3.2		signs, signals and symbols of the language presentation on lesson		4		SGP	Q 1
	3.3		Referring recommended textbooks			2		
04	4.1	2	Language as a System of communication	1			L	
	4.2		Referring recommended textbooks			2		
05	5.1	2	Language as a System of communication	1			L	

	5.2		Essay Writing-/Discussion on Formal and informal usages of Sinhala in written and verbal communication		2		SGD	V
	5.3		Referring recommended textbooks			2		
06	6.1	3	Restricted languages, Registers and bilingualism	1			L	
	6.2		Referring recommended textbooks			2		
07	7.1	3,10	Restricted languages, Registers and bilingualism	1		4	L	
	7.2		Group presentation about the lesson		2		SGP	V
	7.3		Referring recommended textbooks			3		
08	8.1	4,10	Language and society	1			L	
	8.2		Group presentation -before field visit		3		SGP	
	8.3		Referring recommended textbooks			4		
09	9.1	4.5.9	field visit		7		p	FV
10	10.1	4	Language and society	2			L	
	10.2		Referring recommended textbooks			4		
11	11.1	5	Language and culture	1			L	
			Referring recommended textbooks			2		
12	12.1	5,10	Language and culture	1			L	
	12.2		Presentation – after field visit		5		SGP	Q3
	12.3		Referring recommended textbooks			5		
13	13.1	6	Diglossia	1			L	
	13.2		Referring recommended textbooks			4		
14	14.1	7,9	Modern trends of Sinhala language	1			L	

	14.2		Final Assignment -group presentation Create a group booklet regarding language, society and culture		3		SGP	AS start
	14.3		Referring recommended textbook			7		
15	15.1	7,9	Practical usage of the Language	1			L	
	15.2	1,2,3,4,5,6,7,8,9,	Modern trends of Sinhala language		4		SGP	AS due
	15.3		Referring recommended textbooks			5		
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, SGP =, Small Group Presentation, SGD = Small Group Discussion

Assessment methods: V = Viva examination, Q=Quiz, AS=Assignment, FV=Field visit

Assessment Strategy:

<ul style="list-style-type: none"> • Continuous Assessment 	AS - 05 %	30%
	FV - 10 %	
	V - 08%	
	Q - 07%	
<ul style="list-style-type: none"> • End Semester Examination 	70%	
<ul style="list-style-type: none"> • Total 	100%	

<ul style="list-style-type: none"> • Course Coordinator 	Teaching Panel
Prof. Wasantha K Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof. Wasantha K Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Bloomfield, Leonard. (1933). **Language**. London: George Allen & Unwin Ltd. Museum Street.
- McCormack, William c., Wurm Stephena. (1979). **Language and Society**. Mouton Publishers. New York: The Hague, Paris.
- දිසානායක, ජේ. ඩී. (2005). **මාතව භාෂා ප්‍රවේශය**. කොළඹ: ලේක්හවුස් ප්‍රකාශන.
- ධර්මදාස, කේ. එන්. ඕ. (1972). **භාෂාව හා සමාජය**. කොළඹ: ලේක්හවුස් ප්‍රකාශන.
- ධර්මදාස, කේ. එන්. ඕ. (1989). **භාෂාවේ සම්භවය හා සංස්කෘතික මුහුණුවර**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- පියසේන, කහඳගමගේ. (2000). **ප්‍රාදේශීය භාෂා ව්‍යවහාර**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Modern Sinhala Prose

Course Code: SINH 12032 (15hrs: 30hrs: 55hrs)

Course Capsule:

An introduction to the origin and the nature of the modern Sinhala prose, Principles of novels and short stories, Study of selected texts, turning points of modern Sinhala prose, The foreign influence on modern Sinhala prose.

Course Aim:

To introduce students to understand the origin and the nature of the modern Sinhala prose with special attention to the principles of novels and short stories and identify the turning points of modern Sinhala prose, the foreign influence on modern Sinhala prose so that students will be able to create novels and short stories.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. describe the origin and nature of the modern Sinhala prose.
2. explain the principles of novels and short stories.
3. illustrate the turning points of modern Sinhala prose.
4. describe the foreign influence of modern Sinhala prose.
5. create novels and short stories.
6. demonstrate the presentation skills and teamwork .

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	01	An introduction the origin & the nature of the fictions and novels.	2			L,D	
	1.2		Recommended reading			3		
02	2.1	02	The principles of novels	2			L,D	
	2.2		Criticizing recommended novel/s			3		
03	3.1	02	The principles of short stories	1			L,D	
	3.2		Criticizing recommended short story/s			3		
04	4.1	03, 06	Discussion about the Social cultural background of Sinhala fiction	1			L,D	
	4.2		Student presentation			5		
05	5.1	03	Featurers of Sinhala fiction	1			L,D	
	5.2		Studying the recommended fiction			2		
06	6.1	03, 06	Featurers and new trends of Sinhala Novels	1			L,D	
	6.2		Group discussion and student Presentation		6		SGP	
	6.3		Recommended reading			3		
07	7.1	03	Reading Viragaya as a turning point in the sphere of Sinhala novels	1			L,D	
	7.2		Recommended reading			3		
08	8.1	03, 06	The new trends in modern Sinhala novels	1			L	
	8.2		Group presentation		3		SGD	

	8.3		Recommended texts			5		
09	9.1	03, 06	The origin and the evaluation of Sinhala short stories	1			L	
	9.2		Group discussion and presentation		3		SGD, SGP	AS1 start
	9.3		Recommended texts			5		
10	10.1	03	The Western influence on Sinhala literature	1			L	
	10.2		Studying the Recommended texts			4		
11	11.1	03, 06	Studying the recommended texts	1			L	AS1due
	11.2		Group discussion		3		SGD	
	11.3		Studying Recommended Texts			3		
12	12.1	03	Studying the recommended texts	1			L	
	12.2		Group Discussion		3		SGD	AS2 start
	12.3		Reading recommended texts			3		
13	13.1	04	Appreciation of the recommended texts	1			L	
	13.2		Referring recommended readings			4		
14	14.1	03, 06	A presentation on the novels with national level awards after 2000.		6		SGP	
	14.2		Sinhala novels with national level awards after 2000.			4		
15	15.1	03, 06	A presentation on the shortstories with national level awards after 2000.		6		SGP	AS2 due
	15.2		Sinhala shortstories with national level awards after 2000			5		
Total				15	30	55		

*Teaching methods: L=Lectures, D=discussion, SGD=Small Group Discussion, SGP=Small Group Presentation
Assessment methods: AS=Assignment*

Assessment Strategy

<ul style="list-style-type: none"> • Continuous Assessment 	AS1 - 15 %	30%
	AS2 - 15 %	
<ul style="list-style-type: none"> • End Semester Examination 		70%
<ul style="list-style-type: none"> • Total 		100%

Course Coordinator	Teaching Panel
Dr M. G. N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr M. G. N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Text:

- අමරසේකර, ගුණදාස. (1952). **රතුරෝසමල**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- වික්‍රමසිංහ, මාර්ටින්. (1957). **ගැහැනියක්**. මහරගම: සමන් මුද්‍රණාලය.
- වික්‍රමසිංහ, මාර්ටින්. (1961). **වීරාගය**. මහරගම: සමන් මුද්‍රණාලය.
- සිරිසේන, පියදාස. (1947). **වාසනාවන්ත විවාහය හෙවත් ජයතිස්ස සහ රොසලින්**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.

Recommended Readings:

- මැද්දේගම, උදය ප්‍රශාන්ත. (2003). **සියවසක සිංහල නවකථා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සරච්චන්ද්‍ර ඵදිරිවීර. (1997). **සිංහල නවකතා ඉතිහාසය හා විචාරය**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- සුරවීර ඒ. වී. (1996). **කෙටිකතාවේ විකාශනය සහ සිංහල කෙටිකතාව**. බත්තරමුල්ල. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- සුරවීර, ඒ. වී. (1991). **නවකතා නිර්මාණය හා අවබෝධය**. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.

Course Title : Modern Sinhala Verse

Course Code: SINH 12042 (15hrs: 30hrs: 55hrs)

Course Capsule:

Studying the Social and the cultural background, Origin and evolution of modern Sinhala verse, Colombo Period to modern Sinhala poetry, Influences of various traditions on modern Sinhala poetry, The thematic variation of Sinhala poetry, New trends of the modern Sinhala poetry, Study of the recommended text books

Course Aim:

To impart the knowledge on the nature and the development of the modern Sinhala verse and thereby motivate students to appreciate and create modern Sinhala verse.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. define literature and identify the nature of modern Sinhala verse.
2. explain the main trends and themes in modern Sinhala verse.
3. explain the development of modern Sinhala verses and styles.
4. describe different styles in modern Sinhala verse.
5. explain thematic variation with special reference to selected poets.
6. criticize and appreciate the selected poems.
7. create poems.
8. develop a critical awareness on different literary texts and themes in modern Sinhala.
9. compare and contrast different modern Sinhala verse texts with special reference to new trends.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	The origin & the evolution of the modern Sinhala Verse	1			L	
	1.2		Studying Recommended Text			4		
02	2.1	1, 2, 3	The origin & the evolution of the modern Sinhala Verse	1			L	
	2.2		The origin & the evolution of the modern Sinhala Verse Small Group Presentation		3		SGP	
	2.3		Studying Recommended Text			4		
03	3.1	5, 6	The Social and political background in the origin of modern Sinhala verse and new trends	1			L,D	
	3.2		Modern Sinhala verse and new trends		3		p	AS1 start
	3.3		Studying Recommended Text			4		
04	4.1	4, 5	The influence of various Western traditions on modern Sinhala verse	1			L,D	
	4.2		Analyzing and appreciating the recommended texts and presentation		4		SGP	
	4.3		Discussion on the Thematic variation of the recommended texts			4		
05	5.1		The influence of traditions of Sinhala language on modern Sinhala verse	1			L	
	5.2	4	Studying Recommended Text			3		

06	6.1	1,2	The origin & the evaluation of the free verse in Sinhala poetry	1			L	
	6.2		Group work and individual presentation		6		IP	
	6.3		Studying Recommended Text			4		
07	7.1	1, 2	The origin & the evolution of the free verse in Sinhala poetry	1			L	
	7.2		Studying Recommended Text			4		
08	8.1	5	Influence of new social and cultural changes on Sinhala verse	1			L	AS1 due
	8.2		Studying Recommended Text			3		
09	9.1	4, 5	The Socio-political background of Sinhala verse	1			L	
	9.2		Studying Recommended Text			4		
10	10.1	4, 5	The Socio-political background of Sinhala verse	1			L	
	10.2		The Socio-political background of Sinhala verse- Small group Discussion		6		SGD	AS2 start
	10.3		Analyzing the recommended texts			4		
11	11.1	1, 2, 5,	The Influence of Folk literature on Modern Sinhala Verse	1			L	
	11.2		Analyzing the recommended texts			4		
12	12.1	1,2,3,4,5,6,7,8,9	The vision of life in modern Sinhala poetry	1			L	
	12.2		Studying the recommended texts			4		
13	13.1	5	The structural /thematic /language changes in the Modern Sinhala verse	1			L,D	

	13.2		Studying the recommended texts			4		
14	14.1	5	The structural /thematic /language changes in the Modern Sinhala verse	2			L	
	14.2		Small Group Presentation		4		SGP	
	14.3		Studying the recommended texts			5		
15	15.1		Revision and Discussion		4		SGD	AS2 due
Total				15	30	55		

Teaching methods: L=Lectures, D=discussion, P=Practical, SGD=Small Group Discussion, SGP=Small Group Presentation,

Assessment methods: AS=Assignment

Assessment Strategy

<ul style="list-style-type: none"> Continuous Assessment 	AS1 - 15 %	30%
	<ul style="list-style-type: none"> AS2 - 15 % 	
<ul style="list-style-type: none"> End Semester Examination 		<ul style="list-style-type: none"> 70%
<ul style="list-style-type: none"> Total 		<ul style="list-style-type: none"> 100%

<ul style="list-style-type: none"> Course Coordinator 	Teaching Panel
Ven.G Uparathana (uparathana@ssh.rjt.ac.lk)	Ven.G Uparathana (uparathana@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

- කුමාරතුංග, මුනිදාස. (1958). **පියසමර**. කොළඹ: ඇම් ඩී ගුණසේන සහ සමාගම.
- කොඩිකුචක්කු, පරාක්‍රම. (1999). **දිවමත් ගජමත්**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

recommended Reading:

- අමරසිංහ, ජයන්ත. (සංස්.). (2016). **නූතන සිංහල සාහිත්‍ය ප්‍රවේශිකා**. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- ආරියරත්න, සුනිල්. (2011). **නූතන පද්‍ය කාව්‍ය සංහිතා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරසිංහ, කුලතිලක. (2007). **නූතන සිංහල කවියේ නව යුගය**. කොළඹ: ඇස්.ගොඩගේ සහ සහෝදරයෝ.
- ධම්මිත්ද හිමි, අගුළුගහ. (2004). **සිංහල කාව්‍යයේ නව ප්‍රවණතා**. කර්තෘ ප්‍රකාශන.
- රණවීර, ආරියවංශ. (2008). **කවිය සහ කවියා**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- රාජකරුණා, ආරිය. (2004). **නූතන සිංහල කාව්‍ය 1**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title : Novels

Course Code: SINS 21012 (20hrs: 20hrs: 60hrs)

Course Capsule:

An introduction to the origin and evolution of the literary genre of the novel, Explaining the features of a fiction and a novel , The socio-economic, political and cultural background that influenced the origin of the Sinhala novel, New trends of the Sinhala novel, Criticism of novel.

Course Aim:

To provide students with a full understanding of the features of a novel and the the origins of the Sinhala novel, the sociological background that influenced it, as well as the theoretical methods used in the writing of the novel and to develop the skills required to create a novel on their own with a relevant theme while enabling students to critique a novel in a formal way.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. explain the features of a novel
2. describe the sociological background that influenced the origin of modern Sinhala novel
3. describe modern trends in the Sinhala novel
4. apply theoretical understanding in the criticism of a novel

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	01	An introduction to the features of a fiction and a novel	2			L,D	
	1.2		Studying recommended Text			3		
02	2.1	2	The origin and the evolution of the Sinhala fiction and novel	2			L	
	2.2		The origin and the evolution of the Sinhala fiction and novel-Small Group Discussion		2		SGD	
	2.3		Studying recommended Text			4		
03	3.1		The socio-economic, political and cultural background that influenced the origin of the Sinhala fiction and novel	2			L	
	3.2		The cultural background that influenced the origin of the Sinhala fiction and novel-Small group Discussion		4		SGD	AS1start
	3.3		Studying recommended Text			3		
04	4.1		The socio-economic, political and cultural background that influenced the origin of the Sinhala novel	2			L	
	4.2		The socio-economic, political and cultural background that influenced the origin of the Sinhala novel- Small group Discussion		2		SGD	
	4.3		Studying recommended Text			4		

05	5.1		The use of fiction as a medium of cultural propaganda	2			L,D	
	5.2		Studying recommended Text			3		
06	6.1		The use of fiction as a medium of cultural propaganda	2			L,D	AS1due
	6.2		Small Group Presentation		2		SGP	
	6.3		Studying recommended Text			3		
07	7.1		The use of historical themes and characterization of fiction	2			L,D	
	7.2		Small Group Presentation		2		SGP	AS2 start
	7.3		Studying recommended Text			4		
08	8.1		The beginning of the realistic novel and Gamperaliya	2			L,D	
	8.2		Studying recommended Text			3		
09	9.1		Critical reading of Virāgaya of Martin Wickramasinha	2			L,D	
	9.2		Studying recommended Text			4		
10	10.1		The influence of Virāgaya of Sinhala Novel	2			L,D	
	10.2		Studying recommended Text			4		
11	11.1		The contemporary socio-political background depicted in the novel of the 70th and 80 th decades	2			L,D	
	11.2		Studying recommended Text			4		
12	12.1		The contemporary socio-political background depicted in the novel of the 70th and 80 th decades New Trends in Sinhala Novels	2			L,D	
	12.2		Studying recommended Text			4		

13	13.1		New trends in Sinhala Novels	2			L,D	
	13.2		Studying Recommended Text			4		
14	14.1		Criticism of selected novels	2			L,D	AS2 due
	14.2		Students criticism of novel-Small group Discussion		2		SGD	
	14.3		Studying Recommended Text			4		
15	15.1		Criticism of selected novels	2			L,D	
	15.2		Students criticism of novel-Small group Discussion		1		SGD	
	15.3		Studying Recommended Text			4		
Total				30	15	55		

Teaching methods: L=Lectures, D=discussion, P=Practical, SGD=Small Group Discussion, SGP=Small Group Presentation

Assessment methods: AS=Assignment

Assessment Strategy

<ul style="list-style-type: none"> Continuous Assessment 	AS1 - 20 %	40%
	<ul style="list-style-type: none"> AS2 - 20 % 	
<ul style="list-style-type: none"> End Semester Examination 		60%
<ul style="list-style-type: none"> Total 		100%

<ul style="list-style-type: none"> Course Coordinator 	Teaching Panel
Ven.G Uparathana (uparathana@ssh.rjt.ac.lk)	<ul style="list-style-type: none"> Ven.G Uparathana (uparathana@ssh.rjt.ac.lk) Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts :

- ගුණසිංහ, සීරි. (1961). **සෙවනැල්ල**. මහරගම: සමන් මුද්‍රණාලය.
- නවගත්තේගම, සයිමන්. (1981). **සංසාර ආරණ්‍යයේ දඩයක්කාරයා**. දෙහිවල: ස්වර්ණ හංස පදනම.
- වික්‍රමාරච්චි, සමන්. (2017). **අප්පච්චි ඇවිත්**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- සිරිසේන, පියදාස. (1947). **වාසනාවන්ත විවාහය හෙවත් ජයතිස්ස සහ රොස්ලින්**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.

Recommended Readings:

- මැද්දේගම, උදය ප්‍රශාන්ත. (2003). **සියවසක සිංහල නවකතා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සරච්චන්ද්‍ර එදිරිවීර. (1997). **නවකතා ඉතිහාසය හා විචාරය**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- සිල්වා, වම්පා ශ්‍රියානි. (2001). **90 දශකයේ සිංහල නවකතා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුරවීර, ඒ. වී. (1991). **නවකතා නිර්මාණය හා අවබෝධය**. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.

Course Title : Sinhala Language Usage and Grammar

Course Code: SINS 21022 (15hrs: 30hrs: 55hrs)

Course Capsule:

Definition of the Human Language, Usage and grammar, the variations of Language usage to train students to use the Sinhala Language correctly. Theoretical and a practical knowledge of the classical Sinhala grammar and Linguistic mode of Sinhala language Euphonic combination, Word Formation in Sinhala –Prefixes [upasarga, nipatha] and Suffixes [prathya], Word Formation in Sinhala Compounds, Noun and cases, Verb patterns, Role of modern Sinhala language, Role of Classical Sinhala language, Usages of Sinhala Language with a special reference to written usage and grammar of Mass Media.

Course Aim:

To introduce students to the rules and conventions of Sinhala language usage, linguistic awareness of issues of modern Sinhala written usage, skills in using modern literary Sinhala for Media communication and literary expression and thereby creating a talented designer who can use Sinhala language accurately according to the needs.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. describe the Language and human brain, Role of the language.
2. explain linguistic approach of the language.
3. elucidate and analyze the Sinhala Alphabet.
4. clarify origin and evolution of the Sinhala language.
5. analyze new trends of the Sinhala language.
6. demonstrate the understanding of the Grammatical rules such as Euphonic Combination Prefixes and Suffixes, Compounds.

7. explain the language and society.
9. describe Nouns and Verb Patterns in Sinhala
10. use the Sinhala Sentence structures accurately

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Introduction to the Nature of language	1			L	
	1.2		Studying recommended textbooks			3		
02	2.1	1	The origin and evolution of Sinhala Language	1			L	
	2.2		Small group presentation		4		SGP	Q1
	2.3		Studying recommended text books			3		
03	3.1	2	The role of modern Sinhala language	1			L	
	3.2		Group presentation about previous lessons		4		SGP	Q2
	3.3		Studying recommended textbooks			2		
04	4.1	2	The Alphabet of Sinhala language	1			L	

	4.2		Studying recommended textbooks			2		
05	5.1	3	The Sinhala Alphabet	1			L	
	5.2		Studying recommended textbooks			4		
06	6.1	6	Usage of language and social variations	1			L	
	6.2		Small Group presentation		4		SGP	Q3
	6.3		Studying recommended textbooks			3		
07	7.1	4	Spelling rules I	1			L	
	7.2		Studying recommended textbooks			4		
08	8.1		Spelling rules II	1			L	
	8.2		Studying recommended textbooks			7		
09	9.1	5	Common errors in Sinhala Language	1			L	
	9.2		Small Group Discussion		4		SGD	

	9.3		Studying recommended textbooks			2		
10	10.1	7	Sidathsagarava part I	1			L	
	10.2		Studying recommended textbooks			3		
11	11.1	7	Sidathsagarava part II Small Group Presentation		4		SGP	
	11.2		Studying recommended textbooks			3		
12	12.1	7	The processes of Euphonic combination [sandhi]	1			L	
	12.2		Studying recommended textbooks			3		
13	13.1	7	The word formation in Sinhala –Prefixes [Upasarga, Nipatha] and Suffixes [Prathya]	1			L	
	13.2		Small Group Discussion		4		SGD	AS start
	13.3		Studying recommended textbooks			3		
14	14.1	7,8	The word formation in Sinhala compounds, noun and cases, verb patterns	1			L	
	14.2		Studying recommended textbooks			3		

15	15.1	9,10	Sentence structures and Issues in contemporary Literary Sinhala usage/ Explaining spelling rules	1			L	
	15.2		Modern usage and Grammar Small group Presentation		6		p	AS due
	15.3		Studying recommended textbooks			10		
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, SGD=Small Group Discussion, SGP=Small Group Presentation.

Assessment methods: Q=Quiz, AS=Assignment

Assessment Strategy:

<ul style="list-style-type: none"> Continuous Assessment 	Q- 15 %	40%
	<ul style="list-style-type: none"> AS - 25 % 	
<ul style="list-style-type: none"> End Semester Examination 		<ul style="list-style-type: none"> 60%
<ul style="list-style-type: none"> Total 		<ul style="list-style-type: none"> 100%

<ul style="list-style-type: none"> Course Coordinator 	Teaching Panel
Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Text:

- අහයසිංහ, ඒ. ඒ. (1998). ව්‍යාධ්‍යාන සහිත සිද්ධි සඟරාව. කඩවත: අහය මුද්‍රණ ශිල්පියෝ.

Recommended Readings:

- Bloomfield, Leonard. (1958). **Language**. N. Y. (seconded.) bright.
- කරුණාතිලක, ඩබ්ලිව්. එස්. (1997). **සිංහල භාෂාවේ ව්‍යාකරණය**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- කෝපරහේවා, සඳගෝමී. (2010). **සිංහල අක්ෂර වින්‍යාස අකාරාදිය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, ජේ. බී. (2000). **සිංහල අක්ෂර විවාරය**. දෙහිවල: සුමිත ප්‍රකාශකයෝ.
- දිසානායක, වසන්ත. කේ. මිල්ලගහතැන්න, හර්ෂණි. (2010). **භාෂාව හා භාවිතය**. පේරාදෙණිය: නෙත්වින් මුද්‍රණාලය.
- ධර්මදාස, කේ. එන්. ඕ. (1972). **භාෂාව හා සමාජය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

- බලගල්ලේ, විමල් ජී. (2012). **භාෂා අධ්‍යයනය හා සිංහල ව්‍යවහාරය**. කොළඹ : ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- **සිංහල ලේඛන රීතිය**. (1989). මහරගම: ජාතික අධ්‍යාපන ආයතනය.
- **සිංහල ලේඛන ව්‍යවහාරය උපදේශ සංග්‍රහය**. (2015). කොළඹ: අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව.

Course Title: Sinhala Verse in Mahanuwara and Matara Periods

Course Code: SINS 21032 (20hrs: 20hrs: 60hrs)

Course Capsule:

Explaining the origin and evolution of classical Sinhala poetry, Introduction to the socioeconomic background of the Kandyan period, The descent of Welivita Saraṇāṅkara Saṁgarāja Thero and academic movements, Distinguished features of Kandyan poetic tradition, The poem and folk poetry tradition, Drāvidian influence on Sinhala poetry, Vessantara jātaka kāvyaya, , Savsatdam vādaya and related literary movements, Sinhala poetry in Matara period, Mihiripāṇṇe Dhammaratana Thero's Poetic Movement, Gajaman Nona's creative poetry, The background in the 19th Century and Sinhala poetry, New generation of Sinhala poetry.

Course Aim:

To provide students with an understanding of the classical Sinhala poetry in Seethawaka, Kandy and Matara periods thereby motivate students to build a critical capacity on contemporary social contexts and Sri Lankan poetic traditions and new trends.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. clarify the evolution of Sinhala verse
2. explain the Socioeconomic background of the Kandyan period
3. describe the uniqueness of poetry from Kotte period to Matara period.
4. relate the socioeconomic background of the emerging modern Sinhala poetry
5. criticize Sinhala poetry

6. discuss the background of the Sinhala poetry in the 19th century ad the new poetic tradition

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teching / Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to the relevant source texts	2			L	
	1.2		Small Group Discussion		2		SGD	
	1.3		Reading recommend text			3		
2	2.1	3	The peculiarities of the poetry of the Kotte and Seethawaka eras	2			L	
	2.2		Small Group Discussion/		2		SGD	
	2.3		Studying Recommended Texts			2		
3	3.1	3	Introduction to the Socio economic background of Mahanuwara period	2			L	
	3.2		Small Group Presentation/		2		SGP	AS1start
	3.3		Setting CA based on the relevant source texts			2		
4	4.1	3	The descent of Welivita Saraṇamkara Thero and the associated cultural	2			L	

			background					
	4.2		Studying Recommended Texts			3		
5	5.1	3	The descent of Welivita Saraṇaṃkara Thero and academic movements	2			L	
	5.2		Studying Recommended Texts			5		AS1due
6	6.1	3	The descent of Welivita Saraṇaṃkara Saṃgarāja Thero and academic movements	3			L	
	6.2		Small Group activity on the descent of Welivita Saraṇaṃkara Saṃgarāja Thero and academic movements		2		SGA	AS2 start
	6.3		Studying Recommended Texts			5		
7	7.1	2	Distinguished features of Kandyan poetic tradition, The poem and folk poetry tradition, Drāvidian influence on Sinhala poetry, Vessantara jātaka kāvyaya	2			L	
	7.2		Studying Recommended Texts			5		
8	8.1	2	Distinguished features of Kandyan poetic tradition, The poem and folk poetry tradition, Drāvidian influence on poetry , Vessantara jātaka kāvyaya	2			L	
	8.2		Small group Presenting Vessantara jātaka kāvyaya		2		SGP	

	8.3		Studying Recommended Texts			3		
9	9.1	3	The expansion of Matara poetry with the subject matter of the Sinhala poetry, Folk poetry and the poetry written following the ancient poetic tradition	2		2	L,D	AS2 due
	9.2		Studying Recommended Texts					
10	10.1	3	Sinhala poetry in Matara period, Folk poetry and the poetry written following the ancient poetic tradition	2			L	
	10.2		Small Group Discussion		2		SGD	
	10.3		Studying Recommended Texts			2		
11	11.1	3	Sinhala poetry in Matara period, Folk poetry and the poetry written following the ancient poetic tradition	2			L	
	11.2		Small Group Discussion		1		SGD	AS3 start
	11.3		Studying Recommended Texts			5		
12	12.1	3	Mihiripenne Dhammaratana Thero's Poetry Movement	2			L,D	
	12.2		Studying the texts			5		
13	13.1	3	Gajaman Nona's Creative Poetry	2			L	
	13.2		Studying Recommended Texts			5		

14	14.1	4	Savsatdam vādaya and related literary movements (New perspective)	2			L	
	14.2		Small Group Discussion		2		SGD	
	14.3		Studying Recommended Texts			5		
15	15.1	5	The background in the 19th Century and Sinhala poetry ,New generation of Sinhala poetry	1			L	AS3 due
	15.2		Studying Recommended Texts			3		
Total				30	15	55		

Teaching methods: L=Lectures, P=Practical, SGD=Small Group Discussion, SGP=Small group presentation

Assessment methods: AS=Assignment .

Assessment Strategy:

• Continuous Assessment	AS - 40 %	40%
End Semester Examination		• 60%
• Total		• 100%

• Course Coordinator	Teaching Panel
Prof. Olaganwatthe. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof. Olaganwatthe. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Text Books:

- ද සිල්වා, වාල්ස්. (1965). **සිංහල විරහ කවි කළම**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- mඤ්ඤාලෝක හිමි, මීගොඩ. (සංස්.). (2000). **යශෝධරාවත**. බොරැල්ල: සදීප මුද්‍රණාලය.
- ලියනගේ, චන්දසිරි. (1966). **මහ හටන**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- විජේතුංග, අක්මීමන. (1966). **දුනුවිල හටන**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- සුමනරතන හිමි, ඇල්නේනේගම. (සංස්.). (1985). **වෙස්සන්තර ජාතක කාව්‍යය**. පේරාදෙණිය: විශ්වවිද්‍යාලය.

Recommended Readings:

- ගුණසේකර, බන්දුසේන. (1991). **ගජමන් නෝනාගේ කවි සී පද**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ගුණසේකර, බන්දුසේන හා ටිකිරි බණ්ඩාර, සිලෝගම. (2007). **මාතර යුගය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.

- වන්දසිරි හිමි, ඔලගන්වත්තේ. (2009). **නූතන සිංහල පද්‍ය සාහිත්‍යයේ පසුබිම**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ඩයස්, හර්සන. (2003). **ජන සාහිත්‍යය සම්ප්‍රදාය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- තිලකසිරි, සිරි. (සංස්). (1998). **ගංගාරෝහණ වර්ණනාව**. කොළඹ: රත්න පොත් ප්‍රකාශකයෝ.
- රාජකරුණා ආරිය. **සිංහල කාව්‍යය සංග්‍රහය. මාතර කවිය**. සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- හේවාචසම්, ප. බී. ජී. (1996). **මාතර යුගයේ සාහිත්‍යධරයන් හා සාහිත්‍ය නිබන්ධන**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.

Course Title : Approach to the Eastern & Western Theater

Course Code: SINS 21042 (15hrs: 30hrs: 55hrs)

Course Capsule:

Analyzing the Origin and Development of Western and Eastern Drama, Changes in Each Drama Tradition, Dramatic Perspectives, Styles, Complementary Arts, Selected Drama Manuscripts by Western and Eastern Drama Writers

Course Aim:

To provide students with a background of Sri Lankan Drama and Eastern-Western Drama. It focuses on the origins and evolution of Sri Lankan drama motivating students to get a basic analytical knowledge of Greek and Roman Theater, Sanskrit theater, Japanese and Chinese theater, and paving the way for the identification of the basic analytical knowledge needed for stage drama and theater and narrating drama scripts.

Course ILOs:

Upon successful completion of this course, students should be able to;

1. describe the origins and development of Greek and Roman drama traditions, professional expertism, special dramatic features as well as critically evaluate major Greek and Roman playwrights.
2. explain the main themes of the Greek and Roman drama tradition through the plays of Greek and Roman playwrights.
3. examine the theoretical and practical relationship between the Greek and Roman dramatic traditions.
4. illustrate the origin and development of Sanskrit drama.
5. describe the theatrical forms, special features, artistic background as well as the theatrical style of Sanskrit drama.
6. explain the theoretical background and contemporary face of Sanskrit drama.

7. explain development of the Origin of Chinese and Japanese Drama Traditions and the socio-cultural environment underlying it and distinguish between dramatic forms as well as folk drama traditions and pre-modern drama traditions.
8. demonstrate a descriptive knowledge of the interrelationships between the artistic background and the theatrical forms of the Chinese and Japanese drama traditions.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	the study of origin and development of Greek and Roman drama, differences (tragedy, old sarcasm, satires, modern sarcasms, themes, plots and dramatic styles)	2			L	
	1.2		Studying Recommended Texts			5		
2	2.1	2	The study of architecture of old Greek and Roman theatre, Dramatic ideology and ancillary arts	2			L	
	2.2		(Drama music, attire, masks, stage equipments, makeup, advises for creative work, Small group presentations)		2		P,SGP	
	2.3		Studying Recommended Texts			5		
3	3.1	2	Playwrights in the Greek and Roman dramatic arts dramatic presentations of selected scripts, group presentations		4		P,SGP	Q1
	3.2		Observation of selected drama, scripts prescribed works			5		

4	4.1	4	A brief summary on the elements of drama included in the Vedic culture, the historical background of the origin of Sanskrit drama,	2			L	
	4.2		Studying Recommended Texts			4		
5	5.1	4	An analysis of the principles of drama by Bharathamuni and other Indian dramatists	2			L	
	5.2		Studying Recommended Texts			4		
6	6.1	4.5	the Sanskrit drama and methods of drama (ten metaphors, exposition, mime), study of the selected Sanskrit drama scripts theatrical presentations of selected scripts, group presentation		3		P, SGP	
	6.2		Studying Recommended Texts			3		
7	7.1	5,6	The Technical background of Sanskrit drama (special theatrical patterns, stage drama methods, plot, attire, and jewellery) (Advises related to creative initiatives - composing drama music, attire, masks, stage equipments, makeup)		3		P, SGD, SGP	AS1 start
	7.2		Studying Recommended Texts			3		
8	8.1	7	The evolution of Chinese and Japanese drama tradition	2			L	
	8.2		The study of prescribed texts			3		
9	9.1	7	The Features of Chinese and Japanese drama tradition (Kewogen, Bunraka, Beijing Opera)	3			L	

	9.2		Studying Recommended Texts			3		
10	10.1	7	The special features of Chinese and Japanese drama, The stage of Chinese and Japanese drama tradition (theatrical styles, attire, makeup, music, props)		3		P, SGD, SGP	Q2
	10.2		Studying Recommended Texts			3		
11	11.1	7,8	Analytical study, theatrical presentation, group presentations of selected Chinese and Japanese playwrights		3		P, SGP	
	11.2		Studying Recommended Texts			3		
12	12.1		The origin and evolution of Sinhalese drama (Shanthikarma, dramatic parades, Sokari, Kōlam, Rūkada, Nādagam, Easter themed dramas etc.) The major development trends in 19 th and 20 th century Sinhalese drama tradition (Nūrthi Minarva and university dramas),	2			L	
	12.2		Studying Recommended Texts			3		
13	13.1		Expalining the various dramatic styles in Sinhalese dramatic arts (Special features in natural, stylistic, realistic adaptations, translated dramas of children and youth). Theatrical presentations of selected dramatic styles, group presentations		4		P, SGP	
	13.2		Studying Recommended Texts			3		
14	14.1		Practical exploration of theatrical form and theatrical perspective with a descriptive study of selected scripts by the leading playwrights, Theatrical presentations of selected dramatic styles, group presentations,		4		P, SGP	AS1 due

	14.2		Studying Recommended Texts			4		
15	15		Semester end Practical evaluation – examine the dramatic features of any script of a foreign or local playwright of your preference		4		P , SGP	ESP
			Studying Recommended Texts			4		
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, SGD=Small Group Discussion, SGP=Small Group Presentation

Assessment methods: ESP = End-semester practical examination, Q=Quiz., AS=Assignment

Assessment Strategy

<ul style="list-style-type: none"> Continuous Assessment 	Q - 10 %	40%
	<ul style="list-style-type: none"> AS - 10 % 	
	<ul style="list-style-type: none"> ESP - 20 % 	
<ul style="list-style-type: none"> End Semester Examination 		60%
<ul style="list-style-type: none"> Total 		100%

<ul style="list-style-type: none"> Course Coordinator 	Teaching Panel
Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)	Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Text Books:

- ගලප්පත්ති, ගුණසේන. (1965) **මුහුදුපුත්තු**. කොළඹ: සමන් මුද්‍රණාලය.
- ජයසේන, හෙන්රි. (1964). **ජනේලය**. දෙමටගොඩ: අයි. පී. බී. ප්‍රකාශකයෝ.
- ජයසේන, හෙන්රි. (1965). **හුණුවටය**. දෙමටගොඩ: අයි. පී. බී. ප්‍රකාශකයෝ.
- නවගත්තේගම, සයිමන්. (1975). **සුභ සහ යස**. කොළඹ: හංස ප්‍රකාශකයෝ.
- මනෝරත්න, ජයලක්. (1997). **ගුරුකරුව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සරච්චන්ද්‍ර, එදිරිවීර. (1986). **මනමේ**. කොළඹ: ලේක්හවුස් මුද්‍රණාලය.

පහත දැක්වෙන ග්‍රීක නාට්‍ය ඇසුරින් තෝරාගත් කිහිපයක විශේෂ ප්‍රවණතා අධ්‍යයනයට ලක් කිරීම

- ඊස්කිලස්. (1993). පරි. ආර්යවංශ රණවීර, **ප්‍රොමීතීස් බන්ධන**. නුගේගොඩ : කතෘ ප්‍රකාශන.
- සොපොක්ලීස්. (1991) පරි. ආර්යවංශ රණවීර, **ඇන්ටගනී**. කොට්ටාව: සාර ප්‍රකාශකයෝ.
- සොපොක්ලීස්. (1973). පරි, සිරි එදිරිවීර. **ඊඩිපස්**. නුගේගොඩ: ප්‍රදීප ප්‍රකාශකයෝ.

(ආචාර්යවරයාට අභිමත පරිදි ග්‍රීක නාට්‍යක පෙළ විමර්ශනය කිරීම)

පහත දැක්වෙන සංස්කෘත නාට්‍ය කෘති ඇසුරින් තෝරාගත් එක් කෘතියක විශේෂ ප්‍රවණතා අධ්‍යයනයට ලක් කිරීම

- නිශ්ශංක, පියදාස හා සරච්චන්ද්‍ර, එදිරිවීර. (සංස්.). (1959). **මැටිකරත්තය**. මහරගම: සමන් මුද්‍රණාලය.
- හෙට්ටි ආරච්චි, ඩී. ඊ. සහ තවත් අය. (සංස්.). (1962). **ශාකුන්තලය**. මහරගම: සමන් මුද්‍රණාලය.

පහත දැක්වෙන චීන හා ජපන් නාට්‍ය ඇසුරින් ආචාර්යවරයාට අභිමත පරිදි තෝරාගත් නාට්‍ය දෙකක විශේෂ ප්‍රවණතා අධ්‍යයනය කිරීම

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| <ul style="list-style-type: none"> • සුමිද නදිය • දෝජෝ විහාරය • බිලිඳු සානනය • වහ • කිඹුල් කඳුළු • කෝටුවක් බවට පත්වූ මිනිසා හෙවත් තරුණිය • අවතාරය • පිස්සු තරුණිය | } | <p>රාජකරුණා, ආර්ය.
(2010) පරි.සම්භාව්‍ය ජපන් නාට්‍ය සංග්‍රහය.
කොළඹ:එස්. ගොඩගේ සහ සහෝදරයෝ.</p> |
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Recommended Reading:

- Alley, Rewi., (1957). **Peking Opera**. New word Press.
- Amott, peter D., (1971) **The Ancient Greek and Roman Theate**. New York: Random House Inc.
- Keith, A. Berriedale. (1924). **The Sanskrit Drama**. London: Oxford University press.
- Kitto, H. D. F., (1950). **Greek Tragedy**. London: Methuen & Co Ltd.
- Scott, A .C. (1957). **The Classical Theater of China**. New York: The Macmillan Company.
- කාරියවසම්, තිස්ස. (1981). **සිංහල නාට්‍යයේ විකාශනය (1867-1911)**. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.
- කුමාරසිංහ කුලතිලක. (2001). **ජපන් නාට්‍ය කලාව**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ගමිලන්, සුවර්ත. (1980). **නාට්‍ය ප්‍රවේශය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ගමිලන්, සුවර්ත. (1989). **බටහිර නාට්‍ය හා රංග කලාව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ජයවර්ධන, බන්දුල සහ පතිරාජ, විජේරත්න. (1974). **සම්භාව්‍ය ග්‍රීක නාට්‍ය කලාව**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- තිලකසිරි, ජයදේව. (1971). **සංස්කෘත නාට්‍ය සාහිත්‍යය**. කොළඹ: ලේක් හවුස් ඉන්වෙස්ට්මන්ට් සමාගම.
- දැල බණ්ඩාර, ගාමිණී. (2005). **සිංහල කවිතාළු සම්ප්‍රදාය**. කැලණිය: සම්භාව්‍ය ප්‍රකාශන.
- පතිරාජ, විජේරත්න. (2007). **සිංහල නාට්‍ය වංශය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- මාරසිංහ, චෝල්ටර්. (1994). **හරකමුනි ප්‍රණීත නාට්‍ය ශාස්ත්‍ර**. නුගේගොඩ: පියසිරි ප්‍රින්ටර්ස් සිස්ටම්.
- විරතුංග, එස්. (පරි.). (1998). **ධනංජය රචිත දශරූප**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.

Course Title: Introduction to Linguistics

Course Code : SINS 21052 (15hrs: 30hrs: 55hrs)

Course Capsule:

Defining Linguistics as a scientific study of a language, Eastern and Western definitions on Linguistics, The origin and the evolution of Linguistics, Contribution of Linguists for origin of Modern Linguistics, (Ferdinand de Saussure/ J. R. Firth/ Leonard Bloomfield/ Norm Chomsky etc.), Subject area of Linguistics, Introduction to Micro Linguistics-Levels of Linguistics (Phonetics ,Phonology, Morphology, Syntax, Semantics and Pragmatics)

Course Aim:

To provide knowledge to students about similarities and differences among language, grammar and Linguistics, explain what Linguistics is through definitions, studying the subject area of Linguistics, value of Linguistics for a language study and thereby students will be able to analyze the language using the basic concepts of Linguistics.

Course ILOs:

Upon successful completion of this course unit, students should be able to:

1. explain Linguistics as a scientific study of language
2. describe the subject area of Linguistics
3. describe the value of Linguistics for a language study
4. analyze the language through the basic concepts of Linguistics
5. demonstrate team spirit

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	The term Linguistics	1			L,D	
	1.2		Study of prescribed texts			3		
02	2.1	1	Linguistics as a scientific study of a language	1			L,D	
	2.2		Studying Recommended Texts			3		
03	3.1	1, 4	The origin of Linguistics	1			L,D	
	3.2		Studying Recommended Texts			4		
04	4.1	4	the Evolution of Linguistics	1			L,D	
	4.2		Studying Recommended Texts			4		
05	5.1	4	The origin and evolution of Modern Linguistics	1			L,D	
	5.2		Students Assingment-Explaining the origin and evolution of Modern Linguistics		3		P	AS1 satrt
	5.3		Studying Recommended Texts			4		
06	6.1	4, 7	Students' presentation on the contribution of Linguists for origin and evolution of Modern Linguistics		8		SGP,GA	Q1
	6.2		Studying Recommended Texts			4		
07	7.1	3	TheSubject area of Linguistics	1			L,D	
	7.2		Studying Recommended Texts			4		
08	8.1	3,7	Students' presentation on the subject area of Linguistics		6		SGP	
	8.2		Studying Recommended Texts			4		

09	9.1	5, 6	A basic introduction on language structure and basic concepts of Modern Linguistics	1			L,D	
	9.2		Studying Recommended Texts			4		
10	10.1	5, 6	Phonetics and Phonology	2			L,D	
	10.2		Study of prescribed works			3		
11	11.1	5, 6	Morphology	2			L,D	
	11.2		Study of prescribed works			4		
12	12.1	5, 6	Syntax	2			L,D	
	12.2		Studying Recommended Texts			3		
13	13.1	5, 6	Semantics/Pragmatics	2			L,D	AS1 due
	13.2		Studying Recommended Texts			3		
14	14.1	5, 6, 7	Students' presentation on language analysis through the basic concepts of Linguistics		5		SGP,GA	Q2
	14.2		Studying Recommended Texts			4		
15	15.1	5, 7	Students' presentation on the value of Linguistics for a language study		8		P	ISP
	15.2		Study of prescribed texts			4		
16								
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion, SGD=Small Group Discussion, SGP= Small Group Presentation. GA=Group Activity,

Assessment methods: Q=Quiz, ISP=Individual Student presentation, AS=Assignment

Assessment Strategy

<ul style="list-style-type: none"> • Continuous Assessment 	Q - 20 %	40%
	<ul style="list-style-type: none"> • AS - 10 % 	
	<ul style="list-style-type: none"> • P - 10 % 	
<ul style="list-style-type: none"> • End Semester Examination 		<ul style="list-style-type: none"> • 60%
<ul style="list-style-type: none"> • Total 		<ul style="list-style-type: none"> • 100%

<ul style="list-style-type: none"> • Course Coordinator 	Teaching Panel
Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Sturterant, Edgar H. (1947). **An Introduction to Linguistic Science**. New Hevan.
- Varshney, Radhney L. (2002). **An Introductory Text book of Linguistics and Phonetics**. Bareilly: Student Store.
- දයානන්ද, නිල්මිණි. (2022). **වාග්විද්‍යා ප්‍රවේශය**. වරකපොල: ආර්ය ප්‍රකාශකයෝ.
- නාගින හිමි, කඳුරුගමුවේ. වික්‍රමසිංහ ඩී. එම්. (1996). **වාග්විද්‍යා (6)**. කැලණිය: කැලණිය විශ්වවිද්‍යාලයේ වාග්විද්‍යා අධ්‍යයනාංශය.
- බලගල්ලේ, විමල් ජී. (2001). **භාෂා අධ්‍යයනය හා සිංහල ව්‍යවහාරය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල් ජී. (2014). **භාෂි සන්නිවේදනය, අර්ථ විචාරය සහ උපයෝගිතා විචාරය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- සිල්වා, සුගතපාල . (1963). **භාෂා විමර්ශනය**. මහරගම: සමන් ප්‍රකාශකයෝ.
- සිල්වා, සුගතපාල. (1963). **විග්‍රහත්මක වාග්විද්‍යාව**. කොළඹ: රාජ්‍ය භාෂා දෙපාර්තමේන්තුව.

Course Title : Literature and Society I (Colombo I, 1815 to 1947 and Colombo II 1948 to 1994)

Course Code: SINS 21062 (15hrs: 30hrs: 55hrs)

Course Capsule:

Socio historical and literary background of Colombo Periods, Origin and Evolution of Literary aspects of Buddhist /British/ Hindu /Islam/Christian Literature, Influence of such literature on Sinhalese Literature, Study of Sri Lankan Classical Literature and Language /Writing System /do a deep analysis of Society/Custom Value/and Literary Usage, Interpret Printed and Social Media/ Buddhist/Hindu /Islam/ Christian for the changes of Sinhalese cultural heritage.

Course Aim:

To introduce students to the basic rules and analytical methods of **literature and Society**, especially from **1815 to 1947 Colombo 1 and 1948 to 1994 Colombo 11** periods thereby to motivate them to focus on the changes of the Literature and Society.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. explain new trends of Language, Literature and Education.
2. describe the influence of such literature on Sinhalese Literature.
3. explain the Sinhalese and other religion literature.
4. illustrate the origin and evolution of such religion littérature
5. analyse new trends of the Sinhala literature.
6. explain the Society/Custom Value/and Literary Usage
7. illustrate the language and literary society.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	New trends of Language, Literature and Education under the British Rules	1			L	
	1.2		Studying Recommended Readings			3		
02	2.1	1	New trends of Language, Literature and Education under the British Rules	1			L	
	2.2		Studying Recommended Readings			2		
03	3.1	2	Influence of British literature on Sinhalese Literature.	1			L	
	3.2		Group presentation about previous lessons		8		SGP	AS 1 start
	3.3		Studying Recommended Texts			2		
04	4.1	2	Society/Custom Value/and Literary Usage	1			L	
	4.2		Studying Recommended Readings			2		
05	5.1	3	Society/Custom Value/and Literary Usage,	1			L	
	5.2		Studying recommended texts			4		
06	6.1	6	Social cultural Variations of Colombo era	1			L	
	6.2		Small Group Discussion-before field visit & field visit		8		SGD	FV

	6.3		Studying Recommended Readings			3		
07	7.1	4	The social cultural Variations of Colombo era	1			L	AS 2 due
	7.2		Studying Recommended Readings			4		
08	8.1		New trends in Sinhala Language I	1			L	
	8.2		Studying Recommended Readings			10		
09	9.1	5	New trends in Sinhala Language II	1			L	
	9.2		Studying Recommended Readings			2		
10	10.1	7	Study of RAJAWALIYA /	1			L	
	10.2		Studying Recommended Readings			3		
11	11.1	7	Study of 'WADUGA HATANA' ARABI NISOLLASAYA	1			L	
	11.2		Small Group Discussion		4		P,SGD	Q1
	11.3		Studying Recommended Readings			3		
12	12.1	7	The Role of the MAHA SANGHA of Colombo era I	1			L	
	12.2		Studying Recommended Textbooks			3		
13	13.1	7	The Role of the MAHA SANGHA of Colombo era II	1			L	
	13.2		Complete Literary works in Colombo Era Research Book/presentation after field visit		10		P	AS 2 start
	13.3		Studying Recommended Readings			4		
14	14.1	7,8	Study of classical & modern verse I	1			L	

	14.2		Studying Recommended Readings			3		
15	15.1	9,10	Classical & modern verse II	1			L	AS 2due
	15.2		Studying Recommended Readings			7		
16								
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, SGD= Small Group Discussion, SGP=Small Group Presentation

Assessment methods: Q=Quiz, AS=Assignments, FV=Field visit

Assessment Strategy:

<ul style="list-style-type: none"> Continuous Assessment 	AS - 20 %	40%
	<ul style="list-style-type: none"> FV - 10 % 	
	<ul style="list-style-type: none"> Q- 10 % 	
<ul style="list-style-type: none"> End Semester Examination 		<ul style="list-style-type: none"> 60%
<ul style="list-style-type: none"> Total 		<ul style="list-style-type: none"> 100%

<ul style="list-style-type: none"> Course Coordinator 	Teaching Panel
Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Bandarage. Asoka (1985). **Colonialism in Sri Lanka**. Berlin: Reprinted in Sri Lanka.
- De Silva, Colvin R. (1953). **Ceylon under the British Occupation. 1795-1833**, Vol 1, Colombo.
- Kannangara, P. D. (1966) . **The History of Ceylon Civil Service 1802-1833**.
- Marshall, Henry. (1954). - **Ceylon: A General Description of the Island and its Inhabitants**. Kandy.
- Swarna, Jayaweera. (1983). ‘Education’ in (eds) ,T. Fernando and Kearney, **Modern Sri Lanka**, Colombo.
- අලවත්තගේ, ප්‍රේමදාස ශ්‍රී. (2007). **පැරණි සිංහල විවාහ සංස්කෘතිය**. කොළඹ 10: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ආර්යපාල, ඇම්. බී. (2014). **මධ්‍යකාලීන ලංකා සමාජය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරස්වාමි, ආනන්ද කේ. (2004). **මධ්‍යකාලීන සිංහල කලා**. (සිංහල පරිවර්තනය - එච්. ඇම්. සෝමරත්න) කොළඹ: ජාතික කෞතුකාගාර දෙපාර්තමේන්තුව.
- කොඩිරිංචන්, එච්. ඩබ්ලිව් උඩරට ප්‍රභූන්, ප්‍රධානීන් සහ ඔවුන්ගේ ඇඳුම්. (Notes on some of the principal Kandyan, chiefs and headmen and their dresses), සිංහල පරිවර්තනය - නිමේෂ් නිවංකර සෙනෙවිපාල), (2015). ජා ඇල: සමන්ති පොත් ප්‍රකාශකයෝ.

- ගයිගර්, විල්හෙල්ම්. (2004). අසිරිමත් ලංකාව. (Ceylon Tagebuchblätter und Reiseerinnerungen), සිංහල පරිවර්තනය - මහින්ද පතිරණ) කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- වන්දසිරි හිමි. ලියනගමගේ. (2006). හෙළ සිරිතයි විවාහයයි. කර්තෘ ප්‍රකාශන.
- ඩේවි, ජෝන්. (2008). ඩේවි දුටු උඩරට රාජ්‍ය හා එහි වැසියෝ. (An account of the interior of Ceylon and of its inhabitants with travels in that Island, සිංහල පරිවර්තනය - යසපාල වනසිංහ) කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ඩොයිලි, ජෝන්. ඩොයිලිගේ දිනපොත. (1994). (Doyle's Diary, සිංහල පරිවර්තනය - ධර්ම ශ්‍රී ගුණපාල. කොළඹ 10: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- නල්වන්ත, අජිත්. (2007). ශ්‍රී ලංකාවේ ගමන්මඟ වෙනස් කළ විදේශීය ආක්‍රමණිකයෝ. දන්කොටුව: වාසනා ප්‍රකාශකයෝ.
- දිසානායක, මුදියන්සේ. (2009). ශ්‍රී ලංකාවේ දමිළ සංස්කෘතිය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- නොක්ස්, රොබට්. (1995). එදා හෙළදිව :An historical relation of the Island of Ceylon. සිංහල පරිවර්තනය - ඩේවිඩ් කරුණාරත්න). කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.

Course Title: Short Stories

Course Code: SINS 21072 (20hrs: 20hrs: 60hrs)

Course Capsule:

The origin of short stories, Theoretical identification of the literary genre of short stories, The tradition of foreign novels and short stories and its influence, The expansion of printing technology and short stories during the Sri Lankan literary movement, Principles of short story criticism, Study of prescribed short story works using critical analysis principles, Modern trends and approaches in Sinhalese short story, Socio-economic background which influenced the development of the literary genre of short story and novels.

Course Aim:

To provide in-depth knowledge about the concept of short story and by demonstrating how the concept of short story literature spread in the world, explaining the emergence of Sri Lankan literary movement and providing an opportunity to study the position of Sinhalese short story and modern trends, thereby students will develop the knowledge to criticize a short story as well as to write a short story independently.

Course ILOs:

Upon successful completion of this course, students should be able to;

1. define the concept of short stories
2. explain the historical value of short story evolution
3. describe the artistic value of a short story and the methodologies of criticism
4. illustrate the conversational discourse of modern short story
5. describe the socio-economic background that influenced the origin of modern Sinhalese literature
6. describe the modern trends in Sinhala short story
7. criticize a short story.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	The origin of short stories	2			L,D	
	1.2		Studying Recommended Texts			3		
02	2.1	2	Theoretical identification of the literary genre named short stories	2			L,D	
	2.2		Studying recommended texts			3		
03	3.1		Presentation on the Theoretical identification of the literary genre named short stories	2			L	
	3.2		Small Group Discussion		2		SGD	AS 1start
	3.3		Studying Recommended Texts			5		
04	4.1		The socio-economic background that influenced the development of the literary genres of short story and novel	2			L,D	
	4.2		Studying recommended texts			4		
05	5.1		The tradition of foreign short stories and short stories and its impact	2			L,D	
	5.2		Studying Recommended Texts			3		
06	6.1		The spread of printing technology and emergence of the short story in Sri Lankan literary movement	2			L,D	
	6.2		Small Group Discussion		2		SGD	
	6.3		Studying Recommended Texts			3		
07	7.1		Presentation on the spread of printing technology and emergence of the short story in Sri Lankan literary movement	2			L,D	

	7.2		Small Group Discussion		2		P,SGD	AS2 start
	7.3		Studying Recommended Texts			4		
08	8.1		The Principles of short story criticism	2			L,D	AS1 due
	8.2		Studying Recommended Texts			3		
09	9.1		The Principles of short story criticism	2			L,D	
	9.2		Studying Recommended Texts			4		
10	10.1		Studying Recommended Texts - applying the principles of short story criticism I	2			L	
	10.2		Small Group Discussion		2		SGD	
	10.3		Studying Recommended Texts			4		
11	11.1		Studying the Recommended Texts applying the principles of short story criticism II	2			L,D	AS2 due
	11.2		Small Group Discussion		2		SGD	
	11.3		Studying Recommended Texts			4		
12	12.1		Studying Recommended Texts -applying the principles of short story criticism III	2			L	
	12.2		Small Group Discussion		2		SGD	
	12.3		Studying Recommended Texts			3		
13	13.1		The latest trends and approaches in Sinhalese short story	2			L,D	
	13.2		Studying Recommended Texts			4		
14	14.1		The latest trends and approaches in Sinhalese short story	2			L,D	
	14.2		Write a Shot story		5		P	AS3 start
	14.3		Studying Recommended Texts			3		

15	15.1		The latest trends and approaches in Sinhalese short story	2			L,D	AS3 due
	15.2		Studying Recommended Texts		3			
Total				30	15	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion, SGD=Small Group Discussion

Assessment methods: AS=Assignments

Assessment Strategy

<ul style="list-style-type: none"> Continuous Assessment 	AS1 - 10 %	40%
	<ul style="list-style-type: none"> AS2 - 10 % 	
	<ul style="list-style-type: none"> AS3- 20 % 	
<ul style="list-style-type: none"> End Semester Examination 		<ul style="list-style-type: none"> 60%
<ul style="list-style-type: none"> Total 		<ul style="list-style-type: none"> 100%

<ul style="list-style-type: none"> Course Coordinator 	Teaching Panel
Ven G. Uparathana (uparathana@ssh.rjt.ac.lk)	Ven. G. Uparatana (uparathana@ssh.rjt.ac.lk) Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts :

- වික්‍රමසිංහ, මාර්ටින්. (1957). ගැහැනියක්. මහරගම: සමන් මුද්‍රණාලය.
- සේනානායක, ජී. බී. (1946). පලිගැනීම. ගල්කිස්ස: එම්. ටී. මුද්‍රණාලය.

Recommended Readings:

- අමරකීර්ති, ලියනගේ. (2018). කෙටිකතා කලාව න්‍යායික සහ තුල්‍යාත්මක අධ්‍යයනයක්. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- කුමාරසිංහ, කුලතිලක. (2017). කෙටිකතාවේ ප්‍රභවය සහ විකාශනය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරසිංහ, කුලතිලක. (2020). කෙටිකතා විචාර මූලධර්ම හා සම්ප්‍රදය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- තිලකරත්න, මිණිවන් පී. (2002). රුසියානු සාහිත්‍යය හා වර්තමාන සිංහල කෙටිකතා සහ නවකතා. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුරවීර, ඒ. ටී. (1996). කෙටිකතාවේ විකාශනය සහ සිංහල කෙටිකතාව. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.

Course Title: Classical Sinhala Verse I (Gampola, and Kōtte Periods)

Course Code: SINS 22012 (20hrs: 20hrs: 60hrs)

Course Capsule:

Explaining the Socio-economic backgrounds of the Gampola period, Socio-economic background of the Kotte period, Special features of the literature in Gampola period, Analysis of Mayura and Thisara Sandēśaya, Literary trends in the Kotte period, Systematic identification of Kotte period writers and Pirivena education, Praśasti and Parakumbā Sirita, the great poetry tradition and Kavyasēkaraya, Sandeśa poetry of the Kotte period, Silo Kāvya, Introduction to the socio-politic tradition of Sītāvaka period, Change of the theme and form of poetry, Cultural influence and developing new trends in poetry, Social consultation and Upadēśa Kaāvya - Subhāśītaya, Developing the folklore tradition and common public interest – Kusadā Kāvya, Sandeśa Kāvya and Sāvul Sandēśaya.

Course Aim:

To provide students with knowledge on the socio-economic background, styles and trends of poetry in Gampola and Kotte periods thereby motivate students to identify and analyze the peculiarities of verse poetry during the present time.

Course ILOs:

Upon successful completion of this course, students should be able to;

1. describe the socio-economic background of the Gampola and Kotte periods .
2. describe the background and peculiarities in Sandēśaya, poems.
3. illustrate new trends in verse literature
4. clarify the present day political and religious background.
5. explain the socio-political and cultural objectives of verse poetry.

6. describe the specialties of Upadēśa Kāvya and Folk poetry tradition.

Lesson Sequence:

week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The socioeconomic background of the Gampola period (source reference)	2			L	
	1.2		Small group Discussion		2		SGP	
	1.3		Studying Recommended Texts			3		
2	2.1	1	The socioeconomic background of Kotte period	2			L	
	2.2		Explaining the socioeconomic background of Kotte period – Assignment		2		P	ASI start
	2.3		Studying Recommended Texts			5		
3	3.1	1	The Peculiarities of the literature in Gampola period	3			L,D	
	3.2		Studying Recommended Texts			3		
4	4.1	2	Mayūra and Thisara Sandēśaya	2			L	
	4.2		Analyzing Mayūra and Thisara Sandēśaya – Assignment		2		P	AS2 start
	4.3		Studying Recommended Text			2		
5	5.1	1	The literary trends in Kōtte period	2			L	AS1 due
	5.2		Studying Recommended Texts			5		

6	6.1	1	Tge writers and Pirivena education system in Kōtte period	3			L	
	6.2		Small Group presentation		2		P,SGP	
	6.3		Studying Recommended Text			5		
7	7.1	3	Eulogy, Pārakumbā sīrita I	2			L,D	AS2due
	7.2		Studying Recommended Text			5	IL	
8	8.1	3	Eulogy, Pārakumbā sīrita II	2			L,D	
	8.2		Studying Recommended Texts			5		
9	9.1	3	The great poetry tradition and KāvyaŚēkaraya	2			L,D	
	9.2		Studying Recommended Text					
10	10.1	3	The Messenger poetry(Sandēśa Kāvya in Kōtte period)	2			L,D	
	10.2		Studying Recommended Texts			2		
11	11.1	4	Silō Kāvya	2			L	
	11.2		Silō Kāvya-Assingment		2		P	AS3 start
	11.3		Studying Recommended Text			3		
12	12.1	3	The Cultural influence and development of a new trend in poetry verse	2			L,D	
	12.2		Studying Recommended Text			5		
13	13.1	4	The Cultural influence and development of a new trend in poetry verse	2			L	
	13.2		Small Group Presentation		3		SGP	AS3due
	13.3		Studying Recommended Text			3		
14	14.1	6	The development of folk poetry tradition and public interest - Kusadā Kava Sandēśa Poetry and Sāvul Sandēśaya (Source reference) Small Group presentation		2		SGP	AS4 start
	14.2		Studying Recommended Text			2		

15	15.1	4	The Didactic poetry (Upadēśa Kāvya) – Subhāśitaya		2		L,D	AS4 due
	15.2		Studying Recommended Texts			5		
Total				30	15	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion, SGD=Small Group Discussion,SGP=Small Group Presentation

Assessment methods: AS=Assignments.

Assessment Strategy

<ul style="list-style-type: none"> • Continuous Assessment 	AS1 - 10 %	40%
	<ul style="list-style-type: none"> • AS2 - 10 % 	
	<ul style="list-style-type: none"> • AS3- 10 % 	
	<ul style="list-style-type: none"> • AS4-10% 	
<ul style="list-style-type: none"> • End Semester Examination 		<ul style="list-style-type: none"> • 60%
<ul style="list-style-type: none"> • Total 		<ul style="list-style-type: none"> • 100%

<ul style="list-style-type: none"> • Course Coordinator 	Teaching Panel
Prof . Ven.Olaganwatthe. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	<ul style="list-style-type: none"> • Prof . Ven.Olaganwatthe. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

- ගුණවර්ධන, ඩබ්ලිව්. එල්. (සංස්.). (1928). **මයුර සන්දේශය**. මරදාන: මහාබෝධි මුද්‍රණාලය.
- ගුණවර්ධන, ඩබ්ලිව්. එල්. (සංස්.). (1937). **ගුත්තිල කාව්‍යය**. කොළඹ: ජනලංකාර මුද්‍රණාලය.
- ධර්මාරාම හිමි, රත්මලානේ. (සංස්.). (1964). **භංස සන්දේශය**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- පරණවිතාන, රෝහිණි. (සංස්.). (1997). **පැරකුම්බා සිරිත**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- සුමංගල හිමි, හික්කඩුවේ. (සංස්.). (1960). **කාව්‍යශේඛරය**. කොළඹ: රත්නකාර පොත් සමාගම.

Recommended Readings:

- අරියවංශ හිමි, වේරහැර. (සංස්.). (1991). **සීතාවක පුර යුගය**. බත්තරමුල්ල: සංස්කෘතික කටයුතු අමාත්‍යාංශය.
- උදිත, හිත්තැටියේ. (1949). **සිංහල සන්දේශාවලි**. මාතර: මාතර වෙළෙන්දෝ.
- ගම්ලත්, සුවර්ත. (1998). **සම්භාව්‍ය සිංහල කාව්‍යයේ විචාරය**. කොළඹ: ඇස්. ගොඩගේ සහෝදරයෝ.
- ගොඩකුඹුර, සී. ඊ. (1999). **සිංහල සාහිත්‍යය**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.

- ජයතිලක ඩී. බී. (1940). සිංහල සාහිත්‍ය ලිපි. කොළඹ: ඇම්. ඩී ගුණසේන සහ සමාගම.
- වික්‍රමසිංහ, කේ. ඩී. පී. (1973). කෝට්ටේ යුගයේ සිංහල සාහිත්‍යය. කොළඹ: ඩයමන්ඩ් මුද්‍රණාලය.
- වික්‍රමසිංහ, මාර්ටින්. (1952). සිංහල සාහිත්‍යයේ නැගීම. මහරගම: සමන් ප්‍රකාශකයෝ.
- විජයවර්ධන හේමපාල ජී. (2009). සිංහල ගී කාව්‍යය කෙරෙහි සංස්කෘත අලංකාර ශාස්ත්‍රයේ බලපෑම. පරි: රෝහිණි පරිඤ්චිතාන. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- සන්නස්ගල, පී. බී. (1961). සිංහල සාහිත්‍යය වංශය. කොළඹ: ලේක් හවුස් මුද්‍රණාලය.
- සෙනවිරත්න, අනුරාධ. (2007). සිංහල ගී කාව්‍ය සංග්‍රහය. කොළඹ: ඇස්. ගොඩගේ සහෝදරයෝ.

Course Title : Creative Writing and Criticism

Course Code: SINS 22022 (20hrs: 20hrs: 60hrs)

Course Capsule:

Defining literature, Objectives of literature and society, Language and creative writing, Experience and creation, Literature and culture, Identification of what is criticism, Theoretical use and criticism, Self-creation and criticism, Creative writing criticism (Lyrics / Movies / Teledramas / Novels / Short Story / Verse

Course Aim:

To provide students with a theoretical knowledge on creative writing and the knowledge required for critiquing literary works and thereby ultimately to motivate students to create their own literary work.

Course ILOs:

Upon successful completion of this course, students should be able to;

1. define and describe what is creative writing.
2. create literary works practically.
3. describe knowledge on appreciating and criticizing various literary works.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Literature, objectives of literature and the society	2			L	
	1.2		Small Group Discussion		2		SGD	
	1.3		Studying Recommended Texts			3		
2	2.1	2	Creative writing and language	2			L,D	
	2.2		Studying Recommended Texts			2		
3	3.1	2	Creative writing and Language	2			L,D	
	3.2		Creative writing and Language – (Assignment)		2		P	ASI start
	3.3		Studying Recommended Texts			5		
4	4.1	2	Experiences and literary creation	2			L&D	
	4.2		Studying Recommended Texts			3		
5	5.1	2	Experiences and literary creation (Assignment)	2			L	
	5.2		Experiences and literary creation (Assignment)		2		P	AS2 start
	5.3		Studying Recommended Texts			2		
6	6.1	1	Literature and culture (source reference)	2			L	AS1due
	6.2		Small Group Discussion		2		SGD	
	6.3		Studying Recommended Texts			5		
7	7.1	1	Literature and culture	2			L,D	
	7.2		Studying Recommended Texts			5		
8	8.1	2	The literary criticism	2			L,D	AS2 due
	8.2		Studying Recommended Texts			3		
9	9.1	2	The literary criticism (group activity)	2			L	

	9.2		The literary criticism (group activity)		2		GA	AS3 start
	9.3		Studying Recommended Texts			2		
10	10.1	3	The theoretical usage and creative criticism	2			L,D	AS3 due
	10.2		Studying Recommended Texts			3		
11	11.1	3	Self-creation and criticism	2			L	
	11.2		Self-creation and criticism (Self-creation)		2		P	AS4 start
	11.3		Studying Recommended Texts			5		
12	12.1	3	Self-creation and criticism	2			L,D	
	12.2		Studying Recommended Texts			5		
13	13.1	3	Criticism of creative writing	2			L	AS4 due
	13.2		Small group Presentation		1		SGP	
	13.3		Studying Recommended Texts			3		
14	14.1	3	Lyrics/Cinema	2			L	
	14.2		Lyrics/Cinema (Group activity)		2		P, SGA	AS5 start
	14.3		Studying Recommended Texts			4		
15	15.1	3	Teledrama/Novels/Verse	2			L	AS5 due
	15.2		Studying Recommended Texts			5		
Total				30	15	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion, SGD=Small Group Discussion, SGP=Small Group Presentation, SGA=Small Group Activity

Assessment methods: AS=Assignments.

Assessment Strategy

Continuous Assessment	AS1 - 05 %	40%
	• AS2 - 05 %	
	• AS3- 10 %	
	• AS4-10%	
	• AS5-10%	
End Semester Examination		• 60%
Total		• 100%

Course Coordinator	Teaching Panel
Prof . Ven.Olaganwatthe. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof . Ven.Olaganwatthe. Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

- සරච්චන්ද්‍ර, එදිරිවීර. (2000). **කල්පනා ලෝකය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සරච්චන්ද්‍ර, එදිරිවීර. (2010). **සාහිත්‍ය විද්‍යාව**. කොළඹ : ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- විජේසූරිය, සරත්. (1996). **නිර්මාණ අධ්‍යයනය**. බොරැල්ල: විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය.

Recommended Readings:

- ජයතිලක, කේ. (1991). **සාහිත්‍ය නිර්මාණයේ මුල් පොත**. කාළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, විමල්. (1971). **ගිරිකුල හා සඳුමඩල**. කොළඹ: හංස ප්‍රකාශකයෝ.
- රාජකරුණානායක, සුනේත්‍රා. (2011). **කවිකඳුර**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- සරච්චන්ද්‍ර, එදිරිවීර. **පිං ඇති සරසවි වරමක් දෙන්නේ**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- සුරවීර, ඒ. වි. (1990). **නිර්මාණ විචාර විමර්ශන**. කාළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුරවීර, ඒ. වි. (1991). **සාහිත්‍ය විචාර ප්‍රදීපිකා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Modern Sinhala Verse I (1,2,3 Decades of the 20 Century)

Course Code: SINS 22032 (15hrs: 30hrs: 55hrs)

Course Capsule:

Explaining the socio-economic background of 1, 2 and 3 decades of 20th Century, Inherence of typography and beginning of the new tradition of poems, Modern Sinhala Verse, Colombo period I, Colombo period II, *Hela Havla*, Poems of *Hela Havla* and its cultural movement, Free verse of G. B. Senanayaka, Siri Gunasinghe and new trends of Modern Sinhala Verse, Language and Modern Sinhala Verse, Independence battle and Modern Sinhala Verse, Aesthetic traditional of poems.

Course Aim:

The aim of this course is to provide students with a basic knowledge on development of Modern Sinhala Verse, Sinhala Verse of colonial period and give a comprehensive knowledge on factors affected to beginning different traditions of poems thereby motivate students to identify the main poets and to study different themes of Sinhala Verse by studying their creations.

Course ILOs:

Upon successful completion of this course unit, students should be able to:

1. explain the development of Modern Sinhala Verse
2. describe the trends in Modern Sinhala Verse
3. describe different themes and styles of selected poems
4. explain the affection of different literal traditions for Modern Sinhala Verse through examples
5. demonstrate team spirit

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Socio-economic background of 1, 2 and 3 decades of 20 th Century	1			L,D	
	1.2		Studying Recommended Texts			4		
02	2.1	1	Inherence of typography and beginning of the new tradition of poems	1			L,D	
	2.2		Reading Recommended Texts			4		
03	3.1	1, 3	Modern Sinhala Verse, Colombo period I	2			L,D	
	3.2		Studying Recommended Texts			4		
04	4.1	1, 3	Modern Sinhala Verse, Colombo period II	2			L,D	
	4.2		Reading Recommended Texts			4		
05	5.1	1, 3, 5	Students' presentation on Modern Sinhala Verse, Colombo period I and Colombo period II Small Group Presentation		8		SGP	AS1start
	5.2		Studying Recommended Texts			4		
06	6.1	1, 3	<i>Hela Havla</i> and its cultural movement	2			L,D	
	6.2		Studying Recommended Texts			4		
07	7.1	1, 3, 5	Students' presentation on poems of <i>Hela Havla</i>		8		P SGP	AS2 start
	7.2		Studying Recommended Texts			4		
08	8.1	1, 3, 4	Free verse and Siri Gunasinghe	1			L,D	
	8.2		Studying Recommended Texts			4		
09	9.1	1, 3, 4	G. B. Senanayaka's free verse	1			L,D	AS1 due
	9.2		Studying Recommended Texts			4		
10	10.1	1, 3, 4, 5	Free verse of G. B. Senanayaka and Siri Gunasinghe , Small Group Discussion		6	4	P, SGD	AS2 due

	10.2		Studying Recommended Texts					
11	11.1	1, 2	New trends of Modern Sinhala Verse	2			L,D	
	11.2		Studying Recommended Texts			3		
12	12.1	1, 2, 5	Students' presentation on new trends of Modern Sinhala Verse		8		SGP	AS3start
	12.2		Studying Recommended Texts			3		
13	13.1	1, 3, 4	Language and Modern Sinhala Verse	1			L,D	
	13.2		Studying Recommended Texts			3		
14	14.1	1, 3, 4	Independence battle and Modern Sinhala Verse	1			L	
	14.2		Studying Recommended Texts			3		
15	15.1	3, 4	Aesthetic tradition of poems	1			L,D	AS3due
	15.2		Studying Recommended Texts			3		
16								
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion,SGD=Small Grup Discussion,SGP=Small Group presentation

Assessment methods: AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

- ආර්යරත්න, සුනිල්. (සංස්). (1987). **මහින්ද ප්‍රබන්ධ**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- මුනිදාස කුමාරතුංග. (1958). **පියසමර**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.

Recommended Readings:

- අමරසිංහ, ජයන්ත. (2006). **කාව්‍ය සේවනය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ආර්යරත්න, සුනිල්. (2011). **නූතන පද්‍ය කාව්‍ය සංහිතා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, විමල්. (1976). **නවකවි සරණිය**. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.
- වික්‍රමසිංහ, කේ. ඩී. පී. (1965). **නූතන සිංහල සාහිත්‍යය**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- වික්‍රමසිංහ, මාර්ටින්. **නවපද්‍ය සිංහලය**. දෙහිවල: තිසර ප්‍රකාශකයෝ.

Course Title: Literature and Society II (Senkadagala 1480 -1700 Mahanuwara 1700 - 1815)

Course Code: SINS 22042 (20hrs: 20hrs: 60hrs)

Course Capsule:

Explaining Socio historical and literary background of Senkadagala /Mahanuwara Periods, New Literary aspects of Sinhala /English/ Tamil /Portuguese/ Dutch Literature, Influence of such literature on Sinhalese Literature, Study of Sri Lankan Classical Literature and Language /Writing System /Deep analysis of Society/Custom Value/and Literary Usage, Interpreting Printed and Social Media/

Course Aim:

To introduce students to the basic rules and analytical methods of **literature and Society** especially from **1480-1700/1700-1815 periods**. To focus on the changes of the Literature and Society with special attention to aspects of Sinhala /English/ Tamil /Portuguese/ Dutch Literature and to explain influence of such literature on Sinhalese Literature thereby motivating students to gain a thorough knowledge on the relationship of literature and society .

Course ILOs:

Upon successful completion of this course, students should be able to:

1. describe new trends of Languages, such as English/ Tamil /Portuguese/ Dutch Literature.
2. explain influence of such literature on Sinhalese Literature.
3. explain and analyze of the Sinhalese and other religion literature.
4. explain origin and evolution of such religion literature
5. analyze new trends of the Sinhala literature.
6. explain the services of Saranakara Sangaraja thereo.
7. explain the language and -society.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	New trends of Languages, such as English/ Tamil /Portuguese/ Dutch Literature I	2			L	
	1.2		Studying Recommended Texts			3		
02	2.1	1	New trends of Language, such as English/ Tamil /Portuguese/ Dutch Literature II	2			L	
	2.2		Studying Recommended Texts			3		
03	3.1	2	The influence of English/ Tamil /Portuguese/ Dutch literature for Sinhalese Literature.	2			L	
	3.2		Group presentation about previous lessons		8		P, SGP	AS1 start
	3.3		Studying Recommended Texts			2		
04	4.1	2	Society/Custom Value/and Literary Usage	2			L	
	4.2		Studying Recommended Texts			2		
05	5.1	3	Society/ Custom Value/and Literary Usage	2			L	AS1 due
	5.2		Studying Recommended Texts			4		
06	6.1	6	Services of the Sranakara Sangaraja, Senkadagala and Mahanuwara era	2			L	
	6.2		Presentation-before field visit & field visit		8		P,SGP,FV	AS2 start

	6.3		Studying Recommended Texts			3		
07	7.1	4	The services of the Sranakara Sangaraja, Senkadagala and Mahanuwara era	2			L	
	7.2		Studying Recommended Textbooks, Saranankara Sangharaja Samaya			4		
08	8.1		Folk Literature in senkadagala and kandy period	2			L	
	8.2		Studying Recommended Texts			10		
09	9.1		Language and Litarary style in senkadagala period I	2			L	
	9.2	5	Studying Recommended Texts			2		
10	10.1	7	Language and Litarary style in senkadagala period II	2			L	
	10.2		Studying Recommended Texts			3		
11	11.1	7	Analyze of the Social Structure in Senkadagala period	2			L	AS2 due
	11.2		Small Group Presentation		4		P,SGP	
	11.3		Studying Recommended Texts			3		
12	12.1	7	The Role of the MAHA SANGHA of Kandy Period era	2			L	
	12.2		Complete Literary works in Senkadagala and Mahanuwara Era, Research Book/presentation after field visit		10		P,SGP	AS3strat
	12.2		Studying Recommended Texts			3		
13	13.1	7	The Role of the MAHA SANGHA of Senkadagala Mahanuwara era	2			L	
	13.2		Studying Recommended Texts			3		

14	14.1	7,8	The classical /modern verse/Prose	2			L	
	14.2		Studying Recommended Texts			3		
15	15.1	9,10	Classical /modern verse/ Prose	2			L	AS3due
	15.2		Studying Recommended Texts			10		
16								
Total				30	15	55		

Teaching methods: L=Lectures, P=Practical, FV=Field visit, SGP=Small Group Presentation

Assessment methods: AS=Assignments.

Assessment Strategy:

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

Course Coordinator	Teaching Panel
Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Davy, John. (1990). **An account of the interior of Ceylon and of its inhabitants with travels in that Island in 1881.** New Delhi: Asian Educational Services.
- De Silva, K. M. (1981). **A History of Sri Lanka.** New York: Penguin Books.
- Gunathilake, H. A. I. (1970). **Bibliography of Ceylon, A Systematic Guide to the literature on the, people, history and culture published in Western Languages from the Sixteenth Century to the present day.** Switzerland: Inter-documentation Company.
- Knox, Robert. (1961). **Historical Relations of the Island Ceylon.** London: Richard Chiswell.
- Parker, H. (1981). **Ancient Ceylon.** New Delhi: Marwah Publications.

- Parker, Henry. (1982). **Village Folk Tales of Ceylon, Vols. 1- 3.** Dehiwla: Thisara Prakashakayo.
- Ryan, Bryce. (1958). **Sinhala Village. Gables.** Florida: University of Miami press coral.
- Wijesekara, Nandadeva. (1987). **Deities and Demons magic and marsks. part I/II.** Colombo: Gunasena and Company.
- අමුණුගම, සරත්. (1977). **සංස්කෘතිය සමාජය හා පරිසරය.** කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ආරියපාල, එම්. බී. (1962). **මධ්‍යකාලීන ලංකා සමාජය.** කොළඹ: රාජ්‍ය භාෂා දෙපාර්තමේන්තුව.
- කුමාරස්වාමි, ආනන්ද. (1962). **මධ්‍යකාලීන සිංහල කලා.** කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- ගොඩකුඹුරේ, චාර්ල්ස්. (1971). **සාහිත්‍ය ලිපි හා කථා.** කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ඩයස්, හර්සන්. (2003). **ජන සාහිත්‍ය සම්ප්‍රදාය.** කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඩයස්, හර්සන්. (2004). **මහනුවර මාතර ජන සාහිත්‍යය.** කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title : Culture and Heritage I

Course Code: SINS 22052 (15hrs: 30hrs: 55hrs)

Course Capsule:

The Sri Lankan Culture and heritage. Especially, From the Historical periods of Polonnaruwa (1058-1234)-and Senkadagala (1480-1706). The Medieval Period in Sri Lanka. The periodic understanding of Arts and Architectural, crafts and Cultural institution The Social Cultural and Political background, Ancient Village Economy, Cultural activities, Rituals, Ancient irrigation system, indigenous architecture carvings and painting and sculpture.

Course Aim:

To equip students with an intellectual understanding of the rules and conventions of Sinhala Culture and Heritage, Cultural awareness of issues thereby creating a talented designer who uses Cultural Knowledge for creative works such as creating Arts and Architecture designs.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. illustrate new trends of Hindu and Sinhalese Buddhist Cultural Heritage.
2. describe Hindu's influence on Sinhala Cultural Heritage
3. explain and analyse of the Classical Sinhala Arts of such Periods
4. illustrate Art and Architecture from 11th Century ad to 16th A.D
5. explain Classical Sinhala Literary Criticism of the Polonnaruwa and other Periods.
6. describe Influence of other religious and their culture for Sinhala Buddhist Culture.
7. elucidate Evolution of Sinhala Language and Cultural activities of Polonnaruwa and other Periods.
8. describe Customs and Buddhist Values System in such Periods.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	New trends of Indus Aryan Culture and Heritage	1			L	
	1.2		Studying Recommended Texts			3		
02	2.1	1	New trends of Indus- Aryan Culture, Heritage	1			L	
	2.2		Studying Recommended Texts			3		
03	3.1	2	The influence of Empire Ashoka's Era of Sinhala Buddhist Cultural Heritage	1			L	
	3.2		Group presentation about previous lessons		8		SGP	AS1start
	3.3		Studying Recommended Texts			2		
04	4.1	2	The Classical Sinhala Literature of the Anuradhapura Period	1			L	
	4.2		Studying Recommended Texts			2		
05	5.1	3	The Classical Sinhala Literature of the Anuradhapura Period	1			L,D	AS1due
	5.2		Studying Recommended Texts			4		
06	6.1	6	The Art and Architecture from 3rd Century B.C to 10 th A.D	1			L	
	6.2		Presentation-before field visit & field Visit		8		SGP,FV	AS2 start
	6.3		Studying Recommended Texts			3		

07	7.1	4	The Art and Architecture from 3rd Century B.C to 10 th A.D	1			L	
	7.2		Studying Recommended Texts			4		
08	8.1		Classical Sinhala Literary Criticism of the Anuradhapura Period SGIRI GEE I	1			L	
	8.2		Studying Recommended Texts			8		
09	9.1	5	Classical Sinhala Literary Criticism of the Anuradhapura Period SGIRI GEE II	1			L	AS2 due
	9.2		Studying Recommended Texts			2		
10	10.1	7	New trends in Sinhala Language	1			L	
	10.2		Studying Recommended Texts			3		
11	11.1	7	the The influences of other religious and their cultural Activities on Sinhala Buddhist Culture.	1			L	
	11.2		Small Group Presentation & Discussion		4		SGD, SGP	AS3 start
	11.3		Studying Recommended Textbooks			3		
12	12.1	7	The Influence of other religious and their culture on Sinhala Buddhist Culture	1			L	
	12.2		Studying Recommended Texts			3		
13	13.1	7	Customs and central Buddhist Values System in Anuradhapura Era I	1			L	AS3due
	13.2		Complete the Research Booklet. Social Cultural Heritage Activities of the Auradhapura Era /presentation after field visit.		10		P,SGP	AS4 start
	13.3		Studying Recommended Texts			3		
14	14.1	7,8	Customs and central Buddhist Values System in Anuradhapura Era II	1			L	

	14.1		Studying Recommended Texts			3		
15	15.1	7.8	Customs and central Buddhist Values System in Anuradhapura Era /Study of classical Prose/ verse	1			L,D	AS4 due
	15.2		Studying Recommended Texts			10		
16								
Total				<i>15</i>	<i>30</i>	<i>55</i>		

*Teaching methods :
L=Lectures,
P=Practical,*

FV=Field visit, D=Discussion,SGD=Small Group Discussion,SGP=Small Group Presentation

Assessment methods: AS=Assignment s.

Assessment Strategy:

Continuous Assessment	AS1 - 05 %	40%
	AS2 - 15 %	
	AS3- 05%	
	AS4-15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Text Books:

- සිලිල 01 හා 02

Recommended Readings:

- Adikaram E.W. (1946). **Early history of Buddhism in Ceylon.** Colombo: The Ceylon daily news.
- Bandaranayaka, Senaka. (1986). **The Rock and Wall Paintings of Sri Lanka.** Colombo: Lake House Bookshop.
- Bauman Richard; (1992). (Ed.) **Folklore Cultural performances and popular Entertainments.** New York: Oxford university press.
- Begly, Vimala; (1981). "Excavations of Iron Age Burials at Pomparippu" 1970,"Ancient Ceylon, No 4, Journal of the Archaeological survey Department of Sri Lanka.

- Bell, H. C. P. (1883). “*Sinhalese customs and ceremonies connected with paddy cultivation in the low Country*” JRAS (CB), Vol viii, No 26, Colombo: Government press.
- Brohier, R. L; (1935). **Ancient Irrigation works In Ceylon Pt II.** Colombo; Ceylon Government Press.
- Bronislaw Malinowski; (1935). ‘*Coral Gardens and their Magic*; Study of the methods of tilling the Socio agricultural retisin the Trobiand islands - Vol 01. New York: American Book Company.
- Cummings, Gordon C. F. (1892). **Two Happy years in Ceylon. Vol 2.** London: William Blackwood and Sons Edinburgn.
- Danapala, D. B. (1964). **Buddhist Paintings.** London: Collins; Paris, Unesco.
- Devendra, D. T. (1957). **Buddha Image and Ceylon.** Colombo: K.V.G. De Silva & Sons.
- Deraniyayala, S. U. (1972). “*Te citadel of Anuradhapura Excavation & in Gedige Area; Ancient Ceylon II*, Colombo: Published by the Commissioner of Arch Archeology.
- Deraniyayala S. U. (1989). **A preliminary Report" Ancient Ceylon**, VI. Colombo: Published by the Commissionaire of Archeology.
- Deraniyagala S. U. (1992). **Pre Historic of Sri Lanka part II.** Colombo: Archaeology Survey Department.
- Deraniyagala S. U. (1992). **Pre Historic of Sri Lanka part II.** Colombo: Archaeology Survey Department.
- Frazer, James. (1917). **The magic arts:** London: Macmillian.
- Frazer, James. (1922). **The Golden Bough, a history of myths and religion.** Macmillan and Co. Limited.
- Geiger, Wilhem and Form the Germaning to English by Mrs gumle, **Culavamsa, Part II** (1953).(tr) Colombo, The Ceylon Government information department.
- Kariyavasam Tissa; (1983). “*Rituals in a Developing Society of the Tooth*” Samskriti, (Ed) S. G. samarasingha, Vol.17-November 1 –and 2 January –March.
- Ievers, R. W; (1889). **Mannual of the North Central Province in Ceylon.** Colombo: Ceylon Government Printer.
- Ievers, R. W; (1880). “*Customs and ceremonies Connected With paddy Cultivation*”, **JRAS (CB) Vol 6.** Colombo: Government Printer Ceylon.
- Malalasekara, G. P. (1935). **Vamsathappkassna Vol I.** London: Lunacy and Company Ltd.
- Mendis, G. C. S. (1985). **Early History of Ceylon.** New Delhi: Asian Educational Services.

- Obeyesekere, Gananath; (1963). **The Great Tradition and the Little in the perspective of Sinhalese Buddhism.** *The Journal of Asian Studies*, volume xxii. No 2.
- Paranavitane S. (1970). **Inscription of Ceylon VoL I.** Ceylon: Department of Archaeology.
- Parker, Henry. (1981). **Ancient Ceylon.** New Delhi: Asian Educational Services.
- Pieris, Ralph. (1953). **The Brodie Papers on Sinhalese Folk-Religion. Vol xi.** No2, University of Ceylon Reriew.
- Ryan L. D. Jayasena and D.C.R. Wicramasinha. (1958). **Sinhalese Village.** Florida: university of Miami press.
- Seneviratne, S. (1984). **Black and red ware complex in Sri Lanka. Ancient Ceylon.** Colombo: Archaeology survey Department.
- Seneviratne, S. and Jayarathne D. K. (2006). **A shared ritual culture symbol: The Megalithic Memorials of South India and Sri Lanka, Alternative Archaeology. Archaeology society.** Peradeniya: Department of Archaeology. University of Peradeniya. String, A.S; (Ed.) **Mahabodivamsa.** (1891). London:
- Turnbull, Joanna. (2010). **“Village” Oxford Advanced Learners Dictionary.** Oxford: Oxford University press.
- Tylor, Edward B. (1920). **Primitive Culture, Vol II.** London: London John Murray.
- Wickramagamage, Chandra. (1997). **Principles of Buddhist Iconology.** Mattegogagama: Academy of Sri Lankan Culture.
- Please identify resources required as well as available-Text book, Multimedia projector, computer, Lesson CD
- අභයවර්ධන, එම්. ඒ. පී. (1996). **කඩයිම් පොත් විමර්ශනය.** (සංස්.). කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- කුමාරස්වාමි, ආනන්ද. කේ. (1962). **මධ්‍යකාලීන සිංහල කලා.** කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- පීරිස්, රැල්ෆ්. (2001). **සිංහල සමාජ සංවිධානය.** බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- රත්නසාර හම්, තීරාණගම. (1985). **බුදු පිළිමය.** කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- වනරත්න හිමි, කඹුරුපිටියේ. (1985). **ලක්දිව බුදු පිළිමය.** කඹුරුපිටිය: ඒ. කරුණානායක.
- වික්‍රමගමගේ, චන්ද්‍රා. (1990). **ස්තූප.** මත්තේගොඩ: ශ්‍රී ලංකා සංස්කෘතික ශාස්ත්‍රායතනය.
- විමලරත්න, බෙල්ලන්විල. (1997). **බුදු පිළිමය මුද්‍රා හා ආසන.** දෙහිවල: ශ්‍රී දේවි ප්‍රින්ටස්.
- විමලවංශ හිමි, බද්දේගම. (1964). **අපේ සංස්කෘතිය.** කොළඹ: ඇම්. ඩී ගුණසේන සහ සමාගම.
- සුරවීර, ඒ. ඩී. (2002). **අනුරාධපුර සංස්කෘතිය.** කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title : Descriptive Linguistics (Phonetics, Phonology, Morphology)

Course Code : SINS 22062 (15hrs: 30hrs: 55hrs)

Course Capsule:

Explaining the Theoretical foundation of phonetics, sounds and phonemes, human sound pronunciation and sound production system, International Phonetic Alphabet (IPA), phonic patterns in Sinhala and transliteration of sounds, concept of morphs, identifying the features, structure and the nature of a morph by definitions, interpretation of morphs, allomorphs, morphemes, combined and non-combined morphs and criteria of morphs, refutation of morphs of a given set of words and phrases, analysis of morphs included in Sinhala language, Analysis of morphs included in other languages, historical development and improvement of morphs, modern trends of morphs.

Course Aim:

The aim of this course is to teach students micro linguistics I: Phonetics, Phonology and Morphology, to enable students to use these micro Linguistics (Levels of Linguistics) to analyze Sinhala language.

Course ILOs:

Upon the successful completion of this course, students should be able to,

1. describe on descriptive linguistics
2. define sounds as a fundamental unit of the structure of language
3. describe the importance and difference between sounds and phonemes in communication
4. explain the sound system in Sinhala
5. describe Phonology in relation to Sinhala
6. analyze the concept of Morphs

7. describe that morph is a fundamental unit in analysis of language
8. Interpret the main structural theory corresponding to the structure of morphs in a language
9. Illustrate sub-structural theory of Morphemes in relation to Sinhala language
10. compare the structure of morphs with native language and another language
11. describe the historical development of the theory of morphs

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Introduction to descriptive linguistics	1			L,D	
	1.2		Studying Recommended Text books			3		
02	2.1	2	The Theoretical foundation of phonology	1			L,D	
	2.2		Studying Recommended Texts			3		
03	3.1	3	Sounds and phonemes	1			L,D	
	3.2		Studying Recommended Texts			4		
04	4.1	4	The Human sound pronunciation and sound production system	1			L,D	
	4.2		Studying Recommended Texts			3		
05	5.1	4	Explaining the Human sound pronunciation and sound production system – Presentation		6		SGP	AS1start
	5.2		Studying Recommended Texts			3		
06	6.1	4" 5	The usage of International Phonetic Alphabet (IPA), phonic patterns in Sinhala and transliteration of sounds	2			L	

	6.2		Studying Recommended Texts			4		
07	7/1	6" 7	The concept of morphs, identifying the features, structure and the nature of a morph by definitions	2			L,D	AS1due
	7.2		Studying Recommended Texts			4		
08	8.1	6" 7" 8	Interpretation of morphs, allomorphs, morphemes, combined and non-combined morphs and criteria of morphs	2			L,D	
	8.2		Studying Recommended Text books			4		
09	9.1	6" 7" 8	Criteria of morphs – Presentation		8		SGP	AS2 start
	9.2		Studying Recommended Text books			4		
10	10.1	6" 7" 8	Refutation of morphs of a given set of words and phrases	1			L,D	
	10.2		Studying Recommended Texts			4		
11	11.1	9" 10	Analysis of morphs included in	1			L,D	AS2 due
	11.2		Studying Recommended Texts			4		
12	12.1	9" 10	Analysis of morphs included in Sinhala – Presentation		8		SGP	AS3 start
	12.2		Studying Recommended Texts			3		
13	13.1	11	Historical development and improvement of morphs	1			L,D	AS3due
	13.2		Studying Recommended Texts			4		
14	14.1	11	Modern trends of morphs	1			L	
	14.2		Modern trends of morphs – Presentation		8		SGP	AS4start
	14.3		Studying Recommended Texts			4		
15	15.1	11	Modern trends of morphs	1				AS4 due
	15.2		Studying Recommended Texts			4		
16								
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, D=Discussion, SGP=Small Group Presentation

Assessment methods: AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Independent Learning															
Field visits															
Assignments															

Recommended Readings:

- Varshney, Radhney L. (2002). *An Introductory Text book of Linguistics phonetics'* Bareilly: Student Store.
- ද සිල්වා, සුගතපාල. (1963). *විග්‍රහාත්මක වාග්විද්‍යාව*. කොළඹ: රාජ්‍ය භාෂා දෙපාර්තමේන්තුව.
- දිසානායක, ජේ. බී. (1970). *භාෂාවක භාවිතය හා විග්‍රහය*. කොළඹ: සී/ස ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම.
- නාගින හිමි, කඳුරුගමුවේ සහ වික්‍රමසිංහ ඩී. එම්. (1996). *වාග්විද්‍යා (6)*. කැලණිය: කැලණිය විශ්වවිද්‍යාලයේ වාග්විද්‍යා අධ්‍යයනාංශය.
- බලගල්ලේ, විමල් ජී. (2001). *භාෂා අධ්‍යයනය හා සිංහල ව්‍යවහාරය*. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සිල්වා, සුගතපාල. (1963). *භාෂා විමර්ශනය*. මහරගම: සමන් ප්‍රකාශකයෝ.

Course Title : Concept of Design, Ancillary Arts, Stage Management and Theater Administration

Course Code: SINS 22072 (15hrs: 30hrs: 55hrs)

Course Capsule:

Explaining the aims of fundamental designing and activities: material designing, technical designing and theater designing, Visual and contact elements colour designing of theater: vocals, styles, contents of creations, emotional variations, investigating and criticizing effects of roles designing, Difference between pronunciation and repetition and action designing of the theme, creating posters, gesticulation, costumes, lighting, simulation, consistent emotions designing, varieties and classification of stage drama producing, Studying the theoretical methods on ancillary arts approach, simulation and costume patterns, fundamental concepts on the importance of ancillary arts in acting, Issues encounter in stage designing and using tools, elements of music, methods of using music, principles of dancing, Theater dancing, ancillary dancing and dramatic dancing, Action of dancing act, designing and action methods of dancing act, music and dancing in practical movings, identifying the difference in roles of the drama producer, director, Stage manager and main designer, main producer and producing group, fundamental concepts on management and administration, case management.

Course Aim:

To provide students with a theoretical knowledge and develop practical skills thereby to motivate them to produce stage drama, to act and to write drama scripts with a theoretical and practical knowledge on fundamental designing concepts of stage drama, ancillary arts, stage management and theater administration.

Course ILOs:

Upon the successful completion of this course, students should be able to,

1. explain the fundamental designing and concepts of creating drama

2. explain designing and principles of producing drama (creating posters, costumes, gesticulation, simulation, stage lighting)
3. describe theoretically the fundamental concepts on ancillary arts which are necessary in producing drama
4. describe analytically on technical principles of ancillary elements
5. describe and understand clearly and accurately the difference between music and dancing, pure music, dancing and dramatic music, role of dancing, composing drama music, main administrator, orchestra and chorus
6. explain the need of singing and dancing in theater act and develop skills
7. reduce drama, to compose music and choreograph dancing
8. apply principles of stage management and theater administration
9. apply theoretical knowledge on stage management

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Aims of fundamental designing and activities: material designing, technical designing	1			L	
	1.2		Samal Group Discussion		2		P SGD	
	1.3		Studying Recommended Texts			3		

2	2.1	2,3	Theater designing, visual and contact elements of theater (Line, shape, value, line and space of simulation, emotional and space of simulation, positive connection, positive concepts and space)	1			L	
	2.2		Presentation after discussion		4		SGP,SGD	
	2.3		Studying Recommended Texts			3		
3	3.1	1,2,3	Colour designing, nature of colours, advantages of colour usage as theater mechanism, audience	1			L,D	
	3.2		Presentation after discussion		3		SGP,SGD	
	3.3		Studying Recommended Texts			3		
4	4.1	3	Vocals, styles, contents of creations, emotional variations, investigating and criticizing effects of roles designing, difference between pronunciation and repetition and action designing of the theme	1			L	
	4.2		Presentation after discussion		4		SGP,SGD	
	4.3		Studying Recommended Texts			3		
5	5.1	2	Creating posters, gesticulation, costumes, lighting, simulation, consistent emotions designing	1			L	
	5.2		Presentation after discussion		4		SGP,SGD	
	5.3		Studying Recommended Texts			3		
6	6.1	8	Varieties and classification of stage drama producing	1			L	
	6.2		Small Group Discussion		3		SGD	
	6.3		Studying Recommended Texts			2		

7	7.1	8,9	The theoretical methods on ancillary arts approach, simulation and costume patterns, fundamental concepts on the importance of ancillary arts in acting, issues encounter in stage designing and using tools	1			L	
	7.2		Studying the “ <i>Nelum Pokuna</i> ” theater Presentation after discussion		3		FV,SGP, SGD	AS1 start
	7.3		Studying Recommended Texts			2		
8	8.1	5,6,7	Elements of music, pitch, tone, rhythm, melody, combination of vocals, tempo space and music arrangement, methods of using music	1			L	
	8.2		Presentation after discussion		3		SGP,SGD	
	8.3		Studying Recommended Texts			2		
9	9.1	5,6,7	Dramatic music and ancillary music used in oriental, western, classical and folk drama	1			L	
	9.2		Presentation after discussion		3		SGD,SGP	
	9.3		Studying Recommended Texts			3		
10	10.1	5,6,7	Various roles of music: Music composer, music director, orchestra and chorus, principles of dancing, time and distance	1			L	
	10.2		Presentation after discussion		3		SGD,SGP	
	10.3		Studying Recommended Texts			2		
11	11.1	5,6,7	Principles of dancing, time and distance, Basic dancing postures and methods, line spring, standing and other movements, Principles of choreography, unity, variety, balance, emphasis, theater dancing	1			L	AS1 due

	11.2 11.3		Presentation after discussion Studying Recommended Texts		3	3	SGD,SGP	
12	12.1	5	Ancillary dancing and dramatic dancing, action of dancing act, designing and action methods of dancing act, music and dancing in practical movings	1			L	
	12.2		Presentation after discussion		3		SGP,SGD	
	12.3		Studying Recommended Texts			2		
13	13.1	9	the difference in roles of the drama producer, director, stage manager and main designer (Costumes, gesticulation, simulation, music, dancing, sound administration, lighting)	1			L	
	13.2		Presentation after discussion		2		SGP,SGD	
	13.3		Studying Recommended Texts			2		
14	14.1	9	Main producer and producing group, fundamental concepts on management and administration, case management	2			L	
	14.2		Presentation after discussion		2		SGD,SGP	
	14.3		Studying Recommended Texts			2		
15	15.1	1,2,3,4,5 ,6,7,8,9	End semester practical examination – Individual and group presentation on a given topic about concepts of designing, ancillary arts, satage management and theater administration		3		SGP,IP	ESP
	15.2		Studying Recommended Texts			5		
Total				15	45	40		

Teaching methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGD=Small Group Discussion,SGP=Small Group Presentation,IP=Individual presentation

Assessment methods: ESP = End-semester practical examination, AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10 %	40%
	ESP - 30 %	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
MTC Harshani Kumari (chamari@ssh.rjt.ac.lk)	MTC Harshani Kumari (chamari@ssh.rjt.ac.lk) Prof DMWK Dissanayaeke (wasanthadissanayake@ssh.rjt.ac.lk)

Organization of the course:

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

Independent Learning															
Field visits															
Assignments															

Recommended Readings

- Anderson, Donald M. (1961). **Element of Design**. New York: Holt Rinehart and Winston Inc.
- Cleaver, Dele G. (1966). **Art an Introduction**. New York: Harcourtm Brace and world Inc.
- Ellfeldt, Lois. (1967). **A primer of Choreographers**. California: National press book.
- Gillette, A. S. (1967). **An Introduction to Scene Design**. New York: Harper & Row.
- Gruver, Elbert. (1953). **The Stage manager’s Hand book**. New York: Harper & Row.
- Landgley, Stephen. (1973). **Theater Management**. New York: DBS Publication.
- Melcer, Fannie Helen. (1955). **Staging the Dance**. Dubuque: William C Brown Company.
- Newman, William S. (1961). **Understanding Music: An Introduction to music’s Elements, Styles and Formes**. New York: Harper Row.
- Wigman, Mary. (1966). **The Language of Dance. Middletown**. Conn: Wesleyan University press.
- Stewart, Hal. D. (1957). **Stage Management**. London: Pitman.
- ධර්මකීර්ති, රංජිත්. (2007). **රංගකලා ප්‍රවේශය: විමර්ශනාත්මක අධ්‍යයනයක්**. නුගේගොඩ: සබ්ල ප්‍රකාශකයෝ.
- පද්මසිරි, ජගත්. (2010). **වේදිකා නාට්‍යයේ අනුශාංගික අංග**. මහරගම: තරංජි ප්‍රින්ටර්ස්.

Course Title : Entrepreneurial Skills

Course Code: SINS 22082 (15hrs: 30hrs: 55hrs)

Course Capsule:

An introduction to entrepreneurship and related skills in the changing environment ,Environmental analysis and rational thinning for entrepreneurship, New business or venture development options, models and applications ,Planning skills for entrepreneurs and developing innovative strategies ,Organizing resources and social networks for entrepreneurship models ,Leadership and professional skills for entrepreneurs ,Elements of marketing, human resource management, finance considerations and value chain activities for entrepreneurship, Developing business models for new entrepreneurship projects or opportunities, Bunnies planning for entrepreneurship, Modeling a business strategy, Business network, Strategic links and leadership, Model to start and sustain a new business.

Course Aim:

The aim of this course is to provide students with a fundamental knowledge on entrepreneurship and business skills to be an innovative professional or venture creator, to direct students to be equipped with entrepreneurship skills enabling them to enhance the self-growth, to transform the mindset of students to be entrepreneurs or intra-entrepreneurs in the working organizations.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. explain the main concepts related to entrepreneurship skills for today's world
2. relate entrepreneurship skills and knowledge into different contexts of career fields and start businesses
3. apply entrepreneurship skills and mindset to solve issues found in the organizations with innovative thinking and models.
4. relate entrepreneurship skills and values to different organizations to add values as a leader.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching / Learning Methods	Assessment Methods
				T	P	IL		
01	01	1	Introduction to entrepreneurship and related skills in the changing environment	1		3	L	
02	01	1	Environmental analysis and rational thinning for entrepreneurship	1	8	3	L, P	
03	02	2	New business or venture development options, models and applications	1	4	2	L, P	Q1, V
04	3	2	Skills for entrepreneurs and developing innovative strategies	1		2	L	
05	4	3	Resources and social networks for entrepreneurship models	1		4	L	ST
06	5	3,4	Leadership and professional skills for entrepreneurs	1	8	3	L, P, FV	
07	5	4	Leadership and professional skills for entrepreneurs	1		4	L, P	
08	6		Leadership and professional skills for entrepreneurs	1		10	L/P	V
09	7	3,4	Elements of marketing, human resource management, finance considerations and value chain activities for entrepreneurship	1		2	L, P	
10	8	3,4	Elements of marketing, human resource management, finance considerations and value chain activities for entrepreneurship	1		3	L, P	Q2
11	9	3,4	Business models for new entrepreneurship projects	1		3	L, P	

			or opportunities					
12	10	3,4	Business models for new entrepreneurship projects or opportunities	1		3	L, P	
13	11	2,3,4	Bunnies planning for entrepreneurship	1		3	L	
14	12	2,3,4	Business strategy, business network, strategic links and leadership. Model to start and sustain a new business	1		3	L	Q3
15	12	2,3,4	Business strategy, business network, strategic links and leadership. Model to start and sustain a new business	1		2	L	
					10	5		AS1, V
Total				15	30	55		

Teaching methods: L=Lectures, P=Practical, IL=Independent Learning,

Assessment methods: V = Viva examination, ST= Spot Tests; Q=Quiz. AS=Assignment.

Assessment Strategy:

Continuous Assessment	Q - 15%	40%
	AS - 10 %	
	V-10%	
	ST-05%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof Ven Olaganwaththe.Cahndasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof Ven Olaganwaththe.Cahndasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Barringer, B. R. and Ireland, R. D. (2015)' **Entrepreneurship: Successfully Launching New Ventures**' Prentice Hall.
- David, H.H. (2005)' **Entrepreneurship: New Venture Creation**' New Delhi: Prentice-Hall.
- Hisrich, R. Peters, M. and Shepherd, D. 2009' **Entrepreneurship**' McGraw Hill.
- Kuratko, D. F. and Hodgetts, R. M. (2007)' **Entrepreneurship: Theory, Process and Practice**' Thomson South-Western.
- Norman, S.M. and Jeffrey C. R. (2016)' **Essentials of Entrepreneurship and Small Business Management**' Pearson: India Education Services Pvt. Ltd.

Course Title : Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)

Course Code : SINS 31012 (20hrs: 20hrs: 60hrs)

Course Capsule:

Polonnaruwa and Dambadeniya periods, Makhadēva Jātaka and Muvadevdāvata, appreciation of Muvadevdāvata, literary criticism of Muvadevdāvata and Sasadāvata poetry, analytical study of Kavsilumiṇa Bōsat Sirita Veaṇuma, Rasa Sūtra and Alaṁkāravādaya, demonstration of situations and incidents in Kavsilumiṇa, The greatness in Kavsilumiṇa as an excellent poetry work, feminine thinking and Pabāvati, analysis of Sarga, Studying 7th, 8th and 9th Sarga.

Course Aim:

To teach students classical verse literature using the works written during the Polonnaruwa and Dambadeniya literary periods and to provide a comprehensive knowledge of lyric poetry by recognizing the Alankara tradition thereby to motivate students to study classical Sinhala literature.

Course ILOs:

After successful completion of this course, student should be able to;

1. describe Kavyālaṁkāra (poetic) and Mahākāvya (epic poetic) features.
2. explain Muvadevdāvata and Sasadāvata lyric poems descriptively.

3. explain the socio-political background of the Polonnaruwa period.
4. critique the peculiarities of the great poetic tradition, Kavsilumiṇa

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to the socio-economic and political background of Polonnaruwa period (source reference)	2			L	
	1.2		Small Group Presentation		2		SGD	
	1.3		Studying Recommended Texts			3		
2	2.1	1	Mahākāvya tradition (epic poetry)	2			L	
	2.2		Studying Recommended Texts			3		
3	3.1	3	The conceptual influence of Bosat Sirita	2			L	
	3.2		The conceptual influence of Bosat Sirita (Assignment)		2		P	ASI start
	3.3		Studying Recommended Texts			5		
4	4.1	2	Sasa Jātaka and Sasadāvata (Source reference)	2			L	
	4.2		Small group Discussion		2		SGD	
	4.3		Studying Recommended Texts			3		
5	5.1	3	Appreciation and analysis of Sasadāvata	2			L	
	5.2		Studying Recommended Text					
6	6.1	2	Makhadēva Jātaka and Muvadevdāvata	2			L	AS1 due
	6.2		Studying Recommended Texts			5		

7	7.1	2	Appreciation and analysis of the Muvadevdāvata I(Source reference)	2			L	
	7.1		Small Group Discussion		3		SGD	AS2 start
	7.2		Studying Recommended Text			5		
8	8.1	2	Appreciation and analysis of Muvadevdavata II	2			L,D	
	8.2		Studying Recommended Texts			3		
9	9.1	3	Analytical study of Kavsilumiṇa	2			L	
	9.2		Studying Recommended Texts			3		
10	10.1	3	Kavsilumina, Bosat Sirita Vāeṇuma	2			L	AS2 due
	10.2		Studying Recommended Texts			3		
11	11.1	3	Rasa Sūtra and Alaṁkāravādaya	2			L	
	11.2		Rasa Sūtra and Alaṁkāravādaya (Assignment)		3		SGD	AS3 start
	11.3		Studying Recommended Texts			5		
12	12.1	3	Studying Recommended Texts	2			L,D	
	12.2		Studying Recommended Texts			5		
13	13.1	3	The greatness in Kavsilumiṇa as an excellent poetry work	2			L,D	AS3 due
	13.2		Studying Recommended Texts			3		
14	14.1	3	Feminine thinking and Pabāvati	2			L	
	14.2		Feminine thinking and Pabāvati (Assignment)		3		P	AS4 start
	14.3		Studying Recommended Texts			5		
15	15.1	3	Analysis of Sargas	2			L	AS4 due
	15.2		Studying Recommended Texts			5		
16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion,SGD=Small Group Discussion

Assessment Method: AS=Assignment

Assessment Strategy

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

Course Coordinator	Teaching Panel
Prof.Ven. Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

- ආර්යපාල, ඇම්. බී. (2004). **කවිසිළුමිණ හෙවත් කුසදාවක.** කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- කුමාරතුංග, මුනිදාස. (සංස්.). (1996). **සසදාවක.** කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරතුංග, මුනිදාස. (සංස්.). (1998). **මුවදෙව්දාවක.** කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.

Recommended Readings:

- අමරසේකර, ගුණදාස. (1996). **සිංහල කාව්‍ය සම්ප්‍රදාය.** බොරැල්ල: විසිදුනු ප්‍රකාශකයෝ.
- ආර්යපාල, ඇම්. බී. (1995). **සියබස්ලකර සහ පැරණි සිංහල කවි සමය, කාව්‍ය ලක්ෂණ සහ වස්තුව.**
- කුලසූරිය, ආනන්ද. (1961). **සිංහල සාහිත්‍යය - 1.** මහරගම: සමන් මුද්‍රණාලය.
- ගමිලත්, සුවර්න. (1995). **කවිසිළුමිණ විනිස.** කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ගමිලත්, සුවර්න. (1998). **සම්භාව්‍ය සිංහල කාව්‍යයේ විකාසනය.** කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ජයසේකර, යූ. ඩී. (1962). **භී කළු වගකුග.** කොළඹ: එක්සත් ප්‍රවෘත්ති පත්‍ර සමාගම.
- මුදියන්සේ, නන්දසේන. (සංස්.). (1963). **සීගිරි භී.** කොළඹ: ඇම්. ඩී ගුණසේන සහ සමාගම.
- වික්‍රමසිංහ, මාර්ටින්. (1997). **සිංහල සාහිත්‍යයේ නැගීම.** දෙහිවල: තිසර ප්‍රකාශකයෝ.
- විජයවර්ධන, හේමපාල ජී. **සිංහල භී කාව්‍යය කෙරෙහි සංස්කෘත අලංකාර ශාස්ත්‍රයේ බලපෑම.** පරි: රෝහිණි පරිච්ඡේදන. 2009. බොරැල්ල: විසිදුනු ප්‍රකාශකයෝ.
- සුරවීර, ඒ. ඩී. (1998). **සිංහල සාහිත්‍ය සම්ප්‍රදාය.** රාජගිරිය: කුරුලු පොත්.
- සෙනවිරත්න, අනුරාධ. (2007). **සිංහල භී කාව්‍ය සංග්‍රහය.** කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Modern Sinhala Verse II (4th Decade of the 20th Century)

Course Code: SINS 31022 (20hrs: 20hrs: 60hrs)

Course Capsule:

Introduction to the socio-economic background of the fourth decade of twentieth century, Inquiry of the influence of Western literary tradition on Sinhalese literary verse, the study of poetic forms and styles, the study of poetic language, verse review of G. B. Senanayake, Gunadasa Amarasekara, Siri Gunasinghe, Mahagamasekara, Distinguishing between conceptual definition and usage of what poetry is, poetry, verse, identification of Sinhalese poetic tradition and modern Sinhalese poetry, its features and main concepts, Modern Sinhalese poetry and its special features, Short poems and composite poetry, Poetry appreciation and criticism, Usage and criticism of modern Sinhalese poetry - (This is a student-centered conversation in the classroom, Modern Sinhalese poetry reading session, internet poetry, Facebook poetry, blog poetry, modern poems of senior writers)

Course Aim:

By providing the knowledge of modern trends, the pathway which consists of subgenres of Sinhalese poetic movement that can theoretically analyze the concept of poem and providing an insight into the political, economic, social, religious and creative contexts that influenced Sinhalese poetry in the fourth decade of the twentieth century, changes in the structure of modern poetry and the influence of the free poetry movement on the formation of a new poetic tradition thereby to motivate students for deep reading of modern poetry .

Course ILOs:

Upon the successful completion of this course, students should be able to;

1. explain critically about the socio-economic background of the fourth decade of the twentieth century.
2. determine the structural background of verse poems at the present day.
3. evaluate the uniqueness of the present-day poets.
4. explain the new trends in Sinhala poetry
5. explain the origins of the modern Sinhalese poetic lineage, its trajectory, and milestones
6. criticize Sinhala poetry in the period
7. examine the modern technological age and the modern appearance of poetry

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.2	1	Introduction to the socio-economic background of fourth decade of twentieth century (Source reference)	2			L	
	1.2		Small Group Presentation		2		SGD	
	1.3		Studying Recommended Text			3		
2	2.1	2	Inquire on the influence of Western literary tradition on Sinhalese literary verse	2			L	
	2.2		Studying Recommended Text			5		
3	3.1	2	The poetic structures and styles	2			L	
	3.2		The poetic structures and styles (Assignment)		2		SGP	AS1 start

	3.3		Studying Recommended Text			3		
4	4.1	3	Poetic language	2			L	
	4.2		Studying Recommended Texts			2		
5	5.1	5	Analysis of verses by G. B. Senanayake and Gunadasa Amarasekara	2			L,D	
	5.2		Studying Recommended Texts			5		
6	6.1	5	Analysis of versus by Siri Gunasinghe and Mahagamasekara	2			L,D	AS1due
	6.2		Studying Recommended Texts			5		
7	7.1	2	Distinguishing between conceptual definition and usage of what poetry is, poetry, and verse (Source reference)	2			L	
	7.2		Small Group Discussion		2		SGD	
	7.3		Studying Recommended Texts			5		
8	8.1	4	Identification of Sinhalese poetic tradition, modern Sinhalese poetry, features and main concepts	2			L	
	8.2		Small Group Discussion		2		SGD	
	8.3		Studying Recommended Texts			2		
9	9.1	4	Modern Sinhalese poetry and its special features	2			L	
	9.2		Studying Recommended Texts			3		
10	10.1	3	The features of Short poems and composite poetry	2			L	
	10.2		Studying Recommended Texts			2		
11	11.1	3	Poetry appreciation and criticism	2			L	
	11.2		Poetry appreciation and criticism (Group discussion)		2		SGD	AS2 start
	11.3		Studying Recommended Texts			5		
12	12.1	6	Usage and criticism of modern Sinhalese poetry -	2			L	
	12.2		Usage and criticism of modern Sinhalese poetry /This is a student-centered conversation in the classroom		3		P	AS3 start
	12.3		Studying Recommended Texts			5		

13	13.1	7	Modern Sinhalese poetry reading session	2			L	AS 2 due
	13.2		Studying Recommended Texts			3		
14	14.1	7	Internet poetry, Facebook poetry	2			L	
	14.2		Internet poetry, Facebook poetry, (Source reference)		2		SGD	
	14.3		Studying Recommended Texts			2		
15	15.1	7	Blog poetry, modern poems of senior writers	2			L	AS3 due
	15.2		Studying Recommended Texts			5		
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion, SGD=Small Group Discussion, SGP=Small Group Presentation

Assessment Method: AS=Assignment

Assessment Strategy

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

Course Coordinator	Teaching Panel
Prof.Ven. Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Text:

- අමරසේකර, ගුණදාස. (1962). **ගුරුඵලක**. ගම්පහ: සරසවි මුද්‍රණාලය.
- ගුණසිංහ, දයාසේන. (1974). **රත්නට්ටියක කඳුල්**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගුණසිංහ, සිරි. (1998). **අබ්නික්මන**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගුණසිංහ, සිරි. (1998). **මස් ලේ නැති ඇට**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- මහගමසේකර. (1963). **හෙට ඉරක් පායයි**, ගම්පහ: සරසවි ප්‍රකාශන.
- මහගමසේකර. (1977). **ප්‍රබුද්ධ**. කොළඹ: ලේක්හවුස් සමාගම.
- රුවන්පතිරණ, මොනිකා. (1999). **අසන් පත්තිනි දේවතාවී**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Recommended Readings:

- අබේසුන්දර, විමල්. (1990). **ආනන්ද සම්ප්‍රවේදිතය**. කොළඹ: රාජ්‍ය මුද්‍රණ නීතිගත සංස්ථාව.
- අමරසේකර, ගුණදාස. (1996). **සිංහල කාව්‍ය සම්ප්‍රදාය**. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- ආරියරත්න, සුනිල්. (සංස්.). (1987). **මහින්ද ප්‍රබන්ධ**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

- ආර්යරත්න, සුනිල්. (1995). **නූතන කාව්‍ය සංහිතා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කරුණාරත්න, ගාවින්. (1963). **සිංහල කවියේ නවයුගය**. මහරගම: සමන් මුද්‍රණාලය.
- ගුණසේකර, බන්දුසේන. (1994). **සිංහල කවිය විචාරය හා රසාස්වාදනය**. ගාල්ල: චින්තක ගුණසේකර ප්‍රකාශකයෝ.
- ගුණසිංහ, දයාසේන. (1974). **රත්නැටියක කඳුල්**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගුණසිංහ, සිරි. (1998). **අබ්නික්මන**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගුණසිංහ, සිරි. (1998). **මස්ලේ නැති ඇට**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ධම්මින්ද හිමි, අගුරුගන. (2004). **සිංහල කාව්‍යයේ නව ප්‍රවණතා**. කර්තෘ ප්‍රකාශන.
- පලිහපිටිය, රත්නී අමරකීර්ති සහ වෙනත් අය. (සංස්.). (1985). **ජී. බී. සේනානායක ප්‍රභාෂණය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- වික්‍රමසිංහ, මාර්ටින්. (1992). **නව පද්‍ය සිංහලය**. දෙහිවල: තිසර ප්‍රකාශකයෝ.
- හේවාමද්දුම, අමර සහ විජේසූරිය, සරත්. (සංස්.). (1993). **පී. බී. අල්විස් පෙරේරාගේ පැදි එකතුව - පළමු වෙලුම**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.

Course Title: Literature and Society III (Dambadeniya1220-1275/ Kurunagala 1293-1347)

Course Code: SINS 31032 (200hrs: 20hrs: 60hrs)

Course Capsule:

Explaining the Socio historical and literary background of **Dambadeniya/Kurunegala** Periods; An introduction of new Literary aspects of Sinhala / Tamil /Literature, The influence of such literature on Sinhalese Literature, study of Sri Lankan Classical Literature and Language /Writing styles /Deep analysis of Society/Custom Values and Social Cultural Anthropological aspects.

Course Aim:

To introduce students to the basic rules and analytical methods of **literature and Society** especially from **Dambadeniya and Kurunegala periods** with especial focus on the changes of the Literature and Society, Aspects of Sinhala / Tamil / Literature thereby students are motivated to study the influence of such literature on Sinhalese Literature.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. explain new trends of Language Styles of Sinhala Pali Sanskrit/ Tamil.
2. elucidate influence of such literature on Sinhalese Literature.
3. explain and analyze the Sinhalese Social changes and other religion aspects.
4. describe origin and evolution of such religion literature
5. analyze new trends of the Sinhala literature.
6. explain the contribution of MAHA SANGHA and Sinhala Literature.
7. explain Social Cultural Anthropological Aspects

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	New trends of Language Styles I Sinhala Pali /Sanskrit/ Tamil	2			L	
	1.2		Studying Recommended Texts			3		
02	2.1	1	New trends of Language Styles II Sinhala Pali/ Sanskrit/ Tamil/ Reading	2			L	
	2.2		Studying Recommended Texts			3		
03	3.1	2	New trends of Language Styles Sinhala Pali/ Sanskrit/ Tamil	2			L	
	3.2		Group presentation about previous lessons		4		P.SGP	AS1 start
	3.3		Studying Recommended Texts			2		
04	4.1	2	Influence of Pali/ Sanskrit Tamil literature on Sinhalese Literature.	2			L	
	4.2		Studying Recommended Texts			2		
05	5.1	3	Influence of Pali/ Sanskrit Tamil literature on Sinhalese Literature.	2			L	AS1 due
	5.2		Studying Recommended Texts			4		
06	6.1	6	Services of the Mahā Saṃgha /Dambadeniya and Kurunegala Periods I	2			L	
	6.2		Small group presentation-before field visit &field visit		4		SGP,FV	AS2 start

	6.3		Studying Recommended Texts			3		
07	7.1	4	Services of the Mahā Saṃgha /Dambadeniya and Kurunegala Periods II	2			L	
	7.2		Studying Recommended Texts			4		
08	8.1		Sinhala society in Damdadeni period -Studying with reference to saddarma rathnawaliya I	2				
	8.2		Studying Recommended Texts			10		
09	9.1	5	Sinhala society in Damdadeni period - Studying with reference to saddarma rathnawaliya II	2			L,D	AS2 due
	9.2		Studying Recommended Textbooks			2		
10	10.1	7	Study of Test Books- Jathaka potha I	2			L	
	10.2		Small Group Discussion				P,SGD	Q1
	10.3		Studying Recommended Texts			3		
11	11.1	7	Study of Test Books - Kavasilumina I	2			L	
	11.2		Small Group Discussion		2		P ,SGD	Q2
	11.3		Studying Recommended Texts			3		
12	12.1	7	Study of Test Books- Kavasilumina II	2			L,D	
	12.2		Studying Recommended Texts			3		
13	13.1	7	Social Cultural Anthropological Aspects. I	2			L	
	13.2		Complete Literary works in Dambadeniya and Kurunegala Periods Research Book/presentation after field visit		5		P,SGP	AS3 start
	13.3		Studying Recommended Texts			3		
14	14.1	7	Social Cultural Anthropological Aspects. II	2			L	
	14.2		Studying Recommended Texts			3		

15	15.1	5,7	Social Cultural Anthropological Aspects. III	2			L	AS3 due
	15.2		Studying Recommended Texts			10		
16								
Total				<i>30</i>	<i>15</i>	<i>55</i>		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion,SGD=Small Group Discussion,SGP=Small Group Presentation

Assessment Method: Q=Quiz , AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 05 %	40%
	AS2 - 10%	
	AS3 - 15%	
	Q - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- කුලසූරිය, ආනන්ද. (1951). සිංහල සාහිත්‍යය 1. මහරගම: සමන් මුද්‍රණාලය.
- කුලසූරිය, ආනන්ද. (1951). සිංහල සාහිත්‍යය 2. මහරගම: සමන් මුද්‍රණාලය.
- කුලසූරිය, ආනන්ද. (1996). සිංහල සාහිත්‍යය 3. මහනුවර: කර්තෘ ප්‍රකාශන.
- කුලසූරිය, ආනන්ද. (1997). සිංහල සාහිත්‍යය 4. මහනුවර: කර්තෘ ප්‍රකාශන.
- ගමිලන්, සුවර්ත. (1966). කවිසිළුමිණ විනිස. කැලණිය: විද්‍යාලංකාර මුද්‍රණාලය.
- ගොඩකුඹුරේ, චාල්ස්. (1999). සිංහල සාහිත්‍යය. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- ජයසේකර, යු. ඩී. (1962). ශ්‍රී කවේ වගකුග. කොළඹ: සී/ස එක්සත් ප්‍රවෘත්ති පත්‍ර සමාගම.
- නානායක්කාර, ගුණවර්ධන. (2001). නිකාය සංග්‍රහය. (සංස්.). කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- පඤ්ඤාකිත්ති හිමි, කොටහේනේ. (1950). සාහිත්‍ය කලා 1. මහරගම. අනුල මුද්‍රණාලය.

- පඤ්ඤාකිත්ති හිමි, කොටහේනේ. (1952.). **බණකතා සාහිත්‍යය**. කොළඹ: තිසර ප්‍රකාශකයෝ. පඤ්ඤාකිත්ති හිමි, කොටහේනේ. (1964). **සාහිත්‍ය කථා 2**. කැලණිය: විද්‍යාලංකාර මුද්‍රණාලය.
- පඤ්ඤාකිත්ති හිමි, කොටහේනේ. (1965). **සාහිත්‍ය කථා 3**. කථනර: විද්‍යාදීප මුද්‍රණාලය.
- පඤ්ඤාකිත්ති හිමි, කොටහේනේ. (1967). **සාහිත්‍ය කථා 4**. කථනර: විද්‍යාදීප මුද්‍රණාලය.
- පඤ්ඤාකිත්ති හිමි, කොටහේනේ. (1968). **ජාතක කතා විමසුම**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම. වික්‍රමසිංහ, මාර්ටින්. (1959).
- **සිංහල සාහිත්‍යයේ නැඟීම**. මහරගම: සමන් මුද්‍රණාලය.
- චර්ඡාන හිමි, හොරණ. (1992). **සිංහල සාහිත්‍ය ග්‍රන්ථ ප්‍රදීපිකා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සන්නස්ගල, පුංචිණ්ඩාර. (1994). **සිංහල සාහිත්‍ය චිතිය**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- සුරවීර, ඒ. ඩී. (1996). **සිංහල සාහිත්‍ය සම්ප්‍රදාය**. නුගේගොඩ: දීපානී මුද්‍රණාලය.

Course Title : Culture and Heritage II**Course Code: SINS 31042 (20hrs: 20hrs: 60hrs)****Course Capsule:**

Explaining the basic rules and analytical methods of Culture and Heritage, Especially, Historical period of Anuradhapura (437-1058), The origin (from 3rd BC to 10th AD) and the evolution of the Sinhala Culture and Heritage, Arts and Architectural crafts and Cultural institution, The ancient irrigation system, Indigenous architecture carvings and painting and sculpture, The influence of the Indian Culture on the Sinhala culture Influence on the Sinhala language on Social Cultural Heritage.

Course Aim:

To teach students the rules and conventions of Sinhala culture and heritage, cultural awareness to make a talented designer who uses cultural knowledge for creative works such as creating Arts and Architecture designs.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. elucidate new trends of Indus Aryan Culture, Heritage
2. explain Empire Ashoka's influence of Sinhala Cultural Heritage
3. explain and analyse of the Classical Sinhala Arts of the Anuradhapura Period
4. explain Art and Architecture from 3rd Century B.C to 10th A.D
5. explain Classical Sinhala Literary Criticism of the Anuradhapura Period "Sīgiri Gī"
6. illustrate the influence of other religious and their culture for Sinhala Buddhist Culture.
7. demonstrate the knowledge on the evolution of Sinhala Language and Cultural activities in Anuradhapura Period.
8. describe Customs and central Buddhist Values System in Anuradhapura Era

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	New trends of Hindu and Sinhalese Buddhist Cultural Heritage. I	2			L	
	1.2		Studying Recommended Textbooks			3		
02	2.1	1	New trends of Hindu and Sinhalese Buddhist Cultural Heritage. II	2			L	
	2.2		Studying Recommended Text books			3		
03	3.1	2	Influence of Hindu and Sinhalese Buddhist Cultural Heritage III	2			L	
	3.2		Group presentation about previous lessons		4		P.GPL	AS1 start
	3.3		Studying Recommended Texts			2		
04	4.1	2	The Art and Architecture from 11 th Century ad to 16 th A.D I	2			L,D	
	4.2		Studying Recommended Texts			2		
05	5.1	3	The Art and Architecture from 11 th Century ad to 16 th A.D II	2		4	L,D	
	5.2		Studying Recommended Textbooks					
06	6.1	6	The Art and Architecture from 3rd Century B.C to 10 th A.D	2			L	AS1 due
	6.2		Presentation-before field visit and field Visit		4		SGP,FV	AS2 start

	6.3		Studying Recommended Texts			3		
07	7.1	4	The Art and Architecture from 3rd Century B.C to 10 th A.D	2			L	
	7.2		Studying Recommended Texts			4		
08	8.1		The Classical Sinhala Literary Criticism of the Polonnaruwa and other Periods I	2				
	8.2		Studying Recommended Textbooks			10		
09	9.1	5	The Classical Sinhala Literary Criticism of the Polonnaruwa and other Periods. II	2			L,D	
	9.2		Studying Recommended Texts			2		
10	10.1	7	New trends in Sinhala Language and Literature	2			L	AS2 due
	10.2		Studying Recommended Texts			3		
11	11.1	7	the Influences of other religious and their cultural Activities for Sinhala Buddhist Culture.	2			L	
	11.2		Presentation /discussion		2		SGD,SGP	Q1
	11.3		Studying Recommended Texts			3		
12	12.1	7	The Influence of other religious and their culture for Sinhala Buddhist Culture.	2			L	
	12.2		Completion of the Research Booklet. Social Cultural Heritage Activities of the Mediaeval Period in Sri Lanka /presentation after field visit		5		SGP	AS3 satrt
	12.3		Studying Recommended Texts			3		
13	13.1	7	The Customs and central Buddhist Values System in Polonnaruwa and other Periods	2			L	
	13.2		Studying Recommended Texts			3		
14	14.1	7,8	The Customs and central Buddhist Values System in Polonnaruwa and other Periods	2			L	

	14.2		Studying Recommended Texts			3		
15	15.1	7,8	The indigenous architecture carvings and painting and sculpture.	2		2	L	AS3 due
	15.2		Studying Recommended Texts			5		
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGD=Small Group Discussion,SGP=Small group Presentation

Assessment Method: Q=Quiz, AS=Assignment.

Assessment Strategy:

Continuous Assessment	AS1 - 05 %	40%
	AS2 - 15%	
	AS3 - 15%	
	Q - 05%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Reading:

- Bandaranayaka, Senaka. (1986). **The Rock and Wall Paintings of Sri Lanka**. Pannipitiya: Stamford.
- Bandaranayake, Senake. (2007). **Sigiriya**. Colombo: Central Cultural Fund.
- Basnayake, H. T. (1986). **Sri Lankan Monastic Architecture**. Sri Satguru Publications.
- Blaze, L. E. (1995). **The Story of Lanka**. New Delhi: Asian Educational Services.
- Codrington, H. W. (1994). **Ceylon Coins and Currency**. Asian Educational Services.
- De Silva, K. M. (Ed.). (2014). *A History of Sri Lanka* ([Revised.] Colombo: Vijitha Yapa Publications.
- Ellawala, H. (1969). **Social History of Early Ceylon**. Colombo: Department of Cultural Affairs.
- Fernando, G. S. 2001. සිංහල සැරසිලි—*Sinhala Sarasili [Sinhala Decorational Art]* (in Sinhala). Colombo: M. D. Gunasena and Company.
- Gooneratne, W.; Hirashima S. (1990). **Irrigation and Water Management in Asia**. Sterling Publishers.
- Hettiarachchi, D.E. (1965). සිංහල ථූපවංසයා—*Sinhala Thupavamsaya [Sinhala Thupavamsa]* (in Sinhala). Colombo: Lakehouse Investments .

- Nicholas, C. W. and Paranavitana, S. (1961). **A Concise History of Ceylon**. Colombo: University Press.
- Lokubandara, W. J. M . (2007). **The Mistique of Sigiriya — Whispers of the Mirror Wall**. Colombo: Godage International Publishers.
- Ludowyk, E. F. C. (1985). **The Story of Ceylon**. Navrang Booksellers & Publishers.
- Mendis, Ranjan Chinthaka. (1999). **The Story of Anuradhapura**. Kotte:Lakshmi Mendis publisher.
- Mendis, Vernon L. B. (2000). **The Rulers of Sri Lanka**. Colombo: S. Godage & Brothers.
- Rambukwelle, P. B. (1993). **Commentary on Sinhala Kingship Vijaya to Kalinga Magha**. Auther publication.
- Sastri, K. A. (1935). **The Cōḷas. Madras**. University of Madras.
- Seneviratna, Anuradha. (1989). **The Springs of Sinhala Civilization**.Newdilhi: Navrang Booksellers & Publishers.
- Siriweera, W. I. (2004). **History of Sri Lanka**.Colombo: Dayawansa Jayakodi & Company.
- අභයවර්ධන, එම්. ඒ. පී. (1996). **කඩයිම් පොත් විමර්ශනය**. (සංස්.). සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- කුමාරස්වාමි, ආනන්ද. කේ. (1962). **මධ්‍යකාලීන සිංහල කලා**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- ජිනදාස. (2004). **සම්ප්‍රදාය හා සංස්කෘතික හර**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- පල්ලියගුරු, චන්ද්‍රසිරි. (1983). **සංස්කෘතියේ සමාජ මුහුණුව**. කඩවත: සිරිගුරු ප්‍රකාශන.
- පල්ලියගුරු, චන්ද්‍රසිරි. (1990). **සංස්කෘතිය, සමාජය සහ ජ්‍යෙෂ්ඨය**. කඩවත: කර්තෘ ප්‍රකාශන.
- පීරිස්, රුල්ෆ්. (2001). **සිංහල සමාජ සංවිධානය**. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- රත්නසාර හිමි, තිරුණගම. (1985). **බුදු පිළිමය**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- චන්ද්‍රසිරි හිමි, කඹුරුපිටියේ. (1985). **ලක්දිව බුදු පිළිමය**. කඹුරුපිටිය: ඒ. කරුණානායක.
- වික්‍රමගමගේ, චන්ද්‍රා. (1990). **ස්තූප**. මන්නෙරගොඩ: ශ්‍රී ලංකා සංස්කෘතික ශාස්ත්‍රායතනය.
- වික්‍රමගමගේ, චන්ද්‍රා. (2006). **ශ්‍රී ලංකාවේ බුද්ධ ප්‍රතිමා කලාව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- විජේසේකර, නන්දදේව. (1997). **පැරණි සිංහල ප්‍රතිමා ශිල්පය**. කොළඹ: ඇම්. ඩී ගුණසේන සහ සමාගම.
- විමලරත්න, බෙල්ලන්විල. (1997). **බුදු පිළිමය මුද්‍රා හා ආසන**. දෙහිවල: ශ්‍රී දේවි ප්‍රින්ට්ස්.
- විමලවංශ හිමි, බද්දේගම. (1964). **අපේ සංස්කෘතිය**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- සුමංගල, හිමි. හික්කඩුවේ සහ බටුවන්තුඩාවේ, දේවරක්ෂිත පඬිතුමා. (පරි.). (1996). **මහාවංසය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

- සුරවීර, ඒ. ඩී. (2002). අනුරාධපුර සංස්කෘතිය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සෙනෙවිරත්න, අනුරාධ. (1995). පුරාණ අනුරාධපුර යුගය. පුරාවිද්‍යා දෙපාර්තමේන්තුව.
- සෙනෙවිරත්න, අනුරාධ. (2002). පුරාණ අනුරාධපුරය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Eastern Literary Criticism

Course Code: SINS 31052 (15hrs: 30hrs: 55hrs)

Course Capsule:

Explaining the origin and the evolution of Indian Poetics, Identifying the source of Chandas and Alaṅkāra (Rhetorics), Introduction to the structure of Chandas and Alaṅkāra (Rhetoric), Appreciation of Chandas śāstra as an evaluation tool for literary criticism, utilizing Alaṅkāravādaya, Dhvani Vādaya, Rīti Vādaya / Vākrokti Vādaya, Auchtya Vādaya, Guṇa Vādaya as tool for modern criticism.

Course Aim:

To provide students with a comprehensive knowledge on Chandas Alaṅkāra (rhetoric) and sources and Sanskrit principles of literary criticism based on Siyabaslakara and Elusandās Lakuṇa (rules of poetry composition) thereby to motivate students to use these theories in literary criticism.

Course ILOs:

Upon successful completion of this course, students should be able to;

1. explain what Chandas and Alaṅkāra (Rhetoric) are with examples
2. illustrate treatises which include Chandas (Prosody) and Alaṅkāra (rhetoric)
3. criticize literary work practically by using theories of criticism in oriental poetry.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The origin and evolution of Indian Poetics	2			L	
	1.2		Small Group Discussion		4		SGD	
	1.3		Studying Recommended Texts			3		
2	2.1	1	The source of Chandas (Prosody) Alaṅkāra (Rhetoric)	2			L,D	
	2.2		Studying Recommended Texts			2		
3	3.1	3	Introduction to the structure of Chandas and Alaṅkāra (Rhetoric)	2			L,D	
	3.2		Studying Recommended Texts			2		
4	4.1	2	Introduction to the structure of Chandas (Prosody)Alaṅkāra (Rhetoric)	2			L	
	4.2		Introduction to the structure of Chandas (Prosody)Alaṅkāra (Rhetoric) (Assignment)		2		P	AS1 start
	4.3		Studying Recommended Texts			3		
5	5.1	3	Appreciation of Chandas Śāstra as an evaluation tool for literary criticism I	2			L,D	
	5.2		Studying Recommended Texts			5		
6	6.1	2	Appreciation of Chandas Shastra as an evaluation tool for literary criticism II (Source reference)	2			L	
	6.2		Small Group Discussion		2		SGD	

	6.3		Studying Recommended Texts			5		
7	5.1	2	Alaṁkāravādaya I	2			L	AS1 due
	5.2		Studying Recommended Texts			5		
8	8.1	2	Alaṁkāravādaya II	2			L	
	8.2		Alaṁkāravādaya (Assignment)		2		P	AS2 start
	8.3		Studying Recommended Texts			3		
9	9.1	3	Dhvani Vādaya	2			L	
	9.2		Studying Recommended Texts			2		
10	10.1	3	Rīti Vādaya	2			L	
	10.2		Studying Recommended Texts			5		
11	11.1	3	Vakrōkti Vādaya /Theory of periphrases,	2			L	AS2 due
	11.2		Studying Recommended Text			5		
12	12.1	3	Auchitya Vādaya, Congruencism/ Theory of congruity	2			L	
	12.2		Auchitya Vādaya, Congruencism/ Theory of congruity (Assignment)		2		P	AS3 start
	12.3		Studying Recommended Texts			5		
13	13.1	3	Guṇa Vādaya Theory of efficacy	2			L,D	
	13.2		Studying Recommended Texts			4		AS3 due
14	14.1	3	Usage of aforementioned theories of criticisms as an evaluation tool for modern criticism	2			L	
	14.2		Small Group Activity		3		SGA	AS4 start
	14.3		Studying Recommended Texts			2		
15	15.1	3	Usage of aforementioned theories of criticisms as an evaluation tool for modern criticism	2			L,D	AS4 due
	15.2		Studying Recommended Texts			4		

16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion, SGD=Small group Discussion, SGA=Small Group Activity

Assessment Method: AS=Assignments

Assessment Strategy

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

Course Coordinator	Teaching Panel
Prof.Ven. Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Field visits															
Assignments															

Recommended Readings:

- Barthes, R. (1957). *Mythologies selected and translated from the French by Annette Lavers*. New York: Hill and Wang, 1972, pp. 142-143. Excerpt from chapter “Myth Today”.
- Chakrabarty, Dipesh. (2000). *Subaltern Studies and Postcolonial Historiography*. Nepantla: Duke University Press.
- Said Edward. (1978). *Orientalism*. Middlesex. England: Penguin Books Ltd.
- අබේසිරිවර්ධන, ආනන්ද. (1993). *රසාස්වාදය හා චමත්කාරය*. කැලණිය: සම්භාව්‍ය ප්‍රකාශන.
- ඥාණසිහ හිමි, හේන්‍රිටගෙර. (1964). *සියබස්ලකර විස්තර වර්ණනා*. කොළඹ: එච්. කේ. ඩී. වන්දසේන සහ පුත්‍රයෝ.
- ධර්මකීර්ති හිමි, තලකිරියාගම. (1969). *භාරතීය කාව්‍ය විචාරය*. කැලණිය: දීපා මුද්‍රණාලය.
- ධර්මාරාම හිමි, රත්මලානේ. (සංස්.). (1948). *සිද්ධස්ඨරාව (ඉටු'නිටු ලකර අදියර)*. කැලණිය: විද්‍යාලංකාර සභාව.
- පියතිස්ස හිමි, දෙනගම. (1961). *කාව්‍ය රසය හා භාෂාව*. කොළඹ: ගුණසේන සහ සමාගම ප්‍රඥාරාම හිමි, යක්කඩුවේ. 1965. *විදුලකර කාණ්ඩ 3,4 ලිපි* (4 කාණ්ඩය). කැලණිය: විද්‍යාලංකාර විශ්වවිද්‍යාලපර්යේෂණ ආයතනය.
- මාරසිංහ, චෝල්ටර්. (1994). *හරතමුනි ප්‍රණීත නාට්‍ය ශාස්ත්‍ර*. නුගේගොඩ: පියසිරි ප්‍රින්ටින් සිස්ටම්ස්.
- විජේවර්ධන, හේමපාල පී. (1967). *සංස්කෘත කාව්‍ය විචාරයේ මූලධර්ම*. කොළඹ: ගුණසේන සහ සමාගම.
- විජේවර්ධන, හේමපාල පී. (1968). *කාව්‍ය විචාර ගවේෂණ*. කොළඹ: නිකන් ලිමිටඩ්.
- සේනානායක, ජී. එස්. ඩී. (සංස්.). (1969). *ධ්වනනාලෝක විචරණය*. කොළඹ: ගුණසේන සහ සමාගම.
- සෝරන හිමි, වැලිවිටියේ. (සංස්.). (1969). *එලුසඳස් ලකුණ*. ගල්කිස්ස: අභය ප්‍රකාශකයෝ.

Course Title: Linguistics II (Syntax & Semantics)

Course Code: SINS 31062 (15hrs: 30hrs: 55hrs)

Course Capsule:

Explaining Syntax and Semantics as two main units of language structure, Domain of syntax and related sub-concepts of linguistics, Aims of syntax and theoretical foundation, linguistic foundation and relation of main language units: terms and phrases in creating sentences, Analyzing theoretically and practically the main sentence patterns in native language and other languages, Theoretical and practical methods of Syntax in leaning, teaching and translating a language, Importance of Semantics in analyzing a language, meaning, hidden meaning and ironical meaning, issues related to the meaning in practical usage of semantics, Practical issues of semantics in learning a second language, Connection of Semantics with cultural traditions of each language, Main variations and differences of the theory of semantics.

Course Aim:

The aim of this course is to provide student the knowledge of analyzing fundamental sentence patterns and meanings of native language by analytically studying on two main units of linguistics: Syntax and Semantics, to provide students the skill of using the knowledge on Syntax and semantics practically for the study of Sinhala language.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. define syntax and semantics as two main units of language structure
2. analyze the domain of syntax and related sub-concepts of linguistics (sounds, morphs, terms etc.)
3. describe the aims of syntax and theoretical foundation

4. describe the linguistic foundation and relation of main language units: terms and phrases in creating sentences and to explain using examples
5. analyze theoretically and practically the main sentence patterns in native language and other languages
6. use theoretical and practical methods of syntax in leaning, teaching and translating a language
7. explain the importance of semantics in analyzing a language
8. describe the issues related to the meaning in practical usage of semantics
9. describe the practical issues of semantics in learning a second language
10. explain the connection of semantics with cultural traditions of each language
11. explain and to use accurately the main variations and differences of the theory of semantics

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Syntax and Semantics as two main units of language structure	1			L,D	
	1.2		Studying Recommended Texts			3		
2	2.1	2	The Domain of Syntax and related sub-concepts of linguistics (sounds, morphs, terms etc.) –	1			L	
	2.2		Studying Recommended Texts			3		
3	3.1	3	Syntax and theoretical foundation.	1			L	
	3.2		Studying Recommended Texts			4		

4	4.1	1,2,3	Linguistic foundation and relation of main language units: terms and phrases in creating sentences.	1			L,D	
	4.2		Studying Recommended Texts			4		
5	5.1	1,2,3,4	Analyzing theoretically and practically the main sentence patterns in native language and other languages, Theoretical and practical methods of syntax in leaning, teaching and translating a language	1			L,D	
	5.2		Discussion and group presentation		5		SGD,SGP	Q1
	5.3		Studying recommended texts			4		
6	6.1	3,4	Analyzing theoretically and practically the main sentence patterns in native language and other languages, Analyzing main sentence patterns in native language and other languages	1			L	
	6.2		Workshop, group presentation		5		WS,SGP	AS1 start
	6.3		Studying Recommended Texts			4		
7	7.1	3,4,5,	Theoretical and practical methods of syntax in leaning, teaching and translating a language, Analyzing main sentence patterns in native language and other languages	1				
	7.2		Workshop, group presentation		5		WS,SGP	AS2 start
	7.3		Studying Recommended Texts			4		
8	8.1		Theoretical and practical methods of syntax in leaning, teaching and translating a language,	1			L	
	8.2		Theoretical and practical methods of syntax in leaning, teaching and translating a language Discussion and group presentation,		5		SGD,SGP	AS3 start
	8.3		Studying Recommended Texts			4		

9	9.1	6,7	Importance of semantics in analyzing a language	1			L,D	AS1 due
	9.2		Studying recommended texts			3		
10	10.1		Meaning, hidden meaning and ironical meaning -	1			L,D	
	10.2		Studying Recommended Texts			3		
11	11.1	7,8	Issues related to the meaning in practical usage of semantics -	1			L,D	
	11.2		Studying Recommended Texts			4		
12	12.1	9,10	Practical issues of semantics in learning a second language	1			L,D	AS2 due
	12.2		- Studying Recommended Texts			3		
13	13.1	8,9	Connection of semantics with cultural traditions of each language	1			L&D	
	13.2		- StudStudying Recommended Texts			4		
14	14.1	7,8,9	Main variations and differences of the theory of semantics	2			L,D	AS3 due
	14.2		- Studying Recommended Texts			3		
15	15.1	7,8,9,10, 11	Creating and presenting a poster for a given topic of Descriptive linguistics (On syntax and semantics) –		10		PP	ESP
	15.2		Studying Recommended Texts			5		
16								
Total				15	30	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion,SGD=Small group discussion,Small Group Presentation.WS=workshop,PP=Poster presentation

Assessment Method: ESP = End-semester practical examination, Q= Quiz., AS=Assignment

Assessment Strategy

Continuous Assessment	AS1 - 10 %	40%
	AS2 - 05%	
	AS3 - 05%	
	Q - 05%	
	ESP- 15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)	Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Chomsky, N. (1972). **Studies on Semantic, in Generative Grammar**. The Hague: Touton.
- Chomsky, Noam. (1978). **Syntactic Structures**. The Hague: Mouton
- Chomsky, Noam. (1965). **Aspects of the Theory of Syntax**. Cambridge: The MIT Press. Massachusetts.
- Chomsky, Noam. (1981). **Lectures on Government and Binding**. Dordrecht: Foris.
- Chomsky, Noam. (1986). *Knowledge of Language; Its Nature*. New York: Origin and Use: Praeger.
- Chomsky, Noam. (1988). **Language and Problems of Knowledge**. Cambridge: The MIT Press.
- Cole, P. (1978). **Syntax and Semantics 9: Pragmatics**. New York: Academic Press.
- Coulthard, M. (1977). **An Introduction to Discourse Analysis**. London: Longman.
- Hurford, R. J. and Heasley, R. (1983). **Semantics: a course book**. Cambridge: C.U.P.
- Kempson, R. M. (1975). **Presupposition and the delimitation of semantics**. Cambridge: C.P.U.
- Levinson, C. S. (1983). **Pragmatics**. Cambridge: C.U.P.
- O'Grady, William M., Dobrovolsky, F. Katamba; (1989). **Contemporary Linguistics: An introduction**. New York: Longman. (ch.5-6).
- Peter Sells; (1985). **Lectures on the Contemporary syntactic theories: An introduction to government-binding theory. Generalized phrase structure grammar, and lexical functional grammar, Stanford, Calif: Center for the study of language information**. Ventura Hall: Stanford University.
- Radford, Andrew. (1988). **Transformational Grammar**. Cambridge: Cambridge University Press.
- Riemsdijk, Henk van, and Edwin Williams. (1986). **Introduction to the Theory of Grammar**. Cambridge: The MIT Press, Massachusetts.
- බලගල්ලේ, විමල් ජී. (2014). **භාෂි සන්නිවේදනය අර්ථවිචාරය හා උපයෝගිකා විචාරය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title: Modern World Theater and Aesthetic Criticism

Course Code: SINS 31072 (15hrs: 30hrs: 55hrs)

Course Capsule

Explaining the Trends in European theater, Historical and social context for the rise of naturalism and realism, variations of the theater after the second world war, Origin of the alternative theater, contexts of modernization, Studying the realistic plays of Henrik Ibsen and Anton Chekhov, Studying selected plays of Bernard Shaw, Bertolt Brecht, Samuel Beckett, Dario Fo, García Lorca etc., naturalism and potentialism, Modern American theater and realistic modification, group drama with the leadership of Lee Strasberg, Drama producing trends of American play writers after the war, new dramatic methods and experimental drama, operas, Street drama and non-street drama, contribution of the chapel to the origin and development of medieval drama, Secular drama structures, Origin of professional drama groups in England, theater composition and technical features of Elizabethan drama, aesthetics, its nature and domain, subject-based and action-based theoretical importance, issues of aesthetics, Contribution of ancient greek philosophy for the development of Western and oriental aesthetics, the theory of “rasa” of Bharatha muni, origin of aesthetics in medieval, modern aestheticism, importance of Marxist criticism, analyzing “Rasa”, art, true art and ethical art, art and realism, main criticism theories: practical criticism, liberal humanism, contextualism, isolationism, structuralism, post colonialism, Marxism, feminism, psycho analysis, postmodern criticism trends, compositionism.

Course Aim:

The aim of this course is to develop skills of students for the usage of criticism theories for criticizing drama by providing an analytical knowledge on world theater (European, American and British).

Course ILOs:

Upon successful completion of this course, students should be able to:

1. describe analytically on new trends of European theater from 19th century to the end of 20th century
2. explain the practical change of European theater that occurs through social, political and cultural modernism of Europe and development theory
3. explain the themes and concepts of drama from classical play writers to modern alternative theater of France
4. describe the development of American theater that occurs by social, political and cultural needs
5. describe analytically the drama tradition, variations, specialties, nature, differences and drama styles of American theater before 1960
6. use modern aesthetic criticism theories in criticizing drama

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Trends in European theater: new classical French drama, romantic drama, melodrama, well-made drama, historical and social context for the rise of naturalism and realism	1			L	
	1.2		Small group Discussion		2		SGD	
	1.3		Studying Recommended Texts			4		
2	2.1	1,2	Variations of the theater after the second world war: potentialism, epic structure, magical realism, Origin of alternative theater, judgemental drama, phenomena drama, anamorphosis drama –	1			L	
	2.2		Small group Discussion		2		SGD	

	2.3		Studying Recommended Texts			4		
3	3.1	1,2,	Contexts of modernization: romanticism, naturalism, realism, symbolism, hyperrealism, potentialism, existentialism, epic and magical realism –	1			L	
	3.2		Small Group Discussion- Studying the realistic plays of Henrik Ibsen and Anton Chekhov		2		SGD	
	3.3		Studying Recommended Texts			4		
4	4.1	1,2,3	Naturalism and potentialism, Elma Reiss and Eugene O'Neill, modern American theater and realistic modification	1			L	
	4.2		Discussion, Studying selected plays of Bernard Shaw, Bertolt Brecht, Samuel Beckett, Dario Fo, García Lorca etc.		2		SGD	
	4.3		Studying Recommended Texts			4		
5	5.1	3,4	Group drama with the leadership of Lee Strasberg, drama producing trends of American play writers after the war, Specialities of William Inge, Arthur Miller etc.	1			L	
	5.2		Discussion, new dramatic methods and experimental drama, studying Thornton Wilder and Tennessee Williams		2		SGD	
	5.3		Studying Recommended Texts			4		
6	6.1	3,4	Street drama and non-street drama, opera: My fair lady, The music man, Hello Dolly	1			L,D	
	6.2		Studying the script, group activities		2		GA	
	6.3		Studying Recommended Texts			4		

7	7.1	4,5	Contribution of the chapel to the origin and development of medieval drama, medieval religious drama related to ministration: miracle play, morality play, tragedy, indirect play, secular drama structures –	1			L,D	
	7.2		Small Group Discussion,		2		SGD	
	7.3		Studying Recommended Texts			4		
8	8.1	4,5	Origin of professional drama groups in England, theater composition and technical features of Elizabethan drama, main play writers before Shakespeare: specialities of Thomas Kyd, Christopher Marlowe and John Lilly –	1			L,D	
	8.2		Discussion, Shakespeare and contemporary play writers: studying Ben Jonson, Frances Buman, John Fletcher, John Webster etc.		2		SGD	
	8.3		Studying Recommended Texts			4		
9	9.1	5,6	Selected works of play writers: Hamlet, Macbeth, Julius Caesar and The Merchant of Venice by Shakespeare, Doctor Faustus by Christopher Marlowe	1			L,D	
	9.2		group presentation of selected drama scripts		5		SGP	AS1 start
	9.3		Studying Recommended Texts			4		
10	10.1	5,6	Aesthetics, its nature and domain, subject-based and action-based theoretical importance, issues of aesthetics: aesthetic concepts and structures, non- aesthetic concepts and structures	1			L,D	
	10.2		Small Group Discussion		2		SGD	
	10.3		Studying Recommended Texts			4		

11	11.1	4,5,6	Contribution of ancient greek philosophy for the development of western and oriental aesthetics, the theory of “rasa” of Bharatha muni, origin of aesthetics in medieval, modern aestheticism, importance of Marxist criticism –	1			L,D	
	11.2		Small Group Discussion		2		SGD	
	11.3		Studying Recommended Texts			4		
12	12.1		Importance of aesthetic criticism: analyzing “rasa”, art, true art and ethical art, art and realism –	1			L	AS1 due
	12.2		Small group Discussion,		2		SGD	
	12.3		Studying Recommended Texts			4		
13	13.1	4,5,6	Main criticism theories: practical criticism, liberal humanism, contextualism, isolationism, structuralism, post colonialism, Marxism, feminism, psycho analysis -	2			L,D	
	13.2		Studying Recommended Texts			4		
14	14.1	4,5,6	Postmodern criticism trends: compositionism, post modernism –	1			L,D	
	14.2		Studying Recommended Texts			3		
15	15.1	4,5,6	Group presentation for the given topic on modern world theater and aesthetic criticism		3		P.SGP	ESP
Total				15	30	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion,SGD=Small Group Discussion,SGP=Small Group Presentation,GA=group Activity

Assessment Method: ESP = End-semester practical examination, AS=Assignment

Assessment Strategy

Continuous Assessment	ESP - 25 %	40%
	AS1 - 15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)	Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings

- Atkinson, Brooks. (1971). **Broadway 1900-1970**. New York: Collier.
- Beardley, M. C., 1965. **Aesthetic from ancient Greek to the Present**. New York.
- Bordman, Gerald. (Ed.). (1984). **The oxford companion to the American Theater**. New York: Oxford press. Bravington, David. (Ed.). (1975). **Medieval Drama**.
- Boston Brockett, Oscar. G. (1974). **The Theatre; An Introduction**. New York: Holt Rinehart and Winston, Inc.
- Downer, Alan. S. (1967). **The American Theater today**. New York: Basic. Esslin, Martin. (1973). **The theater of the absurd**. New York: Overlook Press. Gurr, Andrew. (Ed.). (1992). **The Shakespeareans Stage**. Cambridge. uni press
- Hartnoll, Phyllis. (1991). **The Theater A concise History**. New York: Thamea and Hudson.
- Hewitt, Baranard. (1959). **Theater USA 1688 to 1957**. New York: Megraw Hill.
- Krutch Joseph, wood. (Ed.). (1957). **The American Drama since 1918**. New York: Radmon House.
- Roose-Evans, James. (1971). **Experimental Theatre**. New York: Avon.
- Thomsn, Peter. (1992). **Shakespeare's Theater**. London.
- Tydeman, William. (1978). **The Theatre in the Middle-aged**. Cambridge. Uni press.
- ගම්ලත්, සුවර්ත. (1974). **රසවාද විවරණය**. ශ්‍රී ලංකා විශ්වවිද්‍යාලයේ කොළඹ මණ්ඩපය.
- ගම්ලත්, සුවර්ත. (1977). **සෞන්දර්ය විද්‍යා ඉතිහාසය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ගම්ලත්, සුවර්ත. (1986). **බටහිර නාට්‍ය හා රංගකලාව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගම්ලත්, සුවර්ත. (1996). **කලාව හා විඤ්ඤාණවාදය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- මහානාහ හිමි, බම්බන්දේ. (1981). **කාව්‍ය විචාර දර්ශන**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- සුරවීර, ඒ. වි. (පරි.). (1984). **ඇරිස්ටෝටල් කාව්‍ය ශාස්ත්‍රය**. කොළඹ: සී/ ස ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම.
- සුරවීර, ඒ. වි. (පරි.) (2001). **ඇරිස්ටෝටල් හා හරත**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.

Course Title : Management and Professional Skills

Course Code : SINS 31082 (15hrs: 30hrs: 55hrs)

Course Capsule:

Introduction to management, mManagement skills, roles and levels, Managerial environment; internal vs external environment, Management functions and interrelationships, Planning, planning process; planning techniques and effective planning methods, Organizing fundamentals; delegation of authority, responsibility and power, Leadership and professional skills; team behavior and organizational culture, Motivation strategies; creating motivational environment, creating performance culture via motivations, Communication process; methods, types of communication, modern communication methods, communication soft skills ,Management controlling methods, controlling process, techniques and new trends

Course Aim:

The aim of this course is to provide students with a fundamental knowledge on management elements and professional skills to be a value adding personality for organizations and to direct students to be equipped with career skills enabling them to enhance the professional exposure thereby to change the mindset of students to be multi skilled with the foundation knowledge of the stem subjects

Course ILOs:

Upon successful completion of this course, students should be able to:

1. describe the main concepts related to management and professional skills for changing organizational environments
2. relate management skills and knowledge into different contexts of career fields
3. apply managerial skills and mindset to solve issues found in the organizations and capitalize career opportunities
4. relate professional skills and values to different organizations to be a change-agent where it is necessary

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	01	1	Introduction to management, management skills, roles and levels	1		3	L, P, PPT	
02	02	1	Managerial environment; internal vs external environment	1	8	3	L, PPT	
03	02	2	Managerial environment; internal vs external environment	1	4	2	L, P, PPT	Q1, V
04	3	2	Management functions and interrelationships	1		2	L, PPT	
05	3	3	Management functions and interrelationships	1		4	L, P, PPT	ST
06	4	3,4	Planning, planning process; planning techniques and effective planning methods	1	8	3	L, P, FV, PPT	
07	4	1,2	Planning, planning process; planning techniques and effective planning methods	1		4	L, P	
08	5	1,2	Organizing fundamentals; delegation of authority, responsibility and power, Leadership and professional skills; team behavior and organizational culture	1		10	L,P	V,
09	5	1,2	Organizing fundamentals; delegation of authority, responsibility and power, Leadership and professional skills; team behavior and organizational culture	1		2	L, P	
10	6	3,4	Motivation strategies; creating motivational environment, creating performance culture via	1		3	L, P	Q2

			motivations					
11	6	3,4	Motivation strategies; creating motivational environment, creating performance culture via motivations	1		3	L, P	
12	7	2,3,4	Communication process; methods, types of communication, modern communication methods, communication soft skills	1		3	L, P	
13	7	2,3,4	Communication process; methods, types of communication, modern communication methods, communication soft skills	1		3	L, P	
14	8	2,3,4	Management controlling methods, controlling process, techniques and new trends	1		3	L, P	Q3
15	8	2,3,4	Management controlling methods, controlling process, techniques and new trends	1		2	L	
					10	5		AS1, V
Total				<i>15</i>	<i>30</i>	<i>55</i>		

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

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

Assessment Strategy:

Continuous Assessment	GP - 30 %	40%
	PE - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Ven. Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Bathnagar, N. & Bathnagar, M. (2011). Effective **Communication and Soft Skills**. Pearson.
- Bovée, C. and Thill, J. and 2012. **Excellence in Business Communication**. Upper Saddle River: NJ: Pearson Education International.
- Griffin R. W; 2012. *Management*. 11th Ed. Cengage Learning.
- Isacke, H. (2013). **Soft Skills for Strong Leaders: Ten Steps to Management Success**. Legend Press.
- Richard D. L; 2011. *Management*. 10th ed. South Western Cengage Learning Publishers.
- SamuelC, Certo C. T. S. (2006). **Modern Management**. PHI Learning Private Limited

Course Title: Classical Sinhala Verse III (Anuradhapura Period)

Course Code: SINS 32012 (20hrs: 20hrs: 60hrs)

Course Capsule:

Explaining the Origin and background of literature of Sinhala poetry, Identification of lyric form, Appreciation of Sīgiri Poems (Sīgiriya Graffiti) and poetry, study of the language used in Sigiri poems, Sigiri poems and public interest, influence of Sanskrit poetic tradition on Sīgiri poems, Contemporary social thought and background as revealed in the Sigiriya poems, Studying (100) Sigiri Poems, Identification of Sinhala Texts on Poetic Theories, Siyabaslakara and Sanskrit Epic Tradition, Siyabaslakara and Indigenous Poetry Tradition, rhetorical Tradition

Course Aim:

To provide students with an understanding on Sīgiri poems (Sīgiriya Graffiti), which is one of the most valuable division or category of poetry in the history of Sinhala literature and to give them an idea on whether the tradition of Sinhala poetry literature and Sanskrit literature have affected on Sinhala poetry, so that the students will be able to focus on critique of classical Sinhala poetry.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. explain the origin of Sinhala verse literature and verse format
2. explain the contemporary socio-political economy based on Sigiri poems (Sigiriya Graffiti)
3. describe rhetorical features of poetry and how they are applied in practice

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The origin and background of literature of Sinhala Poetry	2			L	
	1.2		Small Group Discussion (Study of selected works)		2		SGD	
	1.3		Studying Recommended Texts			3		
2	2.1	1	Lyrics / poetic form and appreciation of poetry	2			L	
	2.2		Student Group Activity (Giving songs to students in groups and let them enjoying the songs)		2		SGA	AS1 start
	2.3		Studying Recommended Texts			2		
3	3.1	3	The language in Sigiri Poems (Studying the Medieval Language)	2			L	
	3.2		Small Group Discussion		2		SGD	
	3.3		Studying Recommended Texts			3		
4	4.1	2	Sigiri poems and public interest	2			L	
	4.2		Reading Recommended Text books			2		
5	5.1	3	Influence of Sanskrit Poetry Tradition on Sigiri poems	2			L	AS1 due
	5.2		Reading Recommended Text books			5		
6	6.1	2	Contemporary social thought and background as revealed in the Sigiri poems	2			L	
	6.2		Small Group Discussion		2		SGD	
	6.3		Reading Recommended Text books			5		
7	7.1	2	Contemporary social thought and background as revealed in the Sigiri poems (Common customs and traditions)	2			L	

	7.2		Contemporary social thought and background as revealed in the Sigiri poems (Common customs and traditions) Small Group Discussion		2		SGD	
	7.3		Studying Recommended Texts			5		
8	8.1	2	Contemporary social thought and background as revealed in the Sigiri poems (Clothing and public life)	2			L	
	8.2		Contemporary social thought and background as revealed in the Sigiri poems (Clothing and public life) -Assignment		2		P	AS2 start
	8.3		Studying Recommended Texts			5		
9	9.1	3	Studying (100) Sigiri Poems	2			L	
	9.2		Studying Recommended Texts			2		
10	10.1	3	Studying (100) Sigiri Poems	2			L	
	10.2		Studying Recommended Texts			2		
11	11.1	3	Studying (100) Sigiri Poems	2			L	
	11.2		Giving selected Sigiri Poems to review		1		SGP	AS3 start
	11.3		Studying Recommended Texts			3		
12	12.1	3	Identification of Sinhala books written on poetic theories	2			L	AS2 due
	12.2		Studying Recommended Texts			5		
13	13.1	3	Siyabaslakara and Sanskrit epic tradition	2			L	AS3 due
	13.2		Siyabaslakara and Sanskrit epic tradition-Assignment		1		P	AS4 start
	13.3		Studying Recommended Texts			5		
14	14.1	3	Siyabaslakara and the indigenous poetic tradition, rhetorical tradition	2			L	
	14.2		Studying Recommended Texts			2		
15	15.1	3	Small Group presentation		1		SGP.P	AS4 due

	15.2		Studying Recommended Texts			3		
16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion,SGD=Small Group Discussion, SGP=Small Group Presentation,SGA=Small Group Activity

Assessment Method: AS=Assignment

Assessment Strategy

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

Course Coordinator	Teaching Panel
Prof.Ven. Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

- ඥාණසීහ හිමි, හේන්පිටගෙදර. (1964). සියබස්ලකර විස්තර වර්ණනා. කොළඹ: එච්. කේ. ඩී. වන්දසේන සහ පුත්‍රයෝ.
- මුදියන්සේ, නන්දසේන. (සංස්.). (1963). සීගිරි ගී. කොළඹ: ඇම් .ඩී ගුණසේන සහ සමාගම.
 - (සීගිරි ගී 100 දක්වා අධ්‍යයනය)

Recommended Readings:

- අමරසේකර, ගුණදාස.(1996). සිංහල කාව්‍ය සම්ප්‍රදාය. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- කුලසූරිය, ආනන්ද. 1961. සිංහල සාහිත්‍යය - 1. මහරගම: සමන් මුද්‍රණාලය.
- ගමිලන්, සුවර්ත. (1998). සම්භාව්‍ය සිංහල කාව්‍යයේ විකාසනය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- වික්‍රමසිංහ, මාර්ටින්. (1950). සාහිත්‍ය කලාව. දෙහිවල: තිසර ප්‍රකාශකයෝ.
- වික්‍රමසිංහ, මාර්ටින්. (1997). සිංහල සාහිත්‍යයේ නැගීම. දෙහිවල: තිසර ප්‍රකාශකයෝ.
- සුරවීර, ඒ. ඩී. (1998). සිංහල සාහිත්‍ය සම්ප්‍රදාය. රාජගිරිය: කුරුලු පොත්.

Course Title : Literature and Society 1V (Anuradhapura 437 -1058, Polonnaruwa Periods 1058 - 1234)

Course Code: SINS 32022 (15hrs: 30hrs: 55hrs)

Course Capsule:

Socio historical and literary background of **Anuradhapura /Polonnaruwa** Periods, Origin and Evolution of Sinhala Buddhist Culture, Sinhala Language, Introduction to the new Literary aspects of Sinhala/South Indian Tamil/ Pali/ Sanskrit Literature, Influence of such literature on Sinhalese Literature, Study of the Sri Lankan Classical Literature and Language /Writing styles /Deep analysis of Bhikku Society/ Custom Values and Social Cultural Anthropological aspects.

Course Aim:

To introduce students to the basic rules and analytical methods of **literature and Society** especially from **Anuradhapura and Polonnaruwa periods** to focus on the Origin and Evolution of the Sinhala Language, Literature and Society, with special attention to aspects of Sinhala / South Indian Tamil / Pali Sanskrit Literature, explain influence of such literature on Sinhalese Literature thereby to motivate students for further studies in this area.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. describe Origin and Evolution of the Sinhala Language, Literature and Society.
2. compare Language Styles in Sinhala, Pali, Sanskrit and Tamil.
3. explain influence of such literature on Sinhalese Literature.
4. explain and analyze of the Sinhalese Social changes and other religion aspects.
5. explain the contribution of MAHA SANGHA for Sinhala Literature
6. analyze new trends of the Sinhala literature.
7. describe origin and evolution of such religion literature
8. explain Social Cultural Anthropological Aspects

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	The Origin and Evolution of the Sinhala Language, Literature and Society. I	1			L	
	1.2		Studying Recommended Texts			3		
02	2.1	1	The Origin and Evolution of the Sinhala Language, Literature and Society.II	1			L	
	2.2		Studying Recommended Texts			3		
03	3.1	2	The Origin and Evolution of the Sinhala Language, Literature and Society.III	1			L	
	3.2		Group presentation about previous lessons		8		SGP	AS1 start
	3.3		Studying Recommended Texts			2		
04	4.1	2	The influence of Pali/ Sanskrit Tamil literature on Sinhalese Literature. I	1			L	
	4.2		Studying Recommended Texts			2		
05	5.1	3	The influence of Pali/ Sanskrit Tamil literature on Sinhalese Literature. II	1			L	
	5.2		Studying Recommended Texts.			4		
06	6.1	6	Analyzis of services of the MAHA SANGHA /Anuradhapura and Polonnaruwa Periods I	1			L	
	6.2		Presentation-before field visit & field visit		8		SGP,FV	AS2 start
	6.3		Studying Recommended Texts			3		
07	7.1	4	Analyzis of contribution of the MAHA SANGHA for Sinhala literature / Anuradhapura and	1			L,D	AS1 due

			Polonnaruwa Periods II					
	7.2		Studying Recommended Texts			4		
08	8.1		Study of Test Books as dampiya atuwa gatapadaya	1			L, D	
	8.2		Studying Recommended Texts			7		
09	9.1	5	Study of Test Books as Darmapradepika	1			L	
	9.2		Studying Recommended Texts			2		
10	10.1	7	Study of Test Books as sikawalada ha sika walada vinisa	1			L	
	10.2		Studying Recommended Texts			3		
11	11.1	7	Study of Test Books as Amawatura & Buthsarana	1			L	AS2 due
	11.2		Small group Discussion		4		SGD	
	11.3		Studying Recommended Texts			3		
12	12.1	7	Social Cultural Anthropological Aspects.	1			L	
	12.2	1,2,3,4,5,6,7,8,	Complete Literary works in Anuradhapura and Polonnaruwa Periods Research Book/presentation after field visit		10		GA,SGP	AS3 start
	12.3		Studying Recommended Texts			3		
13	13.1	7	Social Cultural Anthropological Aspects	1			L	
	13.2		Studying Recommended Texts			3		
14	14.1	7,8	Social Cultural Anthropological Aspects.	1			L	
	14.2		Studying Recommended Texts			3		
15	15.1	7,8	Social Cultural Anthropological Aspects.	1			L	AS3 due
	15.2		Studying Recommended Texts			10		
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion,SGD=Small Group Discussion,SGP=Small Group Presentation,GA=Group Activity

Assessments methods: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10 %	40%
	AS2 - 15%	
	AS3 - 15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Practical														
Independent Learning														
Field visits														
Assignments														

Recommended Readings:

- Adikaram, E.W. (1946). Early history of Buddhism in Ceylon. Colombo: The Ceylon daily news.
- Brohier, R. L. (1935). **Ancient Irrigation works In Ceylon, Pt. II.** Colombo: Ceylon Government Press.
- Deraniyayala, S. U. (1972). "Te citadel of Anuradhapura Excavation & in Gedige Area", **Ancient Ceylon II.** Colombo: Published by the Commissioner of arch acology.
- Dernaniyayala S. U. (1989). " A preliminary Report", **Ancient Ceylon, VI.** Colombo; Published by the commissionaire of Archeology.
- Deraniyagala S.U; -1992. *Pre Historic of Sri Lanka part II*, Colombo: Archaeology survey Department.
- Ievers, R. W. (1889). **Mannual of the North Central province in Ceylon.** Colombo: Ceylon Government printer.
- Paranavitane S. (1970). **Inscription of Ceylon VoL I.** Colombo:Department of Archaeology, Ceylon.
- Parker, Henry. (1981). **Ancient Ceylon.** New Delhi: Asian educational services.
- Pieris, Ralph. (1953). **The Brodie Papers on Sinhalese Folk-Religion.** Vol xi, No2, University of Ceylon Reriew.
- Seneviratne, S. (1984). *Black and red ware complex in Sri Lanka, Ancient Ceylon No. 5.* Colombo: Archaeology survey Department
- Seneviratne, S. Jayarathne D. K. (2006). **A shared ritual culture symbol: The Megalithic memorials of south India and Sri Lanka, Alternative Archaeology.** Peradeniya: Archaeology Society Department of Archaeology, University of peradeniya.
- ඉලංගසිංහ, මංගල. (සංස්). (2006). **මහාවංශය කොළඹ: ඇස්.ගොඩගේ සහ සනෝදරයෝ.**

- එල්ලාවල, එච්. (1968). පුරාතන ලංකාවේ සමාජ ඉතිහාසය. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- කරුණානන්ද, උක්කු බණ්ඩා. (1990). නුවරකලාවිය 1815 - 1900. කැලණිය: ශිලා ප්‍රින්ටින් වර්ක්ස්.
- පීරිස්, රැල්ෆ්. (2001). සිංහල සමාජ සංවිධානය. බොරැස්ගමුව: විසිදුනු ප්‍රකාශන.
- බටුවන්කුඩාවේ, රොබට් හා ශ්‍රී සුමංගල හිමි, හික්කඩුවේ. (1996). මහාවංසය. (සංස්.) කොළඹ: දීපානි මුද්‍රණාලය.
- මානෑව, කේ. ඩී. (2004). නුවර කලාවියේ ජනමංගල්ල. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- මැන්දිස්, ජී. සී. (2006). ලංකා ඉතිහාසයේ ආදි යුගය. ලලිත් හින්ගම (පරි.). නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- ලංකා විශ්වවිද්‍යාලීය ලංකා ඉතිහාසය - පළමු කාණ්ඩය. (1964). (සංස්.). හේමචන්ද්‍රයා විශ්වවිද්‍යාල මුද්‍රණාලය.
- ලියනගේ, අමරදාස. (1989). මධ්‍යකාලීන ලංකා ඉතිහාසය. කොළඹ: අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව.
- වික්‍රමගමගේ, චන්ද්‍රා. (2004). රජරට ප්‍රවේණි. රජරට සංවර්ධන බැංකුවේ ප්‍රකාශනයකි.
- විජේසූරිය, එස්. (1997). ශ්‍රී ලංකාවේ ජන සංස්කෘතිය. නුගේගොඩ: දීපානි මුද්‍රණාලය.
- විමලකීර්ති හිමි, මැද උයන්ගොඩ. (1995). සිංහල ආණ්ඩුව. මරදාන: අනුල මුද්‍රණාලය.
- සිරිවීර, ඉන්ද්‍රකීර්ති. (2002). රජරට ශිෂ්ටාචාරය හා නිරිත දිග රාජධානි. කොළඹ: දයාවංශ ජයකොඩි සහ සමාගම.
- සෙනෙවිරත්න, අනුරාධ. (2002). පුරාණ අනුරාධපුරය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title : Folklore and Anthropology 1

Course Code: SINS 32032 (15hrs: 30hrs: 55hrs)

Course Capsule:

Definition of the folklore and Anthropology, The various features of folklore and Anthropology: myths, folktales, legends, folksongs, proverbs, riddles, gestures, games, dances, The basic rules and analytical methods of Folklore and Anthropology. The periodical understanding of Arts and Architecture, Social Cultural Attitudes/Law and customs/Moral /Rituals specially Udarata KOHOMBA KANKARIYA / KADAWARA KANKARIYA / BALI/TOVIL, carvings and painting and sculpture.

Course Aim:

To introduce students to the concept of folklore and Anthropology with special reference to the origin, evolution and new trends of Sinhala culture so that students will be able to identify the folklore as a mirror of culture, Society and relate cultural values to their lives.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. explain of the folklore and Anthropology, The various features of folklore and Anthropology.
2. describe folklore and Anthropological Structure of Sri Lanka Society
3. clarify basic principles of Folklore and Anthropology
4. explain Folklore as a Tool of Communication and Universal phenomenon.
5. explain Man /Myth/ Anthropological features and Communication.
6. analyze The Sri Lankan Ancestors and their Social Cultural behavior.
7. 7. discover World /Sri Lanka/Rituals/ Traditional Rural Life/
8. explain myths, folktales, legends, folksongs, proverbs, riddles, gestures, games, dances.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Definition of the folklore and Anthropology	2			L	
	1.2		Studying Recommended Texts			3		
02	2.1	1	Definition of the folklore and Anthropology	2			L,D	
	2.2		Studying Recommended Texts			2		
03	3.1	2	Folklore and Anthropological Structure of Sri Lanka Society I	2			L,D	
	3.2		Group presentation about previous lessons		2		SGP	AS1 start
	3.3		Studying Recommended Texts			3		
04	4.1	2	Folklore and Anthropological Structure of Sri Lanka SocietyII	2			L	
	4.2		Group presentation about previous lessons		2		SGP	
	4.3		Studying Recommended Texts			2		
05	5.1	3	Explaing basic principles of Folklore and Anthropology I	2			L,D	
	5.2		Studying Recommended Texts			4		
06	6.1	6	Explainingbasic principles of Folklore and Anthropology II	2			L	
	6.2		Studying Recommended Texts			3		
07	7.1	4	Analyzis of folklore and communication	2			L,D	
	7.2		presentation-before field visit &field visit		4		SGP,FV	AS2 start

	7.3		Studying Recommended Texts			4		
08	8.1		Folk literature	2			L	AS1 due
	8.2		Studying Recommended Texts			7		
09	9.1	5	Folk Religion	2			L,D	
	9.2		Reading Recommended Texts			2		
10	10.1	7	Folk Medicine	2			L,D	
	10.2		Studying Recommended Texts			3		
11	11.1	7	Folk play	2			L,D	AS2 due
	11.2		Small Group Presentation		2		SGP	
	11.3		Reading Recommended Texts			3		
12	12.1	7	Explain Social Cultural Anthropological Aspects.I	2			L,D	
	12.2		Complete Literary works in FOLKLORE IN SRI LANKA Part 1 Research Book/presentation after field visit		5		SGP,GA	AS3 start
	12.3		Studying Recommended Texts			7		
13	13.1	7	Explain Social Cultural Anthropological Aspects. II	2			L	
	13.2		Studying Recommended Texts			3		
14	14.1	7,8	Explain Social Cultural Anthropological Aspects. III	2			L,D	
	14.2		Studying Recommended Texts			3		
15	15.1	9,10	Explain Social Cultural Anthropological Aspects. IV	2			L	AS3 due
	15.2		Studying Recommended Texts			3		
16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion,SGD=Small Group Discussion,SGP=Small group Presentation,GA=Group Activity

Assessment Method: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 10 %	40%
	AS2 - 15%	
	AS3 - 15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha K. Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Coomaraswamy, Ananda K . (1979). **Mediaeval Sinhalese Art**. Nugegoda: State Printing Corporation.
- Dissanayake, J. B. (1984). **Aspects of Sinhala Folklore**. Colombo: Lakehouse Investments.
- Parker, H. (1981). **Ancient Ceylon**. New Delhi :Asian Educational Services.
- Parker, Henry. (1982). **Village Folk Tales of Ceylon. Vols. 1- 3**, Dehiwla: Thisara. Prakashakayo.
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- Wijesekara, Nandadeva. (1987). **Deities and Demons magic and marsks**. part I/II, Colombo:MD Gunasena.
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- ඉහළගම, ස්වර්ණා. (1997). **පැදුර හා සිංහල ජනජීවිතය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඉහළගම, ස්වර්ණා. (2016). **මිහිලිය මත කළයක් තිබූ අන්දම**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරස්වාමි, ආනන්ද. (1962). **මධ්‍යකාලීන සිංහල කලා**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- ගොඩකුඹුරේ, වාර්ල්ස්. (197). **සාහිත්‍ය ලිපි හා කථා**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- චන්ද්‍රසිරි, පල්ලියගුරු. (2005). **ජනශ්‍රැතිය, පුරාකථා හා පුරාවෘත්ත**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- තිලකරත්න, මිණිවන් පී. (1971). **සිංහල ජනකවිය හා සංස්කෘතික ලක්ෂණ**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඩයස්, හර්සන්. (2003). **ජන සාහිත්‍ය සම්ප්‍රදාය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඩයස්, හර්සන්. (2004). **මහනුවර මාතර ජන සාහිත්‍යය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දනන්සුරිය, ජනදාස. (2002). **ජනශ්‍රැති අධ්‍යයන**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- රත්නපාල, නන්දසේන. (1995). **ජනශ්‍රැති විද්‍යාව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- වික්‍රමසිංහ, ඩී. පී. (1972). **මගදිගට ජනකතා**. කොළඹ: සූරිය ප්‍රකාශකයෝ.
- වීරසිංහ, අමරදාස. (1986). **සිංහල ජනශ්‍රැතිය හැදෑරීම**. කොළඹ: සංස්කෘති ප්‍රකාශන.
- හේවාචසම්, අභය. (1999). **බ්‍රෝහිසර් දුටු ලංකාව**. කොළඹ:සූරිය ප්‍රකාශකයෝ.

Course Title: Research Methods

Course Code: SINS 32042 (20hrs: 20hrs: 60hrs)

Course Capsule:

Defining research, Introduction and classification of researchs, Reseach Methodology, Deductive and inductive approach, Identification of research process, literature review, identification and analysis of research problem, Research objectives, Research planning, Data Collection for the research, Data Analysis and Data Use, Investigation of Technical Error in Research, Academic writing

Course Aim:

To provide students with a knowledge of Quantitative and Qualitative Research, to train students to select a research area, prepare a research proposal, conduct research and present it as a dissertation by using that knowledge; to train students to read critically; to guide students to identify their research subject area; to provide a substantial knowledge of the value of a continuous research process through a variety of research themes, thereby the students will be directed to conduct academic research.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. define the field or the scope of research in humanities.
2. use academic writing style appropriately
3. select a research area, prepare a research proposal, conduct research, and present it as a dissertation

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Defining research, Introduction and classification of researchs	2			L	
	1.2		Small Group Discussion		2		SGD	
	1.3		Studying Recommended Texts			3		
2	2.1	1	Defining research, Introduction and classification of researchs, Different approaches of research (Deductive,Inductive)	2			L,D	
	2.2		Studying Recommended Texts			2		
3	3.1	3	Types of research	2			L	
	3.2		Studying Recommended Texts			5		
4	4.1	3	The Rresearch process I	2			L,D	
	4.2		Studying Recommended Texts			2		
5	5.1	2	The Rresearch processII	2			L	
	5.2		Small Group Presentation		4		SGP	
	5.3		Studying Recommended Texts			5		
6	6.1	2	Research Methodology	2			L	
	6.2		Studying Recommended Texts			5		
7	7.1	2	Literary Review	2			L	
	7.2		Writing Literary Review (Assignment)		3		P	AS1 start

	7.3		Studying Recommended Texts			5		
8	8.1	2	Identification of the Research problem and analysis	2			L	
	8.2		Studying Recommended Texts			3		
9	9.1	3	Research planning	2			L	
	9.2		Research planning -Group Activity		4		GA	AS2 start
	9.3		Studying Recommended Texts			2		
10	10.1	3	Collecting Data for Research I	2			L,D	AS1 due
	10.2		Studying Recommended Texts			2		
11	11.1	3	Collecting Data for Research II	2			L	
	11.2		Studying Recommended Texts			5		
12	12.1	3	Data analysis and data usage	2			L,D	AS2 due
	12.2		Studying Recommended Texts			5		
13	13.1	3	Investigation of Technical errors in research	2			L	
	13.2		Studying Recommended Texts			5		
14	14.1	3	Academic Writing I	2			L,D	
	14.2		Academic Writing (Assignment)		2		P	AS3 start
	14.3		Studying Recommended Text			3		
15	15.1	3	Academic WritingII	2			L,D	AS3 due
	15.2		Studying Recommended Texts			3		
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion, SGD=Small Group Discusiion, SGP=Small Group Presentation, GA=Group activity

Assessment Method: AS=Assignment.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Prof.Ven. Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended texts

- කෝපරහේවා, සදගෝමි.(2006). **ශාස්ත්‍රීය ලිපියක මූලාශ්‍රය දැක්වීමේ විධික්‍රම**,කොළඹ: එස් ගොඩගේ සහ සහෝදරයෝ.
- ධම්මපාල හිමි, ගනාපේ. (1984). **පර්යේෂණ ක්‍රමවේදය**. කොළඹ: තිසර ප්‍රකාශකයෝ.

Recommended Readings:

- Allison, B. (1997). **The Student's Guide to Preparing Dissertations and Theses**. London: Kogan Page.
- Preece, R. A. (1994). **Starting Research: An Introduction to Academic Research and Dissertation Writing**. London: Pinter Publishers..
- Ridley, Diana. (2012). **The Literature Review**. London:Sage Publications.
- Turabian, Kate L. (1996). **A Manual for Writers of Term Papers, Theses, and Dissertations**. Chicago: Chicago UP.
- Uyangoda, Jayadeva. (2015). **Writing Research Proposals in the Social Sciences and Humanities**. Colombo: SSA .
- Walliman, N. S. R. (2000). **Your Research Project: A Step-By-Step Guide for the First-Time Researcher**. London:Sage Publications.
- Watson, G. (1987). **Writing a Theses: A Guide to Long Essays and dissertations**. London: Longman.
- Wayne C. Booth & Gregory G. Colomb (Contributor), Joseph M. Williams, William C. Booth; (1995).***The Craft of Research: from Planning to Reporting*** .Chicago: University Press.
- Xerubavel, E. (1999). **The Clockwork Muse: A Practical Guide to Writing Theses and Dissertations**. Cambridge. MA: Harvard University Press.
- ලලිතධීර, කේ .ඒ. (2018). **පර්යේෂණ ක්‍රමවේදය සහ ක්‍රමය**. මහරගම: එල්. එම්. ඩී. ප්‍රකාශකයෝ.

Course Title: Western Literary Criticism

Course Code: SINS 32052 (20hrs: 20hrs: 60hrs)

Course Capsule:

Expalining the Nature and limitations of literary criticism, Evolution of Literary Theory, Classical Literary Criticism (Socrates, Plato and Aristotle), Medieval Criticism (St. Augustine, Jeffrey Chaucer), Renaissance Criticism / New Classical Criticism (John Dryden), Romantic Criticism (Samuel Taylor Coleridge), Modern Criticism (T. S. Eliott), Realism, Criticism of Naturalism and Pragmatism, Psychoanalysis (Freud, Lacan), Marxism (Marx, Engels, Brecht, Jameson) /Modeling (Jacobson), Structuralism (Levi Strauss), Poststructuralism (Foucault, Delus, Brodila), Postmodernism, Feminism (Julia Christeva, Juliet Michel, Judith Butler), Post-Colonial Criticism (Fanon, Bhabha)

Course Aim:

The purpose of the successful study of this course is to provide students with an understanding of new theoretical critical concepts so that the students will be able to critique a work of literature practically using modern critical concepts.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. explain theories of Criticism of Ancient and Modern Western Literature
2. practically criticize a literary work using a variety of critical theories
3. describe the literary theories to be used in the critique of local literature

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The nature and limitations of literary criticism(Refer to source)	2			L	
	1.2		Small Group Discussion		2		SGD	
	1.3		Studying Recommended Texts			3		
2	2.1	1	The Evolution of Literary Theory	2			L	
	2.2		Small Group Discussion		2		SGD	
	2.3		Studying Recommended Texts			4		
3	3.1	3	Classical Literary Criticism (Socrates, Plato and Aristotle)	2			L	
	3.2		Small Group Discussion		2		SGD	
	3.3		Studying Recommended Texts			3		
4	4.1	2	Medieval Criticism (St. Augustine, Jeffrey Chaucer)	2			L	
	4.2		Studying Recommended Texts			3		
5	5.1	3	Renaissance Criticism / New Classical Criticism (John Dryden)(Refer to source)	2			L	
	5.2		Small Group Discussion		2		SGD	
	5.3		Studying Recommended Texts			5		
6	6.1	2	Romantic Criticism (Samuel Taylor Coleridge)	2			L,D	
	6.2		Studying Recommended Texts			5		
7	7.1	2	Modern Criticism (T. S. Eliott)	2			L	
	7.2		Studying Recommended Texts			5		
8	8.1	2	Realism, naturalism and Pragmatism	2			L,D	

	8.2		Realism, naturalism and Pragmatism (Assignment)	2		P	AS1 start
	8.3		Studying Recommended Texts		3		
9	9.1	3	Psychoanalysis (Freud, Lacan)	2		L	
	9.2		Explaining Psychoanalysis (Freud, Lacan) (Group Assignments)	2		P	AS2 start
	9.3		Studying Recommended Texts		2		
10	10.1	3	Marxism (Marx, Engels, Brecht, Jameson) / Modelingism/ Modeling (Jackobson)	2		L,D	
	10.2		Studying Recommended Texts		2		
11	11.1	3	Structuralism (Levi Strauss)	2		L	AS1 due
	11.2		Studying Recommended Text		5		
12	12.1	3	Poststructuralism (Foucault, Delus, Brodila)	2		L	AS2 due
	12.2		Studying Recommended Text		5		
13	13.1	3	Postmodernism	2		L	
	13.2		Postmodernism (Assignments)		3	P	AS3 start
	13.3		Studying Recommended Text		2		
14	14.1	3	Feminism (Julia Christeva, Juliet Michel, Judith Butler)	2		L	
	14.2		Studying Recommended Texts		3		
15	15.1	3	Post-Colonial Criticism (Fanon, Bhabha)	2		L	AS3 due
	15.2		Studying Recommended Texts		5		
16							
Total				30	15	55	

Teaching Method: L=Lectures, P=Practical, D=Discussion, SGD=Small Group Discussion,SGP=Small Group Presentation

Assessment Method: AS=Assignment.

Assessment Strategy

Continuous Assessment	AS1 - 10 %	40%
	AS2 - 15%	
	AS3 - 15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Ven. Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven.Olganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- ඉලයප්පආරච්චි, එරික්. (2005). **විවාර පත්‍රිකා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කාරියවසම්, තිස්ස. (1996). **බටහිර සාහිත්‍ය විවාර සිද්ධාන්ත**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමරසිංහ, කුලතිලක. (2004). **පශ්චාත් නූතනවාදය හා සාහිත්‍ය විවාර විමර්ශන**. හෙට්ටිගම: සමන්ති පොත් ප්‍රකාශකයෝ.
- කුමරසිංහ, කුලතිලක. (2009). **පශ්චාත් නූතනවාදය හා සාහිත්‍ය විවාර න්‍යාය**. කොළඹ: ඇස් ගොඩගේ සහ සහෝදරයෝ.
- ගමිලත්, සුවර්ත. (1995). **ඓතිහාසික භෞතිකවාදය හා කලාව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගමිලත්, සුවර්ත. (1995). **ලියොන් ට්‍රොට්ස්කි හා සාහිත්‍යකලා**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගමිලත්, සුවර්ත සහ බාලසූරිය, කීර්ති. (1999). **කල්පනා ලෝකවාදය සාහිත්‍ය කලා හා මාක්ස්වාදය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගමිලත්, සුවර්ත. (2005). **ප්‍රතිගාමී පශ්චාත් නූතනවාදය**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.
- තෝරදෙණිය, සේන. (2005). **වීචරය හා සෝමනය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දිසානායක, විමල්. (2004). **නව විවාර සංකල්ප**. බොරැස්ගමුව: විසිදුනු ප්‍රකාශකයෝ.
- පතිරණ, මහින්ද. (2008). **පශ්චාත්නූතනවාදය: වළ සහ විල**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- මල්ලිකාරච්චි, ඩෙස්මන්ඩ්. (2008). **ටෙරී ඊගල්ටන් මාක්ස්වාදය සහ සාහිත්‍ය විවාරය**. කොළඹ: සහසු ප්‍රකාශකයෝ.
- විජේගුණසිංහ, පියසීලි. (2005). **නූතන සිංහල සාහිත්‍ය විවාරය මාක්ස්වාදී අධ්‍යයනයක්**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- විජේගුණසිංහ, පියසීලි. (2005). **සාහිත්‍යය භෞතිකවාදී අධ්‍යයනයක්**. මරදාන: විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය.

Course Title : Translation Methods 1

Course Code : SINS 32062 (15hrs: 30hrs: 55hrs)

Course Capsule:

Introduction to translation studies, Key concepts in translation studies, Translation history, Theories of translation, Translation methods, Academic translation, Literal translation, Language function-text categories-and text types, The other translation procedures, Translation and culture, Translation criticism

Course Aim:

To introduce the key concepts, the discipline and the nature of translation studies , teach students different methods of translation methods and approaches that guide to translations and also ethics governing in translations practice ,enable students to engage in study and research in the field of translations studies, provide students with an understanding of the basic methods and tool of general translation., increase awareness of the ways of approaching translation by observing how contemporary translation theories work with cultural, Social and historical contexts thereby enabling students to do practical work of translation from Sinhala into English and *vis-à-vis*

Course ILOs:

On the successful completion of this course unit, students should be able to-

1. demonstrate theoretical knowledge and practical skills in translation
2. explain knowledge on cultural and intercultural communication with regard to language they used
3. compare literary translation and non-literary translation
4. translate from Sinhala into English and *vis-à-vis* applying theoretical knowledge

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Introduction to translation studies	1			L,D	
	1.2		Studying Recommended Texts			4		
02	2.1	1	Key concepts in translation studies	1			L,D	
	2.2		Studying Recommended Texts			4		
03	3.1	1	Translation history	2			L,D	
	3.2		Studying Recommended Texts			4		
04	4.1	1	Theories of translation	2			L,D	
	4.2		Studying Recommended Texts			4		
05	5.1	1, 5	Translation methods	2			L&D	
	5.2		Studying Recommended Texts			4		
06	6.1	1, 5	Academic translation	1			L,D	
	6.2		Studying Recommended Texts			4		
07	7.1	1, 5	Literary translation	2			L&D	
	7.2		Studying Recommended Texts			4		
08	8.1	1, 3, 5	Students' presentation on Literal translation		8		SGP	AS1start
	8.2		Studying Recommended Texts			4		
09	9.1	1	Language function-text categories-and text types	1			L,D	
	9.2		Studying Recommended Texts			4		
10	10.1	1, 4	The other translation procedures	1			L,D	AS1 due
	10.2		Studying Recommended Text			4		
11	11.1	2	Translation and culture	1			L,D	
	11.2		Studying Recommended Texts			3		
12	12.1	2	Students' presentation on translation and culture		8		SGP	AS2 start
	12.2		Studying Recommended Texts			3		

13	13.1	1, 3, 4	Translation and criticism	1			L,D	AS2 due
	13.2		Studying Recommended Texts			3		
14	14.1	1, 3, 4	Students' presentation on translation and criticism		8		SGP	AS3 start
	14.2		Reading Studying Recommended Texts			3		
15	15.1	1, 3, 4	Students' presentation on translation and criticism		6		SGP	AS3 due
	15.2		Studying Recommended Texts			3		
Total				15	30	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion, SGP=Small Group Presentatio

Assessment Method: AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Basnet,Susan. (1991). *Translation Studies*. London: Routledge.
- ගුරුගේ, ආනන්ද. (සංස්.). (1965). "සිංහල පරිවර්තන සම්මේලයෙහි වාර්තාව", **සිංහල පරිවර්තන සාහිත්‍යය**. කොළඹ: සංස්කෘතිය කටයුතු පිළිබඳ දෙපාර්තමේන්තුව.
- ධර්මකීර්ති, රංජිත්, රණවීර, ආරියවංශ. විජේසූරිය, සරත්. (සංස්.). (1998). **පහතින් පහත**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title : Printed and Electronic Media I

Course Code : SINS 32072 (20hrs: 20hrs: 60hrs)

Course Capsule:

Explaining the Principles of Communication Theories, Elements of Journalism, Language and Communication, Psychology and Communication, History of Mass Communication, Development Communication, Fundamentals of Development Communication, Innovative Information and Media Management, Critical Thinking in Communication, Basic Principles in Printed Media, Elements of interpersonal relationships, interpersonal relationships and development communication.

Course Aim:

To theoretically and practically impart basic knowledge of journalism and its theories, so that the students will be able to become a professional journalist with practical knowledge of media management as well as journalism.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. use electronic and printed media effectively and efficiently
2. maintain proper public relations through communication
3. demonstrate skills to be a journalist

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
01	1.1		The Principles of Communication Theories	2			L,D	
	1.2	1	Studying Recommended Texts			4		
02	2.1	2	The History of Mass Communication	2			L	
	2.2		Studying Recommended Texts			3		
03	3.1		Language and Communication	2			L,D	
	3.2		Language and Communication (Assignment)		1		P	AS1 star
	3.3		Studying Recommended Texts			4		
04	4.1		Psychology and Communication	2			L,D	
	4.2		Studying Recommended Texts			4		
05	5.1		Development Communication	2			L,D	
	5.2		Studying Recommended Texts			4		
06	6.1		Elements of Journalism	2			L,D	
	6.2		Studying Recommended Texts			3		
07	7.1		Basic Principles in Printed Media	2			L,D	
	7.2		Small Group presentation		4		SGP	AS 2 start
	7.3		Studying Recommended Texts			4		
08	8.1		Elements of Journalism,	2			L,D	
	8.2		Small Group Discussion		2		SGD	
	8.3		Studying Recommended Texts			3		
09	9.1		Elements of Journalism	2			L,D	AS1 due
	9.2		Small Group Discussion		4		SGD	
	9.3		Read Studying Recommended Texts			4		
10	10.1		Basic Theories of Electronic Media	2			L	

	10.2		Studying Recommended Texts			4		
11	11.1		Innovative information and media management	2			L,D	
	11.2		Studying Recommended Texts			4		
12	12.1		Critical Thinking in Communication	2			L,D	
	12.2		Small Group Discussion		2		SGD	
	12.3		Studying Recommended Texts			2		
13	13.1		Elements of interpersonal relationships	2			L,D	AS2 due
	13.2		Studying Recommended Texts			3		
14	14.1		Interpersonal Relationships and Development Communication I	2			L,D	
	14.2		Small Group Discussion		2		SGD	
	14.3		Studying Recommended Texts			4		
15	15.1		Interpersonal Relationships and Development Communication II	2			L,D	
	15.2		Studying Recommended Texts			5		
16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion, SGD=Small group Discussion, SGP=Small Group Presentation

Assessment Method: AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Ven G. Uparathana (uparathana@ssh.rjt.ac.lk)	Ven G. Uparathana (uparathana@ssh.rjt.ac.lk) Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Bogart, Leo. (1981). **Press and Public, Hill Sdale.** New Jercey: Lawrence Erlbaum.
- Dunnett, Peter. (1988). **The World Newspaper industry.** London: Croom helm.
- Pankin, W. Parkman. (1986). **The Practice of Newspaper Management.** NewYork: Praeger.
- Peiris, G. H. (1997). **Studies on the Press in Sri Lanka and South Asia.** Dehiwala: The International Centre for Ethnic Studies. Sridevi Publishers.
- Maurishons, H. Lee, Kein, Macarthy and Jeffrey, Jossy. (2002). **Newspaper, Book and the Society: Investigation on Social Influences.** New York: Free Press.
- කරුණානායක, නන්දන. (2001). **පුවත්පත්කලාව (සංකල්ප සහ මතවාද).** දිවුලපිටිය: සරස්වතී ප්‍රකාශන.
- කළුආරච්චි, සමන්. (2004). **ලක්දිව මුද්‍රණ ඉතිහාසය.** වරකපොල, ආර්ය ප්‍රකාශකයෝ.
- පියදස, රෝහණ ලක්ෂමන්. (1993). **ප්‍රවෘත්තිපත්‍ර කලාව, මතවාද, විමර්ශන.** කොළඹ: වාමර ප්‍රකාශකයෝ.
- **පුවත්පත් කලා සමීක්ෂා, 1,2,3, 4.** කොළඹ: ශ්‍රී ලංකා පුවත්පත් මණ්ඩලයේ ප්‍රකාශනය.
- පෙරේරා, විල්මට්, ජී. (1961). **මුද්‍රණ ශිල්පයේ ඉතිහාසය.** මහරගම: සමන් මුද්‍රණාලය.
- හපුආරච්චි, අජන්තා. (2008). **පුවත්පත් ප්‍රභේද.** ඉඹුල්ගොඩ: තරංග ප්‍රකාශකයෝ.

Course Title : Literature of Sinhala Lyric

Course Code: SINS 32082 (15hrs: 30hrs: 55hrs)

Course Capsule:

Definition of the term “Lyrics”, Deference between poetry and Lyrics, Analysis on the Combination between Poetry and Prose " Introduction to the Beginning of Sinhala Lyrics, Nadagam Era, Lyrics of Nurthi Era, Lyrics of Grammar Phone Era, Lyrics of Radio (up to fm culture of lyrics). Lyrics of films, Lyrics of stage dramas, composing visual for lyrics, (Teledrama lyrics) western Literature of Lyrics, Lyrics, a mass cultural Expression. Investigating The Subject Matters of The Sinhala Songs, The Nature of The Modern Songs, The Social Communication through Songs.

Course Aim:

To teach students the by introducing the Sinhala Songs as a unique medium of art and explaining the origin of songs, to give an understanding about the different periods of Sinhala Songs and its different forms of usage enabling the student to develop necessary skills in composing lyrics with an emphasis of lyrics as a unique medium of art for social progress.

Course ILOs:

Upon the successful completion of this course, students should be able to:

1. describe the origin and evaluation of lyrics
2. explain the value of social relations in the Lyric
3. compose lyrics using techniques

4. demonstrate the skills and abilities required to succeed in the Lyric field
5. analyze the challenges and issues faced by using the Lyrics

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Definition of the term Lyrics, Deference between poetry and Lyrics, Analysis on the Combination between Poetry and Prose "	2			L,D	
	1.2		Studying Recommended Texts			2		
02	2.1	1	Introduction to the beginning of Sinhala Lyrics I Nadagam Era, Lyrics of Nurthi Era, Lyrics of Grammar Phone Era	2			L	
	2.2		Small group Presentation		2		SGP	
	2.3		Studying Recommended Texts			2		
03	3.1	1	Introduction to the beginning of Sinhala Lyrics II Lyrics of Radio (up to fm culture of lyrics). Lyrics of films, lyrics of films	2			L,D	
	3.2		Introduction to the beginning of Sinhala Lyrics II Lyrics of Radio (up to fm culture of lyrics). Lyrics of films -Small group Presentation		2		SGP	AS1 start
	3.3		Studying Recommended Texts			6		
04	4.1	1,2	Introduction to the beginning of Sinhala Lyrics III Lyrics of stage dramas, composing visual for lyrics,(Teledrama lyrics)	2			L,D	
	4.2		Small Group Discussion		1		SGD	

	4.3		Studying Recommended Texts			4		
05	5.1	1,2	Western Literature of Lyrics	2			L,D	
	5.2		Studying Recommended Texts			3		
06	6.1	1,2	Lyrics a mass cultural Expression	2			L,D	
	6.2		Small group Presentation		2		SGP	
	6.3		Studying Recommended Texts			3		
07	7.1	3,4	Techniques of Lyric Composition	2			L,D	
	7.2		Workshop on Techniques of Lyric Composition		2		P	AS2 start
	7.3		Studying Recommended Texts			4		
08	8.1	3,4	Techniques of Lyric Composition	2			L,D	AS1 due
	8.2		Workshop on Techniques of Lyric Composition 2		2		P	
	8.3		Studying Recommended Texts			3		
09	9.1	5	Themes of Sinhala lyrics 1	2			L,D	
	9.2		ReadiStudying Recommended Texts			4		
10	10.1	5	Themes of Sinhala lyrics 2	2			L,D	
	10.2		Reading Recommended Books			4		
11	11.1	5	New trends in Modern Lyrics	2			L,D	
	11.2		Studying Recommended Texts			4		
12	12.1	5,2	Investigating the Social Communication and influence on Progress through Songs I	2			L,D	AS2 due
	12.2		Studying Recommended Texts			4		
13	13.1	5,2	Investigating the Social Communication and influence on Progress through Songs 2	2			L,D	

	13.2		Studying Recommended Texts			4		
14	14.1	1,2,3,4,5	Investigating the creations of Sinhala lyric Writers 1	2			L,D	
	14.2		Small Group Presentation		2		SGP	AS3 start
	14.3		Studying Recommended Texts			6		
15	15.1	1,2,3,4,5	Investigating the creations of Sinhala lyric Writers 2	2			L,D	
	15.2		Small Group Discussion		2		SGD	AS3 due
	15.3		Studying Recommended Texts			2		
16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion, Small Group Presentation, SGD=Small group Discussion

Assessment Method:, AS1=Assignments

Assessment Strategy

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

Course Coordinator	Teaching Panel
Mrs MTCH Kumari (chamari@ssh.rjt.ac.lk)	Mrs MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Peter .J .Burkholder; Donald .J Grout; Clander, Palisca, A History of Western Music, New York: Norton and Company.
- අරවින්ද ,ජයන්ත ඩබ්ලිව්. 1996,සිංහල නාඩගම් සංගීත සම්ප්‍රදාය, කොට්ටාව:සාර ප්‍රකාශන.
- ආර්යරත්න, සුනිල්.2002.ශ්‍රී ලංකාවේ කණ්ඩායම් සංගීතය, කොළඹ: එස්.ගොඩගේ සහ සහෝදරයෝ.

- ආර්යරත්න, සුනිල්.2007. නුතන ගේය කාව්‍ය සංගීතා, කොළඹ: එස්.ගොඩගේ සහ සහෝදරයෝ.
- කුලතිලක, සී ද එස්. 2007.ලංකාවේ සංගීත සම්භවය, කොළඹ: එස්. ගොඩගේ සහ සහෝදරයෝ.
- පෙරේරා, සිරිල් සී. 2002. නිර්මාණය සහ ශෝකය, කොළඹ: එස්.ගොඩගේ සහ සහෝදරයෝ.
- මකුලොලුව ,ඩබ්ලිව්,බී.1996. හෙළ ගී මඟ,බත්තරමුල්ල:සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- මුණසිංහ, තරුපති. 2000, සිංහල නාට්‍ය සංගීතයේ විකාශනය 1956-1974, කතෘ ප්‍රකාශන.
- රණසිංහ, අජන්තා. 1996. සෝපාකලා, කොළඹ: එස්.ගොඩගේ සහ සහෝදරයෝ.
- වෙත්තසිංහ, සුමුදු,2005. (සංස්) රත්න ශ්‍රී නව කවි වන්දෝදය, කොළඹ: එස්.ගොඩගේ සහ සහෝදරයෝ.

Course Title: Script Writing and Play Production I

Course Code: SINS 32092 (00hrs: 60hrs: 40hrs)

Course Capsule:

Explaining the Literary Elements of the Drama: Content of the Script: Dramatic Structure: Verse Context: Drama Text / Format and Interpretation / Conceptual Images or Symbols Needed to Represent Technical and Artistic Language, Philosophical Background of the Drama: Content of the Dramatic Composition: Performance: Dramatic Performances: Physical Exercises and Voice Training, Group and Individual Exercises, Rhythmic Dramatic Events and Dramatic Events, acting techniques: Body building exercises on creative moments, using mental concentration/ physical fitness (relaxation) / breathing / voice / speech / clear pronunciation / vocal exercises / interpretation or reflection, Aromorphosis activities, text reading and analysis, instant design and event building.

Course Aim:

To provide students with theoretical and practical knowledge on stage play script writing and play production by identifying the elements, genres, rules and forms of play structure, so that the students can develop essential skills for stage playwriting and stage acting

Course ILOs:

Upon successful completion of this course, students should be able to

1. explore different subjects for the theme required for script creation
2. demonstrate theoretical knowledge and skills in playwriting
3. utilize practical skills of acting techniques and procedures for drama production
4. demonstrate the theoretical and practical knowledge of the basic principles required for the production of a play (make-up, costumes, gestures, design techniques, etc.).

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	The literary elements of the play: theme / plot / characters / imagination / dramatic conflict, Discussion		4		SGD	
	1.2		Studying Recommended Texts Practical training			6		
2	2.1	1.2	Content of the script: Stage direction / Background details / Performances / Events / Poetry / Prose / Songs / Self-speech Dialogue / self-expression / Oral / Performance of gestures		4		SGD	
	2.2		Studying Recommended Texts Practical training			2		
3	3.1		Dramatic layout: Number of performances, Linear layout and episode pattern		4		SGD	
	3.2		Studying Recommended Texts Practical training			2		
4	4.1	1,2	Speech context: Poetry type / nature / satire / humor Drama text / format and interpretations / practical presentation of conceptual images / symbols required for technical and artistic language representation		4		SGD	
	4.2		Studying Recommended Texts Practical training			4		
5	5.1	1,2	Philosophical Background of the Drama: Naturalist / Realist / Potential / Symbolic / Abstract review,		4		SGD	
	5.2		Studying Recommended Texts, Practical training			4		

6	6.1	1,2,3	Contents of the dramatic composition: Dramatic Rule: Humor / Romance / Comedy / Tragedy / Satire / Saturn / Comedy / Exciting / Lyrics Audience Relationship: School Drama / Children's Drama / Youth Drama Variety of Objectives in Drama: Experimental Drama / Instructional Drama / Educational Drama / Promotional Drama / Commercial Drama,		4		SGD	
	6.2		Studying Recommended Texts Practical training			4		
7	7.1	1,2,3	Dramatic Activities: Physical Exercises and Voice Training Studying Group presentation.		4		SGP	AS1 start
	7.2		Studying Recommended Texts Practical training			2		
8	8.1	1,2,3	Group and solo exercises, Rhythmic dramatic situations, and dramatic events		4		SGD	
	8.2		Studying recommended Texts Practical training			2		
9	9.1	2,3,4	Acting techniques: Body building exercises on creative moments, using mental concentration/ physical fitness (relaxation) / breathing / voice / speech / clear pronunciation / vocal exercises / interpretation or reflection		4		SGD	
	9.2		Studying recommended readings Practical training			2		
10	10.1	2,3	Acting techniques: Body building exercises on creative moments, using mental concentration/ physical fitness (relaxation) / breathing / voice / speech / clear pronunciation / vocal exercises / interpretation or reflection Discussion and presentation		4		SGD, SGP	AS2 start
	10.2		Studying recommended readings,			2		

			Practical training					
11	11.1	2,3	Aromorphosis activities		4		SGA	AS1 due
	11.2		Studying recommended readings, Practical training			2		
12	12.1	2,3	Dramatic text reading and analysis		4		SGD	
	12.2		Studying recommended readings Practical training			2		
13	13.1	2,3,4	Instant design and event building		4		SGD	AS2 due
	13.2		Studying recommended readings, Practical training			2		
14	14.1	2,3,4	Instant design and event building		4		SGD	
	14.2		Studying recommended readings, Practical training			2		
15	15.1	2,3,4	Presentation of a Short drama		4		SGP	
	15.2		Practical training			2		
16								
Total					60	40		

Teaching Method: P=Practical, SGD=Small Group Discussion, SGP=Small group Presentation, SGA=Small Group Activity

Assessment Method: AS=Assignment

Assessment Strategy

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

Course Coordinator	Teaching Panel
Mrs MTCH Kumari (chamari@ssh.rjt.ac.lk)	Mrs MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings

- Boulton, Marjorie. (1960). **The Anatomy of Drama**. London: Rout ledge and kegan pauk Ltd.
- Craig, Gorden. (1968). **On the Art of the Theater**. London: Heinemann.
- Ervine, St. John. (1928). **How to write a play**. New York: Allen and Unwin.

- Novelly, Maria C. (1985). **Theatre Games for young performers.** Colorado: Meriwether publishing.
- Patterson, Michael. (2005). **The Oxford Dictionary of plays.** New York: Oxford University press.
- Priestley, J. B. (1957). **The Art of the Dramatist .** Boston: Heinemann.
- ගුණරත්න, විජිත. (2005). **රංග ශිල්පය හා නාට්‍ය නිෂ්පාදනය.** ඇතුල්කෝට්ටේ: විහවි ලලිතකලා ඇකඩමි ප්‍රකාශනය.
- පෙරේරා, ජේ. ඩී. ඩී. (2007). **වේදිකාවේ භූමිකාව රඟපෑම රංග අභ්‍යාස සහ වේදිකාවේ භාවිතය උපදේස සංග්‍රහය.** ගණේමුල්ල: උදය ප්‍රින්ටර්ස් ඇන්ඩ් පබ්ලිකේෂන්.
- රණවක, ජයන්තා. (1977). **අභිනය රංග කලාව.** පන්නිපිටිය: කර්තෘ ප්‍රකාශන.
- ලියනාර්ඩ්, කුසුම්සිරි. (2011). **නාට්‍ය වැඩමුළුව අධ්‍යක්ෂණයට අත්වැලක් රංගනයට ප්‍රායෝගික ප්‍රවීණතාවයක්.** බොරැල්ල: නිර්මල ප්‍රකාශන.

Course Title: Sociolinguistics and Language Planning

Course Code: SINS 32102 (15hrs: 30hrs: 55hrs)

Course Capsule:

Study on Theory and ideology of Sociolinguistics (Dell Hymes, Wardhaugh, William Labov, Charles F Ferguson), importance of social communication, Reasons behind the origin of language and language variations, regional and social dialects (urban and rural subcultural dialects), Restricted Languages, Registers, Diglossia and use of Sinhala language, Countries where bilingualism and multilingualism is used, Language and politics, Official languages, National languages and regional languages, Interpretation of the nature of language planning, Different aspects of language planning, Difficulties in language planning in Sri Lanka.

Course Aim:

To teach students the language issues related to Sri Lankan spoken communication in a socio-linguistic perspective, as well as the interrelationships between language and society, the nature of language issues in the face of bilingualism and multilingualism, and to present solutions to them, so that the students will be able to identify the necessity of language planning to solve language issues that arise during language use and to put it into practice.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. explain the interrelationship between language and society
2. define the nature of language issues in the face of bilingualism and multilingualism and to come up with solutions
3. explain the necessity of language planning to solve language issues that arise during language use and to put into practice

Lesson Sequence:

Weeks	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Theories and ideologies in Sociolinguistics (Dell Hymes, Wardhaugh, William Labov, Charles F Ferguson),	1			L,D	
	1.2		Studying recommended readings			4		
2	2.1	1	Importance of social communication	1			L,D	
	2.2		Studying recommended readings			3		
3	3.1	1,2	Reasons behind the origin of language and language variations	1			L,D	
	3.2		Studying recommended readings			4		
4	4.1	2,3	Regional And Social Dialects (Urban And Rural Subcultural Dialects),Study of Dambana Vedda Culture / Thambuththegama Kudagama Ahikunthika Sub Culture	1			L,D	AS1 start
	4.2		Field Studies and Group Presentation,		8		FV,SGP	
	4.3		Studying recommended readings			3		
5	5.1	2,3	Restricted Languages	1			L,D	
	5.2		Field study on Restricted Languages such as pottery, kithul, mining and fishing Group Presentation,		8		FV,SGP	AS2 start
	5.3		Studying recommended readings			3		
6	6.1	2,3	Registers	1			L,D	
	6.2		Studying recommended readings			4		
7	7.1	2,3	Diglossia and the use of the Sinhala language	1			L,D	
	7.2		Studying recommended readings			4		
8	8.1	2,3	Bilingualism	1			L,D	

	8.2		Creole Language in Batticaloa - Field Studies and Group Presentations		8		FV,SGP	AS3 start
	8.3		Studying recommended readings			3		
9	9.1	2,3	Countries that use multilingualism	1			L	AS1 due
	9.2		Studying recommended readings			3		
10	10.1	2,3	Language and Politics,	1			L	
	10.2		Studying recommended readings			4		
11	11.1	2,3	Official Languages, National languages and regional languages	2			L,D	AS2 due
	11.2		Studying recommended readings			3		
12	12.1	2,3	The nature of language Planning	1			L,D	
	12.2		Studying recommended readings			3		
13	13.1	2,3,4	Different stages of language planning	1			L,D	AS3 due
	13.2		Studying recommended readings			3		
14	14.1	3,4	Difficulties in language planning in Sri Lanka	1			L,D	
	14.2		Studying recommended readings			3		
15	15.1	3,4	Prepare and present a poster on the topic given by the lecturer in related to Socio-linguistics and Language Planning		6	8	PP	
	15.2		Studying recommended readings				IL	
16								
Total				15	30	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGP=Small Group Presentation. PP=Poster Presentation

Assessment Method: AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
MrsMTCH Kumari (chamari@ssh.rjt.ac.lk)	Mrs MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Crystal, D. (1994). *An Encyclopedic Dictionary of Language and Languages*. Penguin Books.
- Dharmadasa, K.N.O. (1992). **Language, Religion, And Ethnic. Assertiveness:** The University of Michigan Press.
- Dissanayake, J. B. (1978). **National Language of Sri Lanka**. Colombo: Lake House Ltd.
- Dissanayaka, T.D.S.A. (1983). **The Agony of Sri Lanka**. Colombo: Lake House, Ltd.
- Fasold, R. (1984). **The Socio Linguistics of Society**. U. K.: Basil Blackwell .
- Fishman, J.A. (1974). *Language Planning in Language Planning research: the state of the art*. The Hague Mounon.
- Fishman, J.A. (Ed). *Contributions to the Sociology of Language*. The Hague Mounon.
- Gumper, John J. (1971). *Language in Social Groups*. Stanford: Stanford University press.
- Holes, Janet. (1992). *An Introduction to Sociolinguistics*. London: Longman.
- Hymes, Dell. (1974). *Foundation in Sociolinguistics*. Philadelphia: University of Philadelphia press.
- Jernudd, B. H. (1973). *Language Planning as a Type of Language Treatment in Rubin. J. & Shuy, R.*
- Kaplan, R. B. & Baldauf Jr R.B. (1997). *LanguagePlanning. Multilingual Matters LTD.*
- McArthur, Tom. (1983). *A Foundation course for language Teachers*. Cambridge: Cambridge University press.
- Schiffman, H. F. (1992). *Linguistic, Culture and Language Policy*. London: Routledge.
- Stern, H. H. (1983). *Fundamental concepts of Language Teaching*. Oxford: Oxford University press.

Course Title: Folklore and Anthropology II**Course Code: SINS 41012 (20hrs: 20hrs: 60hrs)****Course Capsule:**

Explaining the various features of folklore and Anthropology: such as The main concepts on Gods, Goddess Gods and Concept of Sinhalese Buddhism, The concept of Invisible Power such as Yantra Mantra, Hadi Huuniam/ Bali Tovil Sannti karma. The basic rules and analytical methods of Folklore and Anthropology. The understanding of Arts and Architecture will be followed from this course. Social Cultural Attuites/law and customs/moral /Rituals especially down south Pahata Rata/ Sabaragamuwa Province. SNNIYAKUMA,/RIDDIYAGAYA,/ KUMARA SAMAYAMA,/DEVOL MADU /PAHAN MADU.

Course Aim:

To introduce students various features of folklore and Anthropology: such as the main concepts on Gods, Goddess Gods and Concept of Sinhalese Buddhism, the concept of Invisible Power such as Yantra Mantra, Hadi Huuniam/ Bali Tovil Sannti karma, the basic rules and analytical methods of Folklore and Anthropology, the understanding of Arts and Architecture will be followed from this course, social cltural attuites/law and customs/moral /Rituals especially down south Pahata Rata/ Sabaragamuwa Province. SNNIYAKUMA,/RIDDIYAGAYA,/ KUMARA SAMAYAMA,/DEVOL MADU /PAHAN MADU there by to motivate students for further study of Folklore and Anthropology.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. explain the main concepts on Gods, Goddess /Gods Concept of Sinhalese Buddhism
2. analyse Folk Drama and the Rituals and Buddhism
- 3.illucidate Sri Lankan Folklore and Anthropological activities.
4. use Folklore as a Tool of Communication and Universal phenomenon.
5. explain Man /Myth/ Anthropological features and Communication.

6. analyse The Sri Lankan Ancestors and their Social Cultural behaviour.
7. explain World /Sri Lanka/Rituals/ Traditional Rural Life/
8. explain myths, folktales, legends, folksongs, proverbs, riddles, gestures, games, dances.
9. explain Social Cultural Anthropological Aspects studying the recommended Text Books.

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	The main concepts on Gods, Goddess /Gods Concept of Sinhalese Buddhism.	2			L,D	
	1.2		Studying Recommended Texts			3		
02	2.1	1	The main concepts on Gods, Goddess /Gods Concept of Sinhalese Buddhism.	2			L,D	
	2.2		Studying Recommended Texts			3		
03	3.1	2	Folk Drama and Rituals Anthropological Structure of Sri Lanka Society	2			L,D	
	3.2		Group presentation about previous lessons		2		SGP	AS1 start
	3.3		Studying Recommended Texts			2		
04	4.1	2	folk Drama and Rituals Anthropological Structure of Sri Lanka Society	2			L,D	
	4.2		Group presentation about previous lessons		2		SGP	AS2 start
	4.3		Studying Recommended Texts			2		

05	5.1	3	The Sri Lankan Ancestors and their Social Cultural behavior. I	2			L,D	
	5.2		iStudying Recommended Texts			4		
06	6.1	6	The Sri Lankan Ancestors and their Social Cultural behavior. II	2			L	As1 due
	6.2		Studying Recommended Textbooks			3		
07	7.1	4	Myths, folktales, legends, folksongs, proverbs, riddles, gestures, games, dances. I	2			L	
	7.2		Presentation-before field visit & field Visit		4		SGP,FV	AS3 start
	7.3		Studying Recommended Texts			4		
08	8.1		Myths, folktales, legends, folksongs, proverbs, riddles, gestures, games, dances. II	2			L,D	AS1 due
	8.2		Studying Recommended Texts			7		
09	9.1	5	Folklore as a Tool of Communication and Universal phenomenon. I	2			L	
	9.2		Studying Recommended Texts			2		
10	10.1	7	Folklore as a Tool of Communication and Universal phenomenon II	2			L	AS3 due
	10.2		Studying Recommended Texts			3		
11	11.1	7	IPARANI GAMI GEDARA I	2			L,D	
	11.2		Group Presentation		2		SGP	
	11.2		Studying Recommended Texts			3		
12	12.1	7	IPARANI GAMI GEDARA II	2			L	
	12.2	7,8,9	Complete Literary works in FOLK RITUALS IN SRI LANKA Part 11 Research Book/presentation after field visit		5		SGP,GA	AS4 start

	12.3		Studying Recommended Texts			10		
13	13.1	7	Social Cultural Economy system of Sri Lanka. /Anthropological Aspects.	2			L	
	13.2		Studying Recommended Texts			3		
14	14.1	7,8	Studying Recommended Texts	2			L	
	14.2		Studying Recommended Texts			3		
15	15.1	7,8	Social Cultural Anthropological Aspects. II	2			L,D	AS4 due
	15.2		Studying Recommended Texts			3		
16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGP=Small group Presentation, GA=Group Activity

Assessment Method: AS=Assignment

Assessment Strategy:

Continuous Assessment	AS1 - 05%	40%
	AS2 - 15%	
	AS3 - 05%	
	AS4 - 15%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)	Prof.Wasantha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk) Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Coomaraswamy, Ananda K . (1979). **Mediaeval Sinhalese Art**. Nugegoda: State Printing Corporation.
- Dissanayake, J. B. (1984). **Aspects of Sinhala Folklore**. Colombo: Lakehouse Investments.
- Parker, H. (1981). **Ancient Ceylon**. New Delhi :Asian Educational Services.

- Ryan, Bryce. (1958). **Sinhala Village**. Gables. Florida: University of Miami press coral .
- Wijesekara, Nandadeva. (1987). **Deities and Demons magic and marsks**. part I/II, Colombo:MD Gunasena.
- Parker, Henry. (1982). **Village Folk Tales of Ceylon. Vols. 1- 3**, Dehiwla: Thisara. Prakashakayo.
- අමුණුගම, සරත්. (1977). **සංස්කෘතිය සමාජය හා පරිසරය**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ආරියපාල, එම්. ඩී. (1962). **මධ්‍යකාලීන ලංකා සමාජය**. කොළඹ: රාජ්‍ය භාෂා දෙපාර්තමේන්තුව.
- ඉහළගම, ස්වර්ණා. **පැදුර හා සිංහල ජනජීවිතය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඉහළගම, ස්වර්ණා. (2016). **මිහිලිය මත කළයක් තිබූ අන්දම**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කුමාරස්වාමි, ආනන්ද. (1962). **මධ්‍යකාලීන සිංහල කලා**. කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.
- තිලකරත්න, මිණිවන් පී. (1971). **සිංහල ජනකවිය හා සංස්කෘතික ලක්ෂණ**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ගාඩකුඹුරේ, වාර්ල්ස්. (197). **සාහිත්‍ය ලිපි හා කථා**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ඩයස්, හර්සන්. (2003). **ජන සාහිත්‍ය සම්ප්‍රදාය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ඩයස්, හර්සන්. (2004). **මහනුවර මාතර ජන සාහිත්‍යය**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- දනන්සුරිය, ජිනදාස. (2002). **ජනශ්‍රැති අධ්‍යයන**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- ධර්මබන්දු, ටී. එස්. (1959). **උපමා හා ආප්තෝපදේශ**. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- වන්දසිරි, පල්ලියගුරු. (2005). **ජනශ්‍රැතිය, පුරාකථා හා පුරාවෘත්ත**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- රත්නපාල, නන්දසේන. (1995). **ජනශ්‍රැති විද්‍යාව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- වික්‍රමසිංහ, ඩී. පී. (1972). **මගදිගට ජනකතා**. කොළඹ: සූරිය ප්‍රකාශකයෝ.
- වීරසිංහ, අමරදාස. (1986). **සිංහල ජනශ්‍රැතිය හැදෑරීම**. කොළඹ: සංස්කෘති ප්‍රකාශන.
- හේවාචසම්, අභය. (1999). **බ්‍රෝහියර් දූවු ලංකාව**. කොළඹ:සූරිය ප්‍රකාශකයෝ.

Course Title: Editing and Proof Reading

Course Code: SINS 41022 (20hrs: 20hrs: 60hrs)

Course Capsule:

Explaining the selection of subject areas for research, use of time and reference materials, definitions on publishing, Categories of Publishing and Publishing Industry, Publishing in the Sri Lankan context and ideologies related to publishing (Walter Benjamin, Benedict Anderson), What is editing?, Scientific Methodology of Editing, Types of copies, Page Setting and Copy Editing, Proofreading, MS Word and Unicode, PageMaker / In Design, Intellectual Property Rights Laws

Course Aim:

To direct students for critical reading and conducting research - library research, proofreading and editing books thereby the students will be able to edit books, direct themselves to modern publications and to present research results as a dissertation with accurate language use.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. select most relevant documents for research and read them
2. explain the scientific methodology of editing
3. conduct a research
4. describe the scientific methodology of referring documents
5. edit and publish a book

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Selection of subject areas for research, use of time and reference materials	2			L,D	
	1.2		Small Group Discussion		2		SGP	
	1.3		sStudying recommended text books			3		
2	2.1	1	Selection of subject area for research, use of time and reference materials, definitions of publication	2			L,D	
	2.2		Studying recommended text books			2		
3	3.1	1	Definitions on publication, categories of publication, and publishing industry I	2			L,D	
	3.2		sStudying recommended text books			3		
4	4.1	2	Definitions on publication, categories of publication, and publishing industry II	2			L,D	
	4.2		sStudying recommended text books			2		
5	5.1	3	Definitions on publication, categories of publication, and publishing industryIII	2			L,D	
	5.2		Definitions on publication, categories of publication, and publishing industryIII (Assignment)		1		P	AS1 start
	5.3		Studying recommended text books			5		
6	6.1	2	Publishing in the Sri Lankan Context and the Ideologies of Publishing (Walter Benjamin Benedict Anderson) I	2			L,D	
	6.2		Small Group Discussion		2		SGD	
	6.3		Studying recommended text books			5		

7	7.1	2	Publishing in the Sri Lankan Context and the Ideologies of Publishing (Walter Benjamin Benedict Anderson) II	2			L,D	
	7.2		Small Group Discussion		2		SGD	
	7.3		Studying recommended text books			5		
8	8.1	2	What is Editing?	2			L	AS1 due
	8.2		Studying recommended text books			3		
9	9.1	3	The scientific methodology of the editing I	2			L,D	
	9.2		The scientific methodology of the editing I (Assignment)		2		P	AS2 start
	9.3		Studying recommended text books			2		
10	10.1	3	The scientific methodology of the editing II	2			L,D	
	10.2		Studying Recommended Text books			2		
11	11.1	3	Types of copies, Page setting, and copy editing-I	2			L	
	11.2		Types of copies, Page setting, and copy editing Group Presentation		1		SGP	
	11.3		Studying recommended text books			5		AS2 due
12	12.1	3	Types of Copies, Page setting, and copy editingII	2			L	
	12.2		Group Assignment		2		SGA	AS3 start
	12.3		Studying recommended text books			5		
13	13.1	3	Proofreading, MS Word, and Unicode	2			L	AS3 due
	13.2		Small Group presentation		1		SGP	
	13.3		Studying recommended text books			3		
14	14.1	3	PageMaker / In Design	2			L	
	14.2		PageMaker / In Design(Assignment)		1		P	AS4 start
	14.3		Studying recommended text books			5		
15	15.1	3	Laws on Intellectual Property Rights	2			L	AS4 due
	15.2		Small group Activity		1		SGA	

	15.3		Studying recommended text books			5		
16								
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, D=Discussion,SGD=Small group Discussion.SGP=Small Group Presentation,SGA=Small group Activity

Assessment Method: AS=Assignment .

Assessment Strategy

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

• Course Coordinator	Teaching Panel
Prof.Ven. Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)	Prof.Ven. Olaganwatte Chandasiri (rev.chandasiri@ssh.rjt.ac.lk)

Organization of the course:

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

Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Readings

- ධම්මපාල හිමි, ගනාරේ. (1984). පර්යේෂණ ක්‍රමවේදය. කොළඹ: තිසර ප්‍රකාශකයෝ.
- සිරි නිලකසිරි සහ තවත් අය. (2009). ජනමාධ්‍ය සඳහා භාෂා අත්පොත. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුරේච්ච, ඒ. ඩී. (2011). ලේඛන සමීක්ෂා නව ආලෝක ධාරා. (1,2 හා 3 පරිච්ඡේද). කොළඹ: සිදීපා ප්‍රකාශකයෝ.
- හේරත්, මරිච්චි. (1972). අත්පිටපත් පිළියෙල කිරීම සහ ඉදිරිපත් කිරීම. කොළඹ: නංස ප්‍රකාශන.

පරිශීලනීය වෙබ් අඩවි:

- <http://www.bookpublishingnews.com/>
- <https://www.natlib.lk>
- <https://cios233.community.uaf.edu/design-theory-lectures/color-theory/>
- <http://www.i-nigma.com/CreateBarcodes.html>
- <http://generator.barcoding.com/>

Course Title: Inscriptions in Ceylon, Origin and the Evolution of Sinhala Language

Course Code: SINS 41032 (20hrs: 20hrs: 60hrs)

Course Capsule:

Investigating selected Indian eInscriptions, Investigating pre-brahmi and post-brahmi inscriptions in Ceylon, Influence of India on Sri Lankan scripts, Historical and contemporary social, economic and cultural background revealed by inscriptions, Ideologies on the origin of Sinhala language, Indo-aryan connection, Dividing eras based on evolution of Sinhala language, Language families and Sinhala language, Linguistic features of evolution of Sinhala language structure, Trends of oriental and Western language contingency for the evolution of Sinhala language, Modern trends of Sinhala language.

Course Aim:

To provide students with a analytical knowledge on Inscriptions in Ceylon and origin and evolution of Sinhala language, to provide knowledge on similarities, differences and identities of Asokean brahmi letters and Brahmi letters in Ceylon, enabling students to read Inscriptions identifying eras of letters by providing them analytical linguistic knowledge on origin and evolution of Sinhala language up to present.

Course ILOs: :

Upon successful completion of this course, students should be able to,

1. explain the history and evolution of Indian paleography
2. investigate the similarities, differences and identities of Asokean brahmi characters and Sinhala brahmi characters
3. describe the origin, development and evolution of Sri Lankan paleography
4. explain on the origin and evolution of Sinhala language up to present with the analytical linguistic knowledge
5. explain Inscriptions identifying eras of characters

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	01	s Selected Indian Inscriptions	2			L,D	
	1.2		Studying recommended text books			4		
02	2.1	2	Pre-Brahmi and Post-Brahmi Inscriptions in Ceylon	2			L,D	
	2.2		Small Group Discussion		2		SGD	
	2.3		Studying recommended text books			3		
03	3.1	2	Pre-Brahmi and Post-Brahmi Inscriptions in Ceylon –	2			L,D	
	3.2		Feld Visit and Presentation		7		FV, SGP	AS1 start
	3.3		Studying recommended text books			5		
04	4.1	2	Investigating Pre-Brahmi and Post-Brahmi Inscriptions of Sri Lanka	2			L,D	
	4.2		Small Group Discussion		2		SGD	
	4.3		Studying recommended text books			4		
05	5.1	3	Influence of India on Sri Lankan Scripts	2			L	
	5.2		Studying recommended text books			3		
06	6.1	2,3	Historical and contemporary social, economic and cultural background revealed by Inscriptions in Ceylon	2			L	
	6.2		Small Group Discussion		2		SGD	
	6.3		Studying recommended text books			3		
07	7.1	5	Historical and contemporary social, economic and cultural background revealed by epigraphs -	2			L,D	
	7.2		Small Group Presentation		2		SGP	AS2 start
	7.3		Studying recommended text books			7		

08	8.1	3,4,	Ideologies on the origin of Sinhala language and Indo-Aryan connection	2			L,D	
	8.2		Studying recommended text books			3		
09	9.1	5	Dividing eras based on evolution of Sinhala language	2			L,D	AS1 due
	9.2		Studying recommended text books			4		
10	10.1	4,5	Language families and Sinhala language	2			L,D	
	10.2		Studying recommended text books			3		
11	11.1	5	Explaining Language families and Sinhala language	2			L,D	
	11.2		Studying recommended text books			4		
12	12.1	1,2	Explaining Linguistic features of evolution of Sinhala language structure	2			L,D	
	12.2		Studying recommended text books			4		
13	13.1	3,4,5	Explaining Linguistic features of evolution of Sinhala language structure	2			L,D	
	13.2		Studying recommended text books			4		
14	14.1	1,2,3,4,5	Describing Trends of oriental and western language contingence for the evolution of Sinhala language	2			L,D	AS2 due
	14.2	,	Studying recommended text books			3		
15	15.1	4	Describing Modern trends of Sinhala language	2			L,D	
	15.2		Studying recommended text books			2		
Total				30	15	55		

Teaching Method: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGD=Small Group Discussion, SGP=Small group Presentation

Assessment Method: AS=Assignment.

Assessment Strategy

Continuous Assessment	AS1 - 30%	40%
	AS2 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Ven G. Uparathana (uparathana@ssh.rjt.ac.lk)	Ven. G. Uparathana (uparathana@ssh.rjt.ac.lk) Mrs. M.T.C.H. Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

පහත දැක්වෙන අභිලේඛන ඇසුරින් තෝරාගත් කිහිපයක විශේෂ ප්‍රවණතා අධ්‍යයනයට ලක් කිරීම

- මිහින්තලේ ලෙන්ලිපි
- මහරත්මලේ ගිරිලිපිය
- වල්ලිපුරම් රන් තහඩු
- තෝනිගල ගිරිලිපි
- රුවන්වැලි සෑ ටැම්ලිපිය
- වෙස්සගිරිය ලිපිය
- කොස්සව කන්ද සෙල්ලිපිය
- නාගිරිකන්ද ගිරි ලිපිය
- නිලගම ගිරි ලිපිය
- අනුරාධපුර පුවරු ලිපිය (5වන කාශ්‍යප)
- බදුලු ටැම් ලිපිය
- මිහින්තලා පුවරු ලිපිය (4වන මිහිඳු)
- වේවැල්කැටිය සෙල්ලිපිය
- පනාකඩුව තඹ සන්නස

Recommended Readings:

- **Epigraphia Zeylanica** - 1-8, vol. 1- 2 ,1912, 1928, London, vol.3, 1930,1931, 1933, London, vol. 4, 1934, 1941, London, vol. 5-1955' Colombo, vol. 7 - 1984' Colombo.
- Hultzsch, E. (1969)' **Inscriptions of Asoka,vol.1.** Delhi: Indological Book House.
- Jayasuriya, M.H.F. (1987). '**Jetavanarama Gold Plates**' Kelaniya: University of Kelaniya.
- අමරවංශ හිමි, කොත්මලේ. (1969). **ලක්දිව සෙල්ලිපි.** කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- කරුණාරත්න, සද්ධාමංගල. (1960). **සිංහල ශිලා ලේඛන.** කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- ජයසේකර ආනන්ද. (1970). **තුලනාත්මක වාග්විද්‍යාව.** කොළඹ: සීමාසහිත ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම.

- පඤ්ඤාසාර හිමි, ඔක්කම්පිටියේ. (2005). සිංහල අක්ෂර රූප විකාසය හා භාරතීය ආභාසය. කොළඹ: S & S මුද්‍රණාලය.
- බලගල්ලේ, විමල් ජී. (1992). සිංහල භාෂාවේ සම්භවය හා පරිණාමය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- මුදියන්සේ, නන්දසේන. (2000). සිංහල ශිලා ලේඛන සංග්‍රහය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- මුදියන්සේ, නන්දසේන. (සංස්.). (2004). සීගිරි පද්‍යාවලිය. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- විජේසේකර, නන්දදේව. (සංස්.). (1990). අභිලේඛන. කොළඹ: පුරාවිද්‍යා දෙපාර්තමේන්තුව.
- විමලකීර්ති හිමි, මැදඋයන්ගොඩ. (2004). ශිලා ලේඛන සංග්‍රහය. මොරටුව: ඩී. පී. දොඩන්ගොඩ සහ සමාගම.
- විමලවංශ හිමි, බද්දේගම. (1959). සෙල්ලිපි සමාජය. මහරගම: අනුල මුද්‍රණාලය.

Course Title : Script Writing and Play Production II

Course Code: SINS 41042 (00hrs: 60hrs: 40hrs)

Course Capsule:

Explaining the Procedure and techniques of acting, Reading and analyzing the drama script, Classical (oriental) and modern (European) method of practice of acting, Realistic and magical realistic drama, Role of the actor and the director, Rehearsal activities the director as an artist, An interpreter and a manager, fundamental stage lighting, aims, expectations and controlling, colour designing, analyzing, limitations and results, final designing, gesticulations, colouring background sceneries.

Course Aim:

To provide students with skills on the usage of practical knowledge and understanding acquired by learning on producing stage drama, provide students practical knowledge for drama script writing and producing drama by teaching usage of contemporary and modern drama techniques and ancillary methods in acting and directing.

Course ILOs:

Upon successful completion of this course, students should be able to,

1. explain the need of development of act and directing skills in producing drama
2. apply practically the stage designing, stable acts and ancillary methods
3. investigate the usage of contemporary and modern drama techniques and ancillary methods in acting and directing
4. write drama scripts and to produce dramas

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Explaining the Procedure and techniques of acting – Practical rehearsals		4		P	
	1.2		Studying recommended text books			2		
2	2.1	1	Explaining Procedure and techniques of acting – Practical rehearsals		4		P	
	2.2		Studying recommended text books			2		
3	3.1	1	Reading and analyzing the drama script – Practical rehearsals And Group presentation		4		P,SGP	AS1 start
	3.2		Studying recommended text books			2		
4	4.1	1,2	Describing the Classical (oriental) and modern (European) method of practice of acting, realistic and magical realistic drama – Practical rehearsals		4		P	
	4.2		Studying recommended text books			2		
5	5.1	1,2	Classical (oriental) and modern (European) method of practice of acting, realistic and magical realistic drama – Practical rehearsals		4		P	
	5.2		Studying Recommended Texts			2		
6	6.1	1,2	The role of the actor and the director - Practical rehearsals and Group presentation		4		P,SGP	AS2 start
	6.2		Studying recommended text books			2		
7	7.1	1,2	The role of the actor and the director - Practical rehearsals		4		P	

	7.2		Studying recommended text books			4		
8	8.1	1,2	Rehearsal activities the director as an artist, an interpreter and a manager - Practical rehearsals		4		P	
	8.2		Studying recommended text books			2		
9	9.1	1,2	Rehearsal activities the director as an artist, an interpreter and a manager - Practical rehearsals		4		P	
	9.2		Studying recommended text books			4		
10	10/1	1,2,3	Fundamental stage lighting, aims, expectations and controlling - Practical rehearsals		4		P	AS1 due
	10.2		Studying recommended text books			2		
11	11.1	1,2,3	Fundamental stage lighting, aims, expectations and controlling - Practical rehearsals		4		P	
	11.2		Studying recommended text books			4		
12	12.1	2,3	Colour designing, analyzing, limitations and results - Practical rehearsals		4		P	
	12.2		Studying recommended text books			2		
13	13.1	2,3,4	Final designing, gesticulations, colouring background sceneries - Practical rehearsals		4		P	AS2 due
	13.2		Studying recommended text books			2		
14	14.1	2,3,4	Final designing, gesticulations, colouring background sceneries - Practical rehearsals		4		P	
	14.2		Studying recommended text books			4		
15	15.1	2,3,4	Producing drama, acting and presentations		4		P,GA,SGP	ESP
	15.2		Studying recommended text books			4		
16			End Semester Practical Examination					
Total				00	60	40		

Teaching Method: P=Practical, ,SGP=Small group Presentation, GA=Group Activity

Assessment Method: AS=Assignment.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Mrs.MTCH Kumari (chamari@ssh.rjt.ac.lk)	Mrs. M.T.C.H. Kumari (chamari@ssh.rjt.ac.lk) Prof Wasanttha Dissanayake (wasanthadissanayake@ssh.rjt.ac.lk)

Organization of the course:

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

Field visits															
Assignments															

Recommended Readings:

- Benthon, Frederick. (1968). **The Art of stage.** London: Ligthting Pitman. Readgrane, Michael. (1996). **The Acto’s ways and means.** London: Henemann.
- Fishman, Morris; 1965. **Play Production.** London: Jenkins. Hayman, Ronald. (1969). **Techniques of acting.** London: Methuen.
- Morriso, Hugh; 1973. **Directing in the Theater.** London: pitman.
- Stanislavsky, K. S. (1968). **Building a Character.** London: Methuen.
- Stanislavsky, K. S. (1937). **An Actor prepares.** London: Bles.
- ද සිල්වා, සුගතපාද. (1998). **සෞඳුරු ආඥාදායකයා හෙවත් නාට්‍ය නිෂ්පාදක.** කොළඹ: අූස්. ගොඩගේ සහ සහෝදරයෝ.
- ධර්මකීර්ති, රංජිත්. 199. **ස්ටැනිස්ලාවස්කි සහ ඔහුගේ රූපණ විධි ක්‍රමය.** කර්තෘ ප්‍රකාශන
- රසිනුක, බෙන්. (2003). (පරි.). **ස්ටැනිස්ලාවස්කිගේ අසිරිමත් රංගන කලාව.** දිවුලපිටිය: සරස්වතී ප්‍රකාශකයෝ.
- රොඩ්‍රිගු, සෙනෙවිරත්න. (2012). **වේදිකාවට ආලෝකය.** පන්නිපිටිය: ස්ටැම්පර්ඩ් ලේක් සමාගම.
- රෝහණ, ජයලාල්. (1997). **සබේ විදුලි විලක්කුව.** බොරගැස්ගමුව: සී. ආර්. සී මුද්‍රණාලය.

Course Title : Printed and Electronic Media II

Course Code: SINS 41052 (20hrs: 20hrs: 60hrs)

Course Capsule:

Media Culture and Behavioral Changes in Society, Communication for Intercultural Social Development, Media And Entertainment Law, Corporate Communication, Media Ethics, Political And Institutional Communication, Principles of Human Rights, Introduction to Communication Research, Advanced Development Communication, News Production and Broadcasting, Script writing - Radio, Television, Future Writing, News Writing and Reporting, Business Reporting and Writing, Communication & Human Rights, Public Speaking, Contemporary Issues in Media Use, Computer Studies and Statistical Techniques, Social Marketing, Communication system in Sri Lanka, Writing and Producing in Radio and Television, Drama and Documentary Writing, Advanced Broadcast Interviews, Writing Project Proposals

Course Aim:

To provide understanding to students about the social context of the media, the relationship between the media and society, and practice activities such as speaking, listening, reading, and watching, so that the students will be able to develop social skills for better use of the media, as well as to gain a broader knowledge of mass communication and other required knowledge to practically engage in journalism as a populist media professional.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. describe the legal and ethical background of media use
2. explain the value of social relations in the media
3. implement professional ethics and principles (truth, accuracy, fairness and diversity)
4. demonstrate the skills and abilities required to succeed in the media field as a media professional
5. analyze the challenges and issues faced by media professionals in using the media

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	01	The Media Culture and Behavioral Changes in Society, and Communication for Intercultural Social Development	2			L,D	
	1.2		Studying recommended text books			2		
02	2.1	2	Media and Entertainment Law, Media Ethics	2			L	
	2.2		Small group Presentation		2		SGP	
	2.3		Studying recommended text books			2		
03	3.1		Corporate Communication and, Political and Institutional Communication	2			L,D	
	3.2		Corporate Communication and, Political and Institutional Communication-Small group Presentation		4		SGP	AS1 start
	3.3		Studying recommended text books			6		
04	4.1	2	Principles of Human Rights, Communication, and Human Rights	2			L,D	
	4.2		Small Group Discussion		2		SGD	
	4.3		Studying recommended text books			4		
05	5.1	4	Introduction to communication research	2			L,D	
	5.2		Studying recommended text books			3		
06	6.1	3	Advanced Development Communication	2			L,D	AS1 due
	6.2		Small group Presentaion		2		SGP	
	6.3		Studying recommended text books			3		

07	7.1	4	News writing and reporting, Production and broadcasting of news	2			L,D	
	7.2		News writing and reporting, Production and broadcasting of news (Field research)		2		P,FV	AS2 start
	7.3		Studying recommended text books			4		
08	8.1	3	Script writing - Radio, Television	2			L,D	
	8.2		Studying recommended text books			3		
09	9.1	5	Business reporting and writing	2			L,D	
	9.2		Studying recommended text books			4		
10	10.1	2,3	Public speaking and Social marketing	2			L,D	AS2 due
	10.2		Studying Recommended Books			4		
11	11.1	5	Computer Studies and Statistical Methods	2			L,D	
	11.2		Studying Recommended Books			4		
12	12.1	1,2,3,4,5	Communication System in Sri Lanka,	2			L,D	
	12.2		Studying Recommended Books			4		
13	13.1	4	Writing and Producing in Radio and Television Drama and Documentary Writing, Writing Project Proposals	2			L,D	
	13.2		Studying Recommended Books			4		
14	14.1	4	Advanced Broadcast Interviews	2			L,D	
	14.2		Small Group Presentation		2		SGP	AS3 start
	14.3		Studying Recommended Books			6		
15	15.1	5	Contemporary Issues in Media Use	2			L,D	AS3 due
	15.2		Small Group Discussion		1		SGD	
	15.3		Studying Recommended Books			2		
Total				30	15	55		

Teaching Methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGP = Small Group Presentation, SGD=Small group Discussion, Assessment Methods : AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Ven G. Uparathana (uparathana@ssh.rjt.ac.lk)	Ven. G. Uparathana (uparathana@ssh.rjt.ac.lk) Dr M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- Bogart, Leo. (1981). **Press and Public, Hill Sdale.** New Jercey: Lawrence Erlbaum.
- Dunnett, Peter. (1988). **The World Newspaper industry.** London: Croom helm.
- Maurishons, H. Lee, Kein, Macarthy and Jeffrey, Jossy. (2002). **Newspaper, Book and the Society, Investigation on Social Influences.** New York: Free Press.
- Parkman, Pankin, W. (1986). **The Practice of Newspaper Management.** NewYork: Praeger.
- Peiris, G. H. (1997). **Studies on the Press in Sri Lanka and South Asia.** Kandy: International Centre for Ethnic Studies.
- කරුණානායක, නන්දන. (2001). පුවත්පත්කලාව (සංකල්ප සහ මතවාද). දිවුලපිය: සරස්වතී ප්‍රකාශන.
- කළුආරච්චි, සමන්. (2004). ලක්දිව මුද්‍රණ ඉතිහාසය. වරකපොල: ආර්ය ප්‍රකාශකයෝ.
- පෙරේරා, විල්මට්, ඒ. (1961ල.). මුද්‍රණ ශිල්පයේ ඉතිහාසය. මහරගම: සමන් මුද්‍රණාලය.
- හපුආරච්චි, අජන්තා. (2008). පුවත්පත් ප්‍රභේද. ඉඹුල්ගොඩ: තරංග ප්‍රකාශකයෝ.

Course Title: Language and Communication

Course Code: SINS 41062 (20hrs: 20hrs: 60hrs)

Course Capsule:

Identification of Language and Communication through definitions, Distinguishing the features of Human and Animal Communications, Significance of the language as a communicative method, Role of Communication, Varieties of Communication, Types of Communication .Communicative Formats ,Communicative Ethics, , Relation of Language, Society and Communication, Modern Linguistic Trends of Communication

Course Aim:

To provide a platform to students to understand the significance of the language as a communicative medium and the way of utilizing human language for communication enabling the student to understand the progress of the society through relation of language, society and communication

Course ILOs:

Upon successful completion of this course, students should be able to:

1. describe the legal and ethical background of communication use
2. explain the value of social relations in the Language and Communication
3. implement professional ethics and principles (truth, accuracy, fairness and diversity)
4. demonstrate the skills and abilities required to succeed in the communication field as a communication professional
5. analyze the challenges and issues faced by communication professionals in using the media

Lesson Sequence

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Language and Communication through definitions and distinguishing the features between Human Communication and Animal Communication	2			L,D	
	1.2		Studying Recommended Readings			2		
02	2.1	2,3	Significance of Language as Communicative Method	2			L	
	2.2		Small group Presentation		2		SGP	
	2.3		Studying Recommended Readings			2		
03	3.1	2	Role of Communication	2			L,D	
	3.2		Role of Communication -Small group Presentation		4		SGP	AS1 start
	3.3		Studying Recommended Readings			6		
04	4.1	2	Communicative Varieties	2			L,D	
	4.2		Small Group Discussion		2		SGD	
	4.3		Studying Recommended Readings			4		

05	5.1	4	Types of Communication	2			L,D	
	5.2		Studying Recommended Readings			3		
06	6.1	3	Communicative Formats	2			L,D	
	6.2		Small group Presentaion		2		SGP	
	6.3		Studying Recommended Readings			3		
07	7.1	3,4	Ethics of Communication	2			L,D	
	7.2		Ethics of Communication		2		P	AS2 start
	7.3		Studying Recommended Readings			4		
08	8.1	5	Relation of Language , Society and Communication 1	2			L,D	
	8.2		Studying Recommended Readings			3		
09	9.1	5	Relation of Language , Society and Communication II	2			L,D	AS1 due
	9.2		Studying Recommended Readings			4		
10	10.1	2,3	Modern Linguistic Trends of Communication 1	2			L,D	
	10.2		Studying Recommended Readings			4		
11	11.1	5	Modern Linguistic Trends of Communication II	2			L,D	AS2 due
	11.2		Studying Recommended Readings			4		
12	12.1	1,2,3,4,5	Developmental Communication 1	2			L,D	
	12.2		Studying Recommended Readings			4		
13	13.1	4	Developmental Communication II	2			L,D	
	13.2		Studying Recommended Readings			4		
14	14.1	5	Utilizing Human Communication for the progress of the Society I	2			L,D	
	14.2		Small Group Presentation		2		SGP	AS3 start
	14.3		Studying Recommended Readings			6		

15	15.1	5	Utilizing Human Communication for the progress of the Society II	2			L,D	
	15.2		Small Group Discussion		1		SGD	AS3 due
	15.3		Studying Recommended Readings			2		
Total				30	15	55		

Teaching Methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGP= Small Group Presentation, SGD=Small group Discussion,

Assessment Methods : AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
MTCH Kumari (chamari@ssh.rjt.ac.lk)	MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Theory															
Practical															
Independent Learning															
Field visits															
Assignments															

Recommended Readings:

- Bloomfield, Leonard. (1933). **Language**. London: George Allen & Unwin Ltd. Museum Street.
- Hayakawa, s.i. (1939,1940). **Language in action**. New York: Harcourt, Brace and Company.
- McCormack, William c., Wurm Stephena. (1979). **Language and Society**. Mouton Publishers. New York: The Hague, Paris.
- දිසානායක, ජේ. ඩී. (1970). **භාෂාවක භාවිතය හා විග්‍රහය**. කොළඹ: ලේක්හවුස් ප්‍රකාශන.
- දිසානායක, ජේ. ඩී. (2005). **මානව භාෂා ප්‍රවේශය**. කොළඹ: ලේක්හවුස් ප්‍රකාශන.
- ධර්මදාස, කේ. එන්. ඕ. (1972). **භාෂාව හා සමාජය**. කොළඹ: ලේක්හවුස් ප්‍රකාශන.
- ධර්මදාස, කේ. එන්. ඕ. (1989). **භාෂාවේ සම්භවය හා සංස්කෘතික මුහුණුවර**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල්, ජී. (1995). **භාෂා අධ්‍යයනය හා සිංහල ව්‍යවහාරය**. කොළඹ :ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- බලගල්ලේ, විමල් ජී. (1998). **සිංහල භාෂා අධ්‍යයන ඉතිහාසය**. කොළඹ :ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- සුගතපාලද සිල්වා. (1963). **භාෂා විමර්ශනය**. මහරගම: සමන් ප්‍රකාශකයෝ.

Course Title: Lexicography

Course Code: SINS 41072 (15hrs: 30hrs: 55hrs)

Course Capsule:

Introduction to lexicon and lexicography, importance of phonetics and semantics in lexicography, origin and development of lexicography, classification of lexicons, etymological meaning and practical dictionaries, practical lexicography and general lexicography, school lexicography, monolingual lexicography, bilingual lexicography, multilingual lexicography, subjective lexicography, glossaries, anonymous and synonyms lexicons, theoretical method of lexicography, issues in lexicography.

Course Aim:

To provide students the skill of compiling lexicons by developing practical skills of understanding the varieties and special features of lexicons with the theoretical and practical knowledge on lexicography.

Course ILOs:

Upon successful completion of this course, students should be able to:

1. interpret lexicons
2. describe various lexicon units with literal meanings
3. explain the varieties and special features of lexicons
4. compile lexicons by developing practical skills

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	Introduction to lexicon and lexicography	1			L,D	
	1.2		Studying Recommended Readings			3		
2	2.1	3	the importance of phonetics and semantics in lexicography	2			L,D	
	2.2		Studying Recommended Readings			3		
3	3.1	2	the origin and development of lexicography	2			L,D	
	3.1		Studying Recommended Readings			3		
4	4.1	2	Classification of lexicons	2			L	
	4.2		Studying Recommended Readings			3		
5	5.1	3	Etymological meaning and practical dictionaries	2			L,D	
	5.2		Studying Recommended Readings			4		
6	6.1	4	Practical lexicography – Workshop and discussion with resource persons from Sinhala dictionary compilation institute		4		P,WS	AS1 start
	6.2		Studying Recommended Readings			3		
7	7.1	4	General lexicography – Workshop and discussion with resource persons from Sinhala dictionary compilation institute		4		P,WS	
	7.2		Studying Recommended Readings			3		
8	8.1	4	School lexicography – Workshop and discussion with resource persons from Sinhala dictionary compilation institute		4		P,WS	

	8.2		Studying Recommended Readings					
9	9.1	2,4	Monolingual lexicography and bilingual lexicography – Workshop and discussion with resource persons from Sinhala dictionary compilation institute		4		P,WS	AS1 due
	9.2		Studying Recommended Readings			5		
10	10.1	2	Multilingual lexicography – Workshop and discussion with resource persons from Sinhala dictionary compilation institute		4		P,WS	
	10.2		Studying Recommended Readings			4		
11	11.1	4	Subjective lexicography – Workshop and discussion with resource persons from Sinhala dictionary compilation institute		4		P,WS	AS2 star
	11.2		Studying Recommended Readings			4		
12	12.1	3	Glossaries, anonymous and synonyms lexicons –	2			L,D	
	12..2		Studying Recommended Readings			5		
13	13.1	1	Theoretical method of lexicography	2			L,D	AS2 due
	13.2		Studying Recommended Texts			5		
14	14.1	2	Compile a new lexicon of any lexicon category		5		P	AS3 start
	14.2		Studying Recommended Readings			5		
15	15.1	4	Issues in lexicography	2			L	AS3 due
	15.2		Studying Recommended Readings			5		
16								
Total				15	30	55		

Teaching Methods: L=Lectures, P=Practical, D=Discussion WS=, Workshop

Assessment Methods : AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Ms. MTCH Kumari (chamari@ssh.rjt.ac.lk)	Ms. MTCH Kumari (chamari@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings

- Lyons, J. (1972). **Structural Semantics**. Basil: Blackwell Publisher Oxford.
- Misra, B. C. (1980). **Lexicography in India**. Mysore: B. G. Central Institutes of Indian Languages.
- Palmer, F. R. (1976). **Semantics**. Cambridge: University Press.
- Stephen, Ullmann. (1962). **Semantics: An Introduction to the science of meaning**. Oxford: Basil Blackwell Publisher Limited.
- Witold, Doroszewski. (1973). **Elements of Lexicology and Semiotics**. Monton: Polish Scientific Publisher.

Course Title : Translation Method II

Course Code : SINS 41082 (15hrs: 30hrs: 55hrs)

Course Capsule:

Explaining Literary translation, Novels, Short stories, Poems, Dramas (English/Sinhala/Thamil/Hindi and any Others) None-Literary translations, Legal translations, Academic translations (abstracts,articles),

Course Aim:

To provide students with a comprehensive practical knowledge with a theoretical knowledge on translation method, teaching the source texts analysis, teaching to apply the theoretical knowledge practically through using the translation methods for different kind of literary and non-literary translations thereby motivate students to do translations from Sinhala into English and vice versa.

Course ILOs:

Upon successful completion of this course unit, students should be able to:

1. explain the issues and solutions related to translation
2. translate successfully by improving their creativity and language skills
3. analyze the source texts
4. translate literary and non-literary works from Sinhala into English and vice versa
5. demonstrate the ability to team working

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	2, 4	Translating novels	2			L,D	
	1.2		Studying Recommended Texts			4		
02	2.1	2, 4	Translating short stories	2		4	L,D	
	2.2		Reading Recommended Books					
03	3.1	2, 4, 6	Students' presentation on translated novels and short stories		4		SGP	AS1 start
	3.2		Studying Recommended Texts			4		
04	4.1	2, 4	Translating poems	2			L,D	
	4.2		Studying Recommended Texts			4		
05	5.1	2, 4, 6	Students' presentation on translated poems		4		SGP	AS2 start
	5.2		Studying Recommended Texts			4		
06	6.1	1, 2, 4, 5	Students' poetry translations		5		SGP	AS3 start
	6.2		Studying Recommended Texts			4		
07	7.1	1, 2, 4, 5	Translating dramas.	2			L,D	AS1due
	7.2		Studying Recommended Texts			4		
08	8.1	1, 2, 4, 5,6	Students' presentation on translated dramas.	2			L,D	AS2 due
	8.2		Studying Recommended Texts			4		
09	9.1	1, 2, 4, 5	Translating dramas by students.		5		SGP	AS4 start
	9.2		Studying Recommended Texts			4		
10	10.1	1, 3, 4, 5	Legal translations	1			L,D	AS3 due
	10.2		Studying Recommended Texts			3		
11	11.1	1, 2, 4, 5	Doing legal translations by students		4		SGA	
	11.2		Studying Recommended Texts			4		
12	12.1	1, 3	Academic translations (abstracts/articles)	2			L,D	AS4 due

	12.2		Studying Recommended Texts			3		
13	13.1	1, 3	Translating state archives	2			L,D	
	13.2		Studying Recommended Texts			3		
14	14.1	1, 3	Students' presentation on academic translations		4		SGA	
	14.2		Studying Recommended Texts			3		
15	15.1	1,3, 4, 5	Doing academic translations by students.		4		P	
	15.2		Studying Recommended Texts			3		
16								
Total				15	30	55		

Teaching Methods: L=Lectures, P=Practical, D=Discussion, SGP=Small Group Presentation. SGA=Small Group Activity

Assessment Methods: AS=Assignments.

Assessment Strategy

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

Course Coordinator	Teaching Panel
Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)	Dr. M.G.N. Dayananda (nilmini@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Readings:

- ගුරුගේ, ආනන්ද. (සංස්.). (1965). "සිංහල පරිවර්තන සම්මේලයෙහි වාර්තාව", **සිංහල පරිවර්තන සාහිත්‍යය**. කොළඹ: සංස්කෘතිය කටයුතු පිළිබඳ දෙපාර්තමේන්තුව.
- දයානන්ද, නිල්මිණි. (2021). **පරිවර්තන සාහිත්‍යය**. වරකපොල: ආර්ය ප්‍රකාශකයෝ.
- ධර්මකීර්ති, රංජිත්, රණවීර, ආර්යවංශ, විජේසූරිය, සරත්. (සංස්). 1998. **පහනින් පහන**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

Course Title : World Literature

Course Code: SINS 41092 (20hrs: 20hrs: 60hrs)

Course Capsule:

Explaining world literature, (identifying the diversity of genres like Novels/ Short Story/ Poetry/Science Fiction/ Film-script/ Travel Documentary/ Autobiographies/ Songs/ Opera/ Art), Greek-Roman literature, European and English literature, American literature, French literature, Russian literature, Latin-American literature, responsive synthesis, and review.

Course Aim:

To provide students with a fundamental knowledge on world literary genres including Greek, American, Nigerian, French, Russian, and Latin - American and thereby motivating students to study world literature further and absorb distinguish features of world literature.

Course ILOs:

Upon successful completion of this course, students should be able to;

1. evaluate the literary genres under the world literature
2. analyze focal writers and their central tendencies in each literary genre separately
3. evaluate how the world cultural and political background relate to world literature
4. explain the relationship between world literature and Sri Lankan literature

Lesson Sequence:

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/ Learning Methods	Assessment Methods
				T	P	IL		
01	1.1	1	Explaining world literature	2			L,D	
	1.2		Studying Recommended Texts			4		
02	2.1	2	The diversity of genres like Novels/ Short Story/ Poetry/Science Fiction/ Films/ Drama/ Travel Documentary/Autobiographies/ Songs/ Opera/ Art	2			L,D	
	2.2		Small Group Discussion		2		SGD	
	2.3		Studying Recommended Texts			3		
03	3.1	2	Greek- Roman literature	2			L,D	
	3.2		Field visit and SGP		5		FV,SGP	AS1 start
	3.3		Studying Recommended Texts			2		
04	4.1	2	Explaining Greek- Roman literature	2			L	
	4.2		Small group Presentation		4		SGP	
	4.3		Studying Recommended Texts			4		
05	5.1	3	European literature and English literature	2			L,D	
	5.2		Reading Recommended Books			3		
06	6.1	2,3	European literature and English literature	2			L,D	
	6.2		Small group Presentation		2		SGP	
	6.3		Studying Recommended Texts			3		
07	7.1	5	American literature	2			L,D	
	7.2		American literature-Assingment		2		P	AS2 start
	7.3		Studying Recommended Texts			4		

08	8.1	3,4,	American literature	2			L,D	AS1 due
	8.2		Studying Recommended Texts			4		
09	9.1	5	French literature	2			L,D	
	9.2		Studying Recommended Texts			4		
10	10.1	4,5	French literature	2			L,D	
	10.2		Studying Recommended Texts			5		
11	11.1	5	French literature	2			L,D	
	11.2		Studying Recommended Texts			4		
12	12.1	1,2	Russian literature	2			L,D	
	12.2		Studying Recommended Text Books			4		
13	13.1	3,4,5	Russian literature	2			L,D	AS2 due
	13.2		Studying Recommended Texts			4		
14	14.1	1,2,3,4,5	Latin-American literature	2			L,D	
	14.2	,	Studying Recommended Texts			5		
15	15.1	4	Responsive synthesis and review	2			I,D	
	15.2		Studying Recommended Texts			2		
Total				30	15	55		

Teaching Methods: L=Lectures, P=Practical, FV=Field visit, D=Discussion, SGD=Small Group Discussion, SGP=Small Group Presentation

Assessment Methods : AS=Assignmen

Assessment Strategy

Continuous Assessment	AS1 - 30%	40%
	AS2 - 10%	
End Semester Examination		60%
Total		100%

Course Coordinator	Teaching Panel
Ven. G. Uparathana (uparathana@ssh.rjt.ac.lk)	Ven. G. Uparathana (uparathana@ssh.rjt.ac.lk)

Organization of the course:

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

Recommended Texts:

- අවබේ, විනුවා. (2003). **බැද්දෙන් සිදාදියට**. පරි: පී. ආර්. එච්. විජේසිංහ.කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- කැමු, ඇල්බෙයා. (1981). **පිටස්තරයා**. පරි.සෝමරත්න බාලසූරිය,කැලණිය: සමනල මුද්‍රණාලය.
- ටෝල්ස්ටෝයි, ලියෝ. (1992). **ඇනා කැරනිනා**. අනු: මුනිදාස සෙනරත් යාපා. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම.
- මාර්කේස්, ගබ්‍රියෙල් ගාර්ෂියා. (2006). **සියක් වසක හුදකලාව**. අබේ දිසානායක සහ පසන් කොඩිකාර, දෙහිවල:විද්‍ර්ශන ප්‍රකාශන.
- හෙමිංවේ, අර්නස්ට් මිලර්. (1984). **මහල්ලා සහ මුහුද**. පරි: සිරිල් සී පෙරේරා.නුගේගොඩ: ප්‍රදීප ප්‍රදීප ප්‍රකාශකයෝ.

Recommended Readings:

- Hapugoda, Mahesh. (2013). **Existentialism and Post war Literature**. Colombo: S Godage & Brothers.
- අමරකීර්ති, ලියනගේ. (2005). **අමුතු කතාව**. කොළඹ: විජේසූරිය ග්‍රන්ථ කේන්ද්‍රය.
- ජයතිලක, කේ. (2002). **විශ්ව සාහිත්‍ය ආභාසය හා නිර්මාණය**. කොළඹ: ප්‍රදීප ප්‍රකාශකයෝ.
- ජිනසේන, බී. එන්. තිලකරත්න, මිණිවත්. පී. සහ (1990). **විශ්ව සාහිත්‍යය**. කොළඹ: සංස්කෘතික කටයුතු සහ ප්‍රවෘත්ති අමාත්‍යාංශය.
- තිලකරත්න, මිණිවත් පී. (2002). **රුසියානු සාහිත්‍යය හා වර්තමාන සිංහල නවකතාව හා කෙටිකතාව**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- මාගම්මන, ප්‍රේමවන්ද. (2004). **විශ්ව සාහිත්‍ය විමර්ශන**. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.
- රණවීර, ආරියවංශ. (1995). **ඇමරිකානු කවියට පෙරවදනක්**. කොට්ටාව: සාර ප්‍රකාශන හා මුද්‍රණ.
- රණවීර, ආරියවංශ. (2007). **සංස්කෘතිය හා ගොඩසිල්ලාකරණය**. නුගේගොඩ: සරසවි ප්‍රකාශකයෝ.

Course Code: SINS 42013

Course Title: Industrial Training (00hrs:00hrs:300hrs)

Course Description:

The purpose of the Industrial training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honours degree programs with its application in the real work setting. In order to achieve this objective, students are placed at public or private sector institutes related to the subject. The Practical Training Unit (**PTU**) of the Faculty will attempt to find a suitable institute for each student to get a practical training for a period of **four months**. Students also have option to arrange an accepted institute to obtain their training (The institute that the student himself/herself selected should be accepted by the PTU). Students should undergo the training under the supervision of a senior officer (**Training Supervisor**) of the institute in which the student is undergoing training. Further, an **Academic Supervisor** will also be appointed by the Faculty to review the progress

Course Aim:

To provide students with a practical exposure to instill team working and leadership qualities which enable the students to have confident to work in a managerial position or to be an enterprenuer.

ILOs:

On successful completion of this industrial training, students should be able to

1. demonstrate team work and leadership qualities among students.
2. synthesize managerial and entrepreneurship
3. to work in the industry applying the theoretical knowledge

Recommended Texts:

1. Training Guideline provided by the Department

Assessment

Percentage Mark

In-course Students should fulfill two requirements; **a.** The completion of the **Training Record Book** provided by PTU and the evaluation of the progress

40%

End-semester b. Preparation of the **Independent Training Research Report** according to the guide line provided by the Practical Training Unit (PTU) in order to complete the practical training component.

60%

Course Code: SINS 42026

Course Title: Research Project (00hrs:00hrs:600hrs)

Course description:

Under the guidance of a supervisor, students following a BA Honours in Sinhala Degree must submit a Dissertation. They are required to select a topic in the field of Sinhala and get the approval of the Subject Coordinator and the Head of the Department. Under the guidance of the supervisor, students should initially develop a research proposal and then complete the research. It is needed to submit a Dissertation containing maximum of 15000 – 20000 words. (Guidelines for the preparation of the Research Project should be prepared separately by the Department)

Aim:

To provide a platform to students to acquire knowledge to conduct a research independently identifying specific knowledge gaps which enable the student to create a vision for life and engage in life long independent learning.

ILOs:

On successful completion of this industrial training, students will should be able to

1. demonstrate an ability to create knowledge through research.
2. assess and diagnose research problem/s
3. to design a research project

Recommended Texts :

- Allison, B. (1997). **The Student's Guide to Preparing Dissertations and Theses.** London: Kogan.
- Preece, R A. (1994). **Starting Research: An Introduction to Academic Research and Dissertation Writing.** London: Pinter Publishers.
- Turabian, Kate L. (1996). **A Manual for Writers of Term Papers, Theses, and Dissertations.** Chicago: Chicago UP.
- Watson, G. (1987). **Writing a Theses: A Guide to Long Essays and dissertations.** London: Longman.
- Xerubavel, E. (1999). **The Clockwork Muse: A Practical Guide to Writing Theses and Dissertations.** Cambridge: MA: Harvard University Press.

- ලලිතධීර, කේ. ඒ. (2018). පර්යේෂණ ක්‍රමවේදය සහ ක්‍රම. මහරගම: එල්. එම්. ඩී. ප්‍රකාශකයෝ.

Assessment	Percentage Mark
In-course : 1. Proposal writing (10%) 2. Proposal presentation (10%) 3. Progress throughout the semester (10%)	30%
End-semester : Dissertation Viva	60% 10 %

ANNEXURES

Annexure – 1

New Syllabus of BAHons (Sinhala) -2020/2021

Introduction

The Sinhala New Syllabus (BAHons Degree-2019) was approved by the Faculty Board of the Social Sciences and Humanities of the Rajarata University of Sri Lanka on 15.08.2001 and later it was submitted to the 49th Senate on 10.08.2001. (Senate Memo 49/03 pg. No 17-22) for approval. The syllabus submitted thus was included in the student prospectus in 2002 along with some revisions. It was again revised in 2007 by adding some course units and it is still functioning. The present syllabus has been in usage for more than 18 years from 2001 to 2019. However, later the absolute need for revising the old syllabus was felt in order to create a student with knowledge, attitudes and skills according to the present job market and social and economic trends of the 21 Century. Accordingly, the following changes were made in the syllabus.

- Prof. Wasantha Dissanayake, the former Head of the Department of Humanities suggested to the Dean of the Faculty of Social Sciences and Humanities to revise the above syllabus. Accordingly, this matter was discussed on 07.03.2007 at the Faculty Board and subsequently, this proposal was submitted to the 168th Senate for approval. (164/8 senate memo pg 05)
- The proposal of all the revised special degree syllabi, which were approved at the 171th Faculty board (SSHF/B memo 171-20), was submitted to the 186th Senate for approval. (senate memo 186-05-07 pg no 36-45)
- It was discussed on the revised syllabi of both General and Special Degree Programs at the 10th Department Meeting of Languages on 2016-07-07 (DOL memo 09-03-03)
- It was deeply discussed on the revised syllabi of both General and Special Degree Programs at the 16th Department Meeting of Languages on 2016-07-07 (DOL memo 09-03-03)

- During 2017-2020, the new curriculum of the Bachelor of Arts Honors in Sinhala was prepared by Mrs.M.T.C. Harshanee, Senior Lecturer and then Head of the Department of Languages, Prof. Wasantha Dissanayaka, Ven. Dr. Olganwatte Chandasiri, and Ven. Galkulame Uparathana, Senior Lecturers in the Department. Subsequently, this curriculum was submitted to Dr.Samantha Ekanayaka, the Chairman of the Curriculum Committee of the Faculty of Social Sciences and Humanities on 20th Dec 2019 incorporating the revisions of Prof Swarna Ihalagama and Prof Gunawardena Nanayakkara.
- Successively, the same curriculum was further revised according to the guideline provided at the workshop organized under the AHEAD Project making it more outcome based by Ven. Prof. Olganwatte Chandasiri, Head of the Department of Languages, Prof.Wasantha Dissanayaka, Dr .Mrs. M.G.N. Dayananda, Mrs.M.T.C. Harshani and Ven. Galkulame Uparathana, Senior Lecturers in the Department under the guidance of Prof Manoj Ariyaratne. The revised curriculum was submitted to the Curriculum Committee of the Faculty of Social Sciences and Humanities on 05th June 2021 for necessary approval.

Objectives

- To revise the existing curriculum of **BAHons (Sinhala)** in accordance with the SLQF standard.
- To design curriculum including courses focusing on the job market.
- To design the new curriculum according to subject benchmark in Sinhala approved by the UGC.
- To make the whole curriculum outcome based.

Along with the above major objectives, the present curriculum of BAHons (Sinhala) has been revised.

Methodology

It was first investigated whether the present curriculum should be revised, why it should be revised and how it should be revised.

- A questionnaire was administered among the graduates, who have already followed the Sinhala Special (Hons) Degree Program and been employed presently and the undergraduates, who are still following the Sinhala Special (Hons) Program. Through the given questionnaire, data were collected from both categories.
- Obtaining data from the undergraduates, who follow the Sinhala (Hons) Degree Course through a questionnaire how to revise and promote it.
- Obtaining the favorable and unfavorable facts and instructions regarding the Sinhala (Hons) Degree Course from Emeritus Professors, Senior Professors, Professors, Doctors (Ph. D) and Senior Lecturers, who are employed in various universities.
- Obtaining ideas and proposals from the discussions held with both senior academic staff of the Department of Languages and employers.
- Both favorable and unfavorable facts of the syllabus were identified and accordingly the present syllabus has been revised.
 - ❖ The syllabus was revised following the basic methodologies.
 - Removing the monotonous subjects
 - Adding prescribed books
 - Introduction of new course units
 - Changing the Contents of the former syllabus
 - Changing the place of the course unit
 - Extending course units up to 04th year
 - Including both theoretical and practical activities
 - Changing the weightage on course units

- Including the new course units according to Subject benchmark in Sinhala and the suggestions of the stakeholders.

Course units were revised as follows:

Sinhala Poetry

1. SINS 22012 Classical Sinhala Verse I (Gampola Kotte and Seethawaka Periods)
2. SINS 31012 Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)
3. SINS 32012 Classical Sinhala Verse III (Anuradahapura Period)

The former syllabus consisted of the poetry from Anuradhapura era to Kotte era, but Seethawaka era was not included there. In the new syllabus, this error was rectified.

The rest of parts of the Sinhala poetry were properly arranged with the course units till the modern era in the revised syllabus.

Sinhala Prose Literature

- SINS 21012 Novels
- SINS 21072 Short Stories
- SINS 21062 Literature and Society I (Colombo I and Colombo II)
- SINS 22042 Literature and Society II (Senkadagala & Mahanuwara Periods)
- SINS 31032 Literature and Society III (Dambadeniya and Kurunegala Periods)
- SINS 32022 Literature and Society IV (Anuradhapura and Polonnaru Periods)

From Anuradhapura era to the end of the 19th century, the above course units investigate the Sinhala prose literature chronologically in the new syllabus. But, in the old syllabus, it was limited only to the period from Anuradhapura era to the Gampola era. The new syllabus has rectified this error. In the new syllabus, both novels and short stories are incorporated so as to cover the modern prose literature as well. This course unit has been included in the old syllabus as well, but it has been revised in a new way.

Sinhala Grammar

SINS 21022 Sinhala Language Usage and Grammar

In the old syllabus grammar was limited only to the traditional grammar. Hence, the students had to learn grammar only from the Sidath Sagarawa. But, in the new syllabus, this has been changed and the modern grammar component has been embodied in the new syllabus as well.

Drama and Theater

- SINS 21042 Approach to the Eastern and Western Theater
- SINS 22072 Concept of Design, Ancillary Arts, Stage Management and Theater Administration
- SINS 31072 Modern World Theater and Aesthetic Criticism
- SINS 32082 Script Writing and Play Production I
- SINS 41052 Script Writing and Play Production II

The old syllabus consisted of 60 hours for theoretical knowledge and there is only one course unit for drama approach, but in the new syllabus, it has been revised for 05 course units with a practical component. In this case, the course unit, SINS 21042 Approach of the Eastern and Western Theater is compulsory whereas the students are able to select the other course units.

Linguistics

- SINS 21052 Introduction to Linguistics
- SINS 22062 Descriptive Linguistics (Phonology and Morphology)
- SINS 31062 Descriptive Linguistics (Syntax and Semantics)
- SINS 32092 Socio Linguistics and Language Planning
- SINS 41072 Lexicography

The old syllabus consisted of 60 hours for theoretical knowledge and there was only one course unit for Linguistics approach, but in the new syllabus, it has been revised for 05 course units with a practical component. In this case, the course unit, SINS 21052 Introduction to Linguistics is compulsory whereas the students are able to select the other course units.

Literary Criticism

SINS 22022 Creative Writing and Criticism

SINS 31052 Eastern Literary Criticism

SINS 32052 Western Literary Criticism

In the old syllabus also, Creative Writing as well as Criticism and Principles of Literary Criticism were included. In the new syllabus, two new course units have been introduced, which represent both Eastern and Western literature. In addition to that, Creative Writing and Literary Criticism have been embodied in the new syllabus along with some revisions. These three course units should be compulsorily studied by the students.

Culture

SINS 22052 Culture and Heritage I

SINS 31042 Culture and Heritage II

SINS 32032 Folklore and Anthropology I

SINS 41022 Folklore and Anthropology II

Instead of the course units, Art and Architecture, Sinhala Culture, Social Structure, Folk Lore and Social Cultural Anthropology, the above course units have been introduced along with necessary revisions. Though there were some drawbacks in the old syllabus, they have been minimized in the new syllabus. All these course units are also compulsory for the students, who follow the Honours Degree in Sinhala.

Research Methodology

- SINS 32042 Research Methods
- SINS 41032 Editing and Proof Reading

The old syllabus did not contain a particular course unit for Research Methodology and Editing and Proof Reading, but the new syllabus contains it. Instead of it, Sinhala Reporting was included in it. It is only for the 04th Year Semester-02. It is hoped to impart a sound knowledge to the students on Research Methodology.

Translation Methods

- SINS 32062 Translation Methods I
- SINS 41082 Translation Methods II

Even though these course units were included in the old syllabus, it focused only on the theoretical knowledge. Hence, in the new syllabus, the Contents cover both theoretical and practical knowledge.

Mass Communication and Journalism

- SINS 32072 Printed and Electronic Media I
- SINS 41062 Printed and Electronic Media II

The old syllabus did not comprise these course units and above two courses were newly introduced to the new syllabus. The reason for including these new courses in the syllabus is that it is a timely requirement and in line with the Subject Benchmark in Sinhala.

Sinhala Epigraphy, Beginning and the Evolution of Sinhala Language

In the old syllabus, this course unit was included as two course units, but in the new syllabus it has been included as one course.

World Literature

SINS 41101 World Literatures

This course unit was not included in the old syllabus.

Industrial Training and Research Project

- SINS 42013 Industrial Training
- SINS 42026 Research Project

These course units were not included in the old syllabus. Through these course units, the students are able to undergo Industrial Training and thereby they get practical working experience in a particular institute. This is a timely requirement as far as the practical exposure of students is concerned. Research Project was included in the old syllabus, but it did not properly function. It is hoped to continue it in a very effective way under the new syllabus. Taking into account the suggestions of the stakeholders, the following new courses were introduced to improve the soft skills of students.

SINS 22082 (T/P/IL) (15/30/55) Entrepreneurial Skills

SINS 31082 (T/P/IL) (15/30/55) Management and Professional Skills

Annexure - 2

Members of the academic staff in the Department of Languages who prepared and revised the Curriculum

The following members of the academic staff in the Department of Languages prepared the New Curriculum of BA Hons (Sin)

	Course codes	Titles	Preparation by Course Units
1	<ul style="list-style-type: none">• SINS 32012	<ul style="list-style-type: none">• Classical Sinhala Verse III (Anuradhapura Period)	Prof.Ven Olganwaththe Chandasiri Thero (Head of Department)
<ul style="list-style-type: none">• 2	<ul style="list-style-type: none">• SINS 21032	<ul style="list-style-type: none">• Sinhala Verse in Mahanuwara and Matara Periods	
<ul style="list-style-type: none">• 3	<ul style="list-style-type: none">• SINS 31012	<ul style="list-style-type: none">• Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)	
<ul style="list-style-type: none">• 4	<ul style="list-style-type: none">• SINS 22032	<ul style="list-style-type: none">• Modern Sinhala Verse I (1,2,3 Decades of the 20th Century)	
<ul style="list-style-type: none">• 5	<ul style="list-style-type: none">• SINS 22012	<ul style="list-style-type: none">• Classical Sinhala Verse I (Gampola, Kotte and Seethawaka Periods)	
<ul style="list-style-type: none">• 6	<ul style="list-style-type: none">• SINS 22022	<ul style="list-style-type: none">• Creative Writing and Criticism	
<ul style="list-style-type: none">• 7	<ul style="list-style-type: none">• SINS 31052	<ul style="list-style-type: none">• Eastern Literary Criticism	
<ul style="list-style-type: none">• 8	<ul style="list-style-type: none">• SINS 31022	<ul style="list-style-type: none">• Modern Sinhala Verse II (4th Decades of the 20th Century and New Trends)	
<ul style="list-style-type: none">• 9	<ul style="list-style-type: none">• SINS 32042	<ul style="list-style-type: none">• Research Methods	
<ul style="list-style-type: none">• 10	<ul style="list-style-type: none">• SINS 32052	<ul style="list-style-type: none">• Western Literary Criticism	
<ul style="list-style-type: none">• 11	<ul style="list-style-type: none">• SINS 41032	<ul style="list-style-type: none">• Editing and Proof Reading	

• 12	• SINS410 92	• World Literature	Programme Coordinator-Syllabus Revision Programm Prof:DMWK Dissanayake
• 13	• SINS 21022	• Sinhala Language Usage and Grammar	
• 14	• SINS 21062	• Literature and Society I	
• 15	• SINS 22042	• Literature and Society II	
• 16	• SINS 22052	• Culture and Heritage I	
• 17	• SINS 31032	• Literature and Society III	
• 18	• SINS 31042	• Culture and Heritage II	
• 19	• SINS 32022	• Literature and Society IV	
• 20	• SINS 32032	• Folklore and Anthropology I	
• 22	• SINS 41022	• Folklore and Anthropology II	
• 23	• SINS 21042	• Approach to the Eastern and Western Theater	
• 24	• SINS 21052	• Introduction to Linguistics	
• 25	• SINS 22062	• Linguistics I (Phonology and Morphology)	
• 26	• SINS 22072	• Concept of Design, Ancillary Arts, Stage Management and Theater Admiration	
• 27	• SINS	• Linguistics II (Syntax and	

	31062	Semantics)	
• 28	• SINS 31072	• Modern World Theater and Aesthetic Criticism	
• 29	• SINS 32062	• Translations Methods I	
• 30	• SINS 32082	• Script Writing & Play Production I	
• 31	• SINS 32092	• Socio Linguistics and Language Planning	
• 32	• SINS 41042	• Sinhala Epigraphy, Beginning and the Evolution of Sinhala Language	
• 33	• SINS 41052	• Script Writing and Play Production II	
• 34	• SINS 41072	• Lexicography	
• 35	• SINS 41082	• Translation Methods II	
• 36	• SINS 21072	• Short Stories	
• 37	• SINS 32072	• Literature of Sinhala Lyrics	
• 38	• SINS 41052	• Language and Communication	
• 39	• SINS 21012	• Novels	• Ven.Galkulame Uparathana Thero Senior Lecturer
• 40	• SINS 32072	• Printed and Electronic Media I	
• 41	• SINS 41062	• Printed and Electronic Media II	
• 42	• SINS	• Industrial Training	

	42013		
• 43	• SINS 42026	• Research Project	

Subsequently, the following members of the staff revised the curriculum according to the new format introduced by Prof. Deepthi Bandara, the Consultant for the Faculty curriculum revision under the AHEAD Project making more outcome based. This was completed under the guidance of Prof. Manoj Ariyaratne, Consultant for BA (Hons) Sinhala in the Department of Languages, University??.

Name of the member of the Academic Staff	Courses
Prof. Wasantha Dissanayaka	<ul style="list-style-type: none"> • SINS 21022(T/P/IL) (15/30/55) Sinhala Language Usage and Grammar SINS 21062 (T/P/IL) (15/30/55) Literature and Society I (Colombo 1 and Colombo 11) SINS 22042 (T/P/IL) (15/30/55) Literature and Society II (Senkadagala and Mahanuwara Periods) SINS 22052 (T/P/IL) (15/30/55) Culture and Heritage I SINS 31042 (T/P/IL) (15/30/55) Culture and Heritage II SINS 32032(T/P/IL) (15/30/55) Folklore and Anthropology 1 SINS 41022 (T/P/IL) (15/30/55) Folklore and Anthropology 11 SINS 31032 (T/P/IL) (15/30/55) Literature and Society II1 (Dambadeniya and Kurunagala1Periods) SINS 32022 (T/P/IL) (15/30/55) Literature and Society IV (Anuradhapura

	and Polonnaruwa Periods)
<ul style="list-style-type: none"> • Prof. Ravi Dissanayaka 	<ul style="list-style-type: none"> • SINS 22083 (T/P/IL) (15/30/55) Entrepreneurial Skills SINS 31092 (T/P/IL) (15/30/55) Management and Professional Skills
<ul style="list-style-type: none"> • Ven. Prof. Olganwatte Chandasiri 	<ul style="list-style-type: none"> • SINS 21032 (T/P/IL) (15/30/55) Sinhala Verse in Mahanuwara and Matara Periods <p>SINS 22012(T/P/IL) (15/30/55) Classical Sinhala Verse I (Gampola, Kotte and Seethawaka Periods)</p> <p>SINS 31012 (T/P/IL) (15/30/55) Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)</p> <p>SINS 32012 (T/P/IL) (15/30/55) Classical Sinhala Verse III (Anuradhapura Period)</p> <p>SINS 22022(T/P/IL) (15/30/55) Creative Writing and Criticism</p> <p>SINS 31052(T/P/IL) (15/30/55) Eastern Literary Criticism</p> <p>SINS 31022(T/P/IL) (15/30/55) Modern Sinhala Verse II (4th decades of the 20th Century)</p> <p>SINS 32042 (T/P/IL) (15/30/55) Research Methods</p> <p>SINS 32052 (T/P/IL) (15/30/55) Western Literary Criticism</p> <p>SINS 41032 (T/P/IL) (15/30/55) Editing and Proof Reading</p>
<ul style="list-style-type: none"> • Dr. Mrs. M.G.N. Dayananda 	<ul style="list-style-type: none"> • SINS 21052 (T/P/IL) (15/30/55) –Introduction to Linguistics

Senior Lecturer	<p>SINS 22032(T/P/IL) (15/30/55) Modern Sinhala Verse I (1,2 and 3 Decades of the 20th Century)</p> <p>SINS 22062(T/P/IL) (15/30/55) Descriptive Linguistics- Phonology and Morphology)</p> <p>SINS 32062(T/P/IL) (15/30/55) Translation Methods 1</p> <p>SINS 41082 (T/P/IL) (15/30/55) Translation Methods II</p>
<ul style="list-style-type: none"> • Mrs.MTC Harshani Kumari Senior Lecturer	<ul style="list-style-type: none"> • SINS 21042 (T/P/IL) (15/30/55) Approach to the Eastern & Western Theater <p>SINS 22072 (T/P/IL) (15/30/55) Concepts of Design, Ancillary Arts, Stag Management and Theater Administration</p> <p>SINS 31072 (T/P/IL) (15/30/55) Modern World Theater and Aesthetic Criticism</p> <p>SINS 32082(T/P/IL) (15/30/55)Script Writing and Play Production I</p> <p>SINS 41042 (T/P/IL) (15/30/55) Sinhalese Epigraphy and Beginning and the Evolution of Sinhala Language</p> <p>SINS 41052 (T/P/IL) (15/30/55) Script Writing and Play Production II</p> <p>SINS31062 (T/P/IL) (15/30/55) Descriptive Linguistics (Syntax &Semantics)</p> <p>SINS 32092 (T/P/IL) (15/30/55) Sociolinguistics and Language Planning</p> <p>SINS 32072 (T/P/IL) (15/30/55)Literature of Sihala Lyrics</p> <p>SINS 41052 (T/P/IL) (15/30/55)Language and Communication</p> <p>SINS 41072 (T/P/IL) (15/30/55) -Lexicography</p>
<ul style="list-style-type: none"> • Ven. Galkulame Uparathana Senior Lecturer	<ul style="list-style-type: none"> • SINS 21012 (T/P/IL) (15/30/55) Short Stories <p>SINS 21012 (T/P/IL) (15/30/55) Novels</p> <p>SINS 31052 (T/P/IL) (15/30/55) Eastern Literary Criticism</p> <p>SINS 32072 (T/P/IL) (15/30/55) Printed and Electronic Media I</p> <p>SINS 41062 (T/P/IL) (15/30/55) - Printed and Electronic Media II</p>

	SINS 41042 (T/P/IL) (15/30/55) Sinhalese Epigraphy, Beginning and the Evolution of Sinhala Language SINS 41101 (T/P/IL) (15/30/55) World Literature
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Ven. Prof.Olaganwatte Chandasiri- Head/Department of Languages

Faculty of Social Sciences and Humanities

06. 06. 2021

Annexure - 3

Stakeholder survey results, Reviewers' reports

Rajarata University of Sri Lanka

Stakeholders Workshop on Curriculum Enrichment

Bachelor of Arts Honours in Sinhala- BAHons (Sinhala)

Organized by The Faculty of Social Sciences and Humanities under the “AHEAD” World Bank Project

This workshop was held to enrich the curriculum of the **Bachelor of Arts Honours in Sinhala- BAHons (Sinhala)** conducted by the Department of Languages, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka. The purpose of holding this workshop was to get the ideas and proposals from the stakeholders representing various types of public and private academic and industrial institutions. The workshop was held on 18th September, 2020 from 09.00 a.m. to 3.30 p.m. at the Foundation Institute, Colombo.

Objectives of the workshop;

- * To develop a dialogue with different industry stakeholders to identify the attribute of a Sinhala honours graduate in line with the contemporary environment.
- * To recognize the level descriptors of a competent Sinhala honours graduate in line with the stakeholders expectations and the specialty of the subject discipline.
- * To frame a graduate profile based on KSAM approach competent in knowledge and able in attitudes and life related values.

Ven. Dr. Olaganwatte Chandasiri, Senior Lecturer, Department of Languages (subject Coordinator – Sinhala) welcomed all the participants representing Rajarata University of Sri Lanka and also the academicians from other universities from various institutions as well.

Dr. Manoj Ariyaratne, Consultant for the curriculum revision (Dean/Faculty Social Sciences and Languages, Sabaragamuwa University of Sri Lanka), explained the programme schedule and the value of the workshop. Then he introduced Dr. Dr. Ravi Dissanayake, Head, Department of Marketing Management, and University of Kelaniya Resource Person for the workshop and requested him to carry out the programme.

Dr. Ravi Dissanayake, Resource Person (Head/Senior Lecturer, Department of Marketing Management, University of Kelaniya) explained what is the graduate profile and how to make the graduate of profile Sinhala degree programme and how to implement the graduate profile. In his introduction he focused on following areas;

01. Value addition for a degree is a must, especially for the academic course like Sinhala, he requested participants to do value addition while embarking on academic and professional part together.
02. He has requested the participants especially from industrial participants for their thoughts making graduate profile for Bachelor of Arts graduate Honours in Sinhala, especially their thoughts on what sort of qualities he/she should be attributed within the 1st year, 2nd year, 3rd year and 4th year. And after getting their ideas we summarized them to four categories namely knowledge, skills, attitude, and Mind set (KSAM). Then those were considered and decided selection of ideas when preparing the curriculum, as we should preserve the core of subject like Sinhala in particular. He said that it was required to keep the course stem on range of 60% or 70%, while doing the value addition. First, we have to find contribution for that when preparing the graduate profile.
03. He said that “Technopronaship” is the biggest challenge in now days. ‘We are living in digital economy and current issue with graduates is that they cannot write properly even in Sinhala. Hence, our problem is to ready the graduate for this industrial economy or world and that should be the base on Graduate Profile. The application and the use of a language expert is depending on how he or she integrate

with the different requirements of industries (Cinema, Advertising, library services, education sector, research services, public services, media and so on).

04. He mentioned that when preparing graduate profile for the Arts degree graduate of the Rajarata University of Sri Lanka, it was required to focus not on the course unit but on subject pillars.

Dr. Ravi Dissanayake, Resource Person for the workshop said that our focus on today's programmes mainly on two activities and they are;

- (i) Preparing Graduate Profile
- (ii) Identifying the subject pillars

The industrial representatives were divided into 03 groups (Group A, B & C) including one academic member of the Department of Languages, to support them with existing curriculum details. The resource person asked them to design and prepare graduate profile keeping in mind the four categories or columns namely knowledge, skills, attitude, and Mind set (KSAM).

The group - A has designed the graduate profile as follows;

	Name given	
Level - I	<ul style="list-style-type: none"> • Foundation 	<ul style="list-style-type: none"> • * Enhance the language knowledge
		<ul style="list-style-type: none"> • * Grammar knowledge
		<ul style="list-style-type: none"> • * fluency/using the language
<ul style="list-style-type: none"> • Level - II 	<ul style="list-style-type: none"> • Secondary 	<ul style="list-style-type: none"> • Direct the graduates to the field of research
<ul style="list-style-type: none"> • Level- III 	<ul style="list-style-type: none"> • Hands on 	<ul style="list-style-type: none"> • Guide for a training (research methodology is very important here)

• Level- IV	• Connections	• Guide theme to research projects/project reports
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The group - B has designed the graduate profile as follows;

	Name given	
Level - IV	<ul style="list-style-type: none"> • Creator (නිර්මාණවේදියා) 	<ul style="list-style-type: none"> • නිර්මාණය කරන පුද්ගලයා (නිර්මාණවේදියා) දැනුම" මානුෂීය ගුණාංග" සමාජ අවබෝධය" තාක්ෂණික දැනුම ආදියෙන් සවිමත් වූ උපාධිදාරියෙකු බිහිකිරීම
<ul style="list-style-type: none"> • Level - III 	<ul style="list-style-type: none"> • Leader (නායකයා) 	<ul style="list-style-type: none"> • මෙහිදී නායකයෙකුට අවශ්‍ය දැනුම විශේෂයෙන් තැනට සුදුසු නුවණ (Common Sense) භාවිත කිරීම" මානුෂීය ගුණාංග" සමාජ අවබෝධය" තාක්ෂණික දැනුම ආදියෙන් සවිමත් වූ උපාධිදාරියෙකු බිහිකිරීම
		<ul style="list-style-type: none"> • නායකයා අණ දෙන්නක් පමණක් නොව කණ්ඩායම් හැගීමෙන් වැඩකිරීමේ හැකියාව හා කණ්ඩායමක් බිහිකරගැනීම (to work as team)
<ul style="list-style-type: none"> • Level - II 	<ul style="list-style-type: none"> • Researcher (ගවේෂකයා/විමර්ශකයා) 	<ul style="list-style-type: none"> • බලාපොරොත්තු වන ඕනෑම දෙයක් පිළිබඳ ව සොය බලා කටයුතු කිරීම
		<ul style="list-style-type: none"> • සිංහල" දෙමළ හෝ වෙනත් භාෂාවන් පිළිබඳ දැනුම" තාක්ෂණය හා මුසුවී ඉදිරියට ගමන් කළ හැකි ආකාරයට සකස් වීම
<ul style="list-style-type: none"> • Level - I 	<ul style="list-style-type: none"> • Opener (ආරම්භකයා) 	<ul style="list-style-type: none"> • සිංහල භාෂාවේ මූලික දැනුම" සාහිත්‍ය විමර්ශනය" භාෂාව භාවිත කළ හැකි ආකාරය සම්බන්ධ දැනුම ලබාදීම

The group - C has designed the graduate profile as follows;

	Name given
Level - IV	<ul style="list-style-type: none"> • නිර්මාණාත්මක හා ව්‍යවසායකත්ව චින්තකයා Creative and entrepreneurship thinker

• Level - III	• විශ්ලේෂකයා Analyzer
• Level - II	• ගවේෂකයා Researcher
• Level - I	• සම්බන්ධකාරක Coordinator

In addition to that group - C has find out five areas from the course content and they categorized them as mentioned below; and yet they think the whole program should focus on those areas. They have given percentage in terms of gravity of the area.

1. Language and Culture (considered as the core) - 40%
2. Entrepreneurship - 10%
3. Innovative - 20%
4. Interpersonal Skills - 20%
5. Leadership - 10%

Then again they have grouped this 05 categorized into two major areas and given percentage accordingly.

Area -01	Area -02			
Language & Culture	• Entrepreneurship	• Innovative	Interpersonal Skills	Leadership
60%-70%	• 40%			

Dr. Dissanayake, Resource Person said that we had got a good basket of thinking and some works were really complementing each other when you look at the A, B and C profiling. He has requested Dr. Ariyaratne, Consultant, to get how these groups figure out the level (I, II, III & IV) descriptors. He also said that summarizing these group activities, one of the important graduate attributes was lifelong learning which we all could consent.

Industrial Training for Undergraduates

This topic was lengthily discussed at the conference, all the participants from both parties namely private sector and government sector pointed out the importance of the industrial training. They all requested to include this part in the curriculum and also to consider as a very important part of a degree programme. They pointed out that there should be a mechanism in following areas when conducting industrial training;

- * to prepare training schedule/ Establishing a practical training unit with a coordinator
- * to give guidelines to follow at training institution
- * appointing internal and external supervisors (External supervisor from the training institute)
- * to keep record regarding progress with a timeframe
- * to follow up and support the trainees when necessary
- * to get the feedback
- * to measure the outcome / achievement

Subject Pillars/Discipline

Dr. Ravi Dissanayake, Resource Person has explained how to prepare the subject pillars/discipline in the Sinhala Honors degree programme. He said that it was better to bring down all the courses under 07 or 08 subject pillars. The pillars must include;

- * must have subjects - which is the core of the degree programmes (60% or 70%)
- * nice to have subjects
- * good to have subjects
- * should have subject

Then he requested the participants to get together into 03 tables and make pillars to the subjects of the Sinhala degree programme.

Subject Pillars decided:

1. Language
2. Literature
3. Culture
4. Entrepreneurship and Skill Development
5. IT and Information Management
6. Research and Decision making

Dr. Dissanayake Resource Person and Dr Manoj Ariyaratne , the consultant proposed to consider following in the profiles; this depending on an common agreement the Head, Subject coordinator , respective staff and the participants.

Profile need to be arranged;

1 st year	<ul style="list-style-type: none"> • Initiator 	<ul style="list-style-type: none"> • Basic subject knowledge, foundation course
<ul style="list-style-type: none"> • 2nd year 	<ul style="list-style-type: none"> • Integrator 	<ul style="list-style-type: none"> • Diversity, adding another subject
<ul style="list-style-type: none"> • 3rd year 	<ul style="list-style-type: none"> • Adapter 	<ul style="list-style-type: none"> • Mind set creations, to go and work their own place or other
<ul style="list-style-type: none"> • 4th year 	<ul style="list-style-type: none"> • Creativist 	<ul style="list-style-type: none"> • Knowing subject, knowing how to adopt and somebody can do change, value adding person to institute

Prof. Manoj Ariyaratne

Consultant

10.10.2020



The Revised Curriculum (2020/2021) of the Bachelor of Arts Honors in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka

This is to confirm that the Curriculum (2020/2021) of the Bachelor of Arts Honors in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka has been finalized incorporating the revisions of Professor (Emeritus) Kulathilaka Kumarasinghe and Senior Professor Jayantha Amarasinha, Department of Sinhala, University of Ruhuna (Review Reports have been attached)

The aims of a curriculum revision are to:

- make it outcome based
- maintain relevance
- stay in the competitive education market
- make delivery and evaluation effective and efficient
- Meet the stake holder needs/demands etc.

The curriculum (2018/2019) for BA Honors in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities, revised with the above aims has very innovative course units to cover the Modern and Classical Sinhala literature while covering Sinhala grammar with Linguistics component and motivating students for research and Industrial training as well in order to complete 80% of big ideas, core task (Must Know), Desirable to know and Nice to know in line with the SLQF guidelines 2015. It includes course units which are important to know to cover up IT and English and Mathematics proficiency. Each course units has intended course learning out comes which are in line with the graduate profile to create a graduate with knowledge, skills attitudes and mindset to step up to the world of work. Hence, following new course units which were not available have been introduced while multiplying available course units in the old syllabus at the curriculum revision.

Course units were revised as follows:

Sinhala Poetry

- SINS 22012 Classical Sinhala Verse I (Gampola, Kotte and Seethawaka Periods)
- SINS 31012 Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)
- SINS 32012 Classical Sinhala Verse III (Anuradahapura Period)

The former syllabus consisted of the poetry from Anuradhapura era to Kotte era, but Seethawaka era was not included there. In the new syllabus, this error was rectified. The rest of parts of the Sinhala poetry were properly arranged with the course units till the

modern era in the revised syllabus.

Sinhala Prose Literature

- SINS 21012 Novels
- SINS 21072 Short Stories
- SINS 21062 Literature and Society I (Colombo I and Colombo II)
- SINS 22042 Literature and Society II (Senkadagala & Mahanuwara Periods)
- SINS 31032 Literature and Society III (Dambadeniya and Kurunegala Periods)
- SINS 32022 Literature and Society IV (Anuradhapura and Polonnaru Periods)

From Anuradhapura era to the end of the 19th century, the above course units investigate the Sinhala prose literature chronologically in the new syllabus. But, in the old syllabus, it was limited only to the period from Anuradhapura era to the Gampola era. The new syllabus has rectified this error. In the new syllabus, both novels and short stories are incorporated so as to cover the modern prose literature as well. This course unit has been included in the old syllabus as well, but it has been revised in a new way.

Sinhala Grammar

SINS 21022 Sinhala Language Usage and Grammar

In the old syllabus grammar was limited only to the traditional grammar. Hence, the students had to learn grammar only from the Sidath Sagarawa. But, in the new syllabus, this has been changed and the modern grammar component has been embodied in the new syllabus as well.

Drama and Theater

- SINS 21042 Approach to the Eastern and Western Theater
- SINS 22072 Concept of Design, Ancillary Arts, Stage Management and Theater

Administration

- SINS 31072 Modern World Theater and Aesthetic Criticism
- SINS 32082 Script Writing and Play Production I
- SINS 41052 Script Writing and Play Production II

The old syllabus consisted of 60 hours for theoretical knowledge and there is only one course unit for drama approach, but in the new syllabus, it has been revised for 05 course units with a practical component. In this case, the course unit, SINS 21042 Approach of the Eastern and Western Theater is compulsory whereas the students are able to select the other course units.

Linguistics

- SINS 21052 Introduction to Linguistics
- SINS 22062 Linguistics I (Phonology and Morphology)
- SINS 31062 Linguistics II (Syntax and Semantics)
- SINS 32092 Socio Linguistics and Language Planning
- SINS 41072 Lexicography

The old syllabus consisted of 60 hours for theoretical knowledge and there was only one course unit for Linguistics approach, but in the new syllabus, it has been revised for 05 course units with a practical component. In this case, the course unit, SINS 21052 Introduction to Linguistics is compulsory whereas the students are able to select the other course units.

Literary Criticism

SINS 22022 Creative Writing and Criticism

SINS 31052 Eastern Literary Criticism

SINS 32052 Western Literary Criticism

In the old syllabus also, Creative Writing as well as Criticism and Principles of Literary Criticism were included. In the new syllabus, two new course units have been introduced, which represent both Eastern and Western literature. In addition to that, Creative Writing and Literary Criticism have been embodied in the new syllabus along with some revisions. These three course units should be compulsorily studied by the students.

Sinhala Culture

SINS 22052 Culture and Heritage I

SINS 31042 Culture and Heritage II

SINS 32032 Folklore and Anthropology I

SINS 41022 Folklore and Anthropology II

Instead of the course units, Art and Architecture, Sinhala Culture, Social Structure, Folk Lore and Social Cultural Anthropology, the above course units have been introduced along with necessary revisions. Though there were some drawbacks in the old syllabus, they have been minimized in the new syllabus. All these course units are also compulsory for the students, who follow the Honours Degree in Sinhala.

Research Methodology

- SINS 32042 Research Methods
- SINS 41032 Editing and Proof Reading

The old syllabus did not contain a particular course unit for Research Methodology and Editing and Proof Reading, but the new syllabus contains it. Instead of it, Sinhala Reporting was included in it. It is only for the 04th Year Semester-02. It is hoped to impart a sound knowledge to the students on Research Methodology.

Translation Methods

- SINS 32062 Translation Methods I
- SINS 41082 Translation Methods II

Even though these course units were included in the old syllabus, it focused only on the theoretical knowledge. Hence, in the new syllabus, the Contents cover both theoretical and practical knowledge.

Mass Communication and Journalism

- SINS 32072 Printed and Electronic Media I
- SINS 41062 Printed and Electronic Media II

The old syllabus did not comprise these course units and above two courses were newly introduced to the new syllabus. The reason for including these new courses in the syllabus is that it is a timely requirement and in line with the Subject Benchmark in Sinhala.

Sinhala Epigraphy, Beginning and the Evolution of Sinhala Language

In the old syllabus, this course unit was included as two course units, but in the new syllabus it has been included as one course.

World Literature

SINS 41101 World Literatures

This course unit was not included in the old syllabus.

Industrial Training and Research Project

- SINS 42013 Industrial Training
- SINS 42026 Research Project

These course units were not included in the old syllabus. Through these course units, the students are able to undergo Industrial Training and thereby they get practical working experience in a particular institute. This is a timely requirement as far as the practical exposure of students is

concerned. Research Project was included in the old syllabus, but it did not properly function. It is hoped to continue it in a very effective way under the new syllabus. Taking into account the suggestions of the stakeholders, the following new courses were introduced to improve the soft skills of students.

1. SINS 22082 (T/P/IL) (15/30/55) Entrepreneurial Skills
2. SINS 31082 (T/P/IL) (15/30/55) Management and Professional Skills

Those course units along with the core course in the first year are in line with the KSAM model (Knowledge, Skills, Attitudes and Mindset) and ILOs to meet the graduate attributes included in the Graduate Profile. Teaching methods have been aligned with the Outcome Based Education (OBE) envisioned in the SLQF Handbook 2015 intended for quality higher education in the Sri Lanka University system.

Acknowledgement:

First of all I would like to extend my sincere thanks to the Vice Chancellor of the Rajarata University of Sri Lanka, Prof.Chandana Withanachchi, the Dean of the Faculty of Humanities and Social Sciences for their persistent guidance for introducing outcome based education in the Department of Languages, Faculty of Humanities and Social Sciences in the Rajarata University of Sri Lanka.

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Thank you
Prof. Manoj Ariyaratne
Consultant-BAHons (Sinhala)
06.06.2021

Review Report – 1

The Curriculum (2018/2019) for BA Degree Program in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka

The curriculum (2018/2019) for BA Degree Program in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities has innovative course units to cover the Modern and Classical Sinhala literature while covering Sinhala grammar with Linguistics component and motivating students for research and Industrial training as well. It includes course units which are important to know to cover up IT and English and Mathematics proficiency and course units for Pali and Sanskrit and modern languages. Each course units has intended course learning out comes which are in line with the graduate profile

Hence, following new course units which were not available have been introduced.

Classical Sinhala Verse

- SINS 2212 Classical Sinhala Verse I (Gampola ,Kotte and Seethawaka Periods)
- SINS 3112 Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)
- SINS 3212 Classical Sinhala Verse III (Anuradahapura Period)

Sinhala Prose

- SINS 2112 Novels and Short stories
- SINS 2162 Literature and Society I (Colombo I&II Period)
- SINS 2142 Literature and Society II (Senkadagala & Kandy Period)
- SINS 3132 Literature and Society III (Kotte Period)
- SINS 3222 Literature and Society IV (Polonnaru Dhambadeni & Kurunegala Period)
- SINS 4112 Literature and Society V (Anuradhapura Period)

Sinhala Grammar

- SINS 2122 Modern Sinhala Language and Grammar

Drama and Fine Arts

- SINS 2142 Approach of the Eastern and Western Theater
- SINS 2272 Concept of Design Ancillary Arts Stage Management and Theater

Administration

- SINS 3172 Modern World Theater and Aesthetic Criticism
- SINS 3292 Script Writing and Play Production I
- SINS 4152 Script Writing and Play Production II

Linguistics

- SINS 2152 Introduction to Linguistics
- SINS 2262 Linguistics I (Phonology and Morphology)
- SINS 3162 Linguistics II (Syntax and Semantics)
- SINS 3292 Socio Linguistics and Language Planning
- SINS 4172 Lexicography

Pali and Sanskrit Languages

- SINS 2171 Pali and Sanskrit I
- SINS 2281 Pali and Sanskrit II
- SINS 3181 Pali and Sanskrit III
- SINS 32101 Pali and Sanskrit IV
- SINS 4191 Pali and Sanskrit V

Modern Languages

- SINS 2181 Modern Language I
- SINS 2291 Modern Language II
- SINS 3191 Modern Language III
- SINS 32111 Modern Language IV
- SINS 41111 Modern Language V

Criticism Principles

- SINS 2222 Creative Writing and Criticism
- SINS 3152 Eastern Literary Criticism
- SINS 3242 Western Literary Criticism

Sinhala Culture

- SINS 2252 Culture and Heritage I
- SINS 3142 Culture and Heritage II
- SINS 3232 Folklore and Anthropology I
- SINS 4122 Folklore and Anthropology II

Research Methodology

- SINS 3242 Research Method
- INS 4132 Research Method and Book Editing

Translation Literature

- SINS 3262 Translation Method I
- SINS 4182 Translation Method II

Mass Communication and Journalism

- SINS 3272 Printed and Electronic Media I
- SINS 4162 Printed and Electronic Media II

World Literature

- SINS 41101 World Literature

Industrial Training and Research Project

- SINS 4213 Industrial Training
- SINS 4226 Research project

Those course units along with the core course in the first year are in line and Teaching methods have been aligned with the Outcome Based Education (OBE) intended for quality higher education in the Sri Lanka University system.

Suggestions

1. As one course unit for 2 Credits (**SINS 2112 Sinhala Novels and Short Stories**) is not sufficient to cover up Novels and Short stories, it is proposed to multiply it as

- **SINS 2112 Sinhala Novels**
- **SINS..... Short Stories**

2. There is an overlapping of some parts of the course units such as, **Literature and Society, Culture and Heritage, Folklore and Anthropology** while having an imbalance which should be rectified with the consent of the staff concerned.

• The list of references should be prepared in accordance with the Harvard Referencing System and consistency must be preserved. Some new references have been proposed and some recommended texts have been removed as those are too much for a course unit. Further I have marked some errors in those documents which should be corrected. Please note that I have kept all the revision made to the curriculum in different colors for you to notice. Subject to the above revisions, I would like to recommend this curriculum for implementation.

Thank you
Prof Kulathilaka Kumarasinghe
22.01.2021

Review Report – 2

රජරට විශ්වවිද්‍යාලයේ සිංහල උපධි පාඨමාලාව පිළිබඳ විමර්ශක වාර්තාව සහ යෝජනාවලිය

අලුතෙන් සම්පාදිත මේ පාඨමාලාවේ සාධනීය සහ නිශේධනීය ලක්ෂණ තිබෙන අතර වැඩි වශයෙන් තිබෙන්නේ නිශේධනීය ලක්ෂණ ය. සිංහල උපාධි පාඨමාලාවක මූලික වශයෙන් අන්තර්ගත විය යුත්තේ තදීය භාෂා සාහිත්‍ය ක්ෂේත්‍ර සහ ඊට සෘජු ලෙස ම සම්බන්ධ වන ආනුෂංගික විෂයයන් ය. විෂය නිර්දේශ සම්පාදනයේ දී මූලින් ම කළ යුත්තේ විෂය ක්ෂේත්‍රය නිර්ණය කර ගැනීම ය. ජන මාධ්‍ය අධ්‍යයනය, නාට්‍ය හා රංග කලාව යන විෂයයන් ස්වාධීන විෂයයන් බැවින් ඒ විෂයයන් සිංහල පාඨමාලාවට ඇතුළත් කිරීමෙන් සිදුවන්නේ අදාළ විෂයයන් පිළිබඳ අර්ධ දැනීමක් ලැබීම ය. ඒ විෂයයන් සඳහා ස්වාධීන අධ්‍යයනාංශ ස්ථාපනය කොට ඇති බැවින් සිංහල පාඨමාලාවකට ඇතුළත් විය යුතු විෂයයන් තිබිය දී එබඳු විෂයයන් ඇතුළත් කිරීම නිරූපක ය. විෂය නිර්දේශ සම්පාදකවරුන්ගේ ප්‍රයෝජනය සඳහා එසේ ඇතුළත් විය යුතු ප්‍රධාන විෂය ක්ෂේත්‍ර පහත දක්වමි.

01. සිංහල භාෂා පරිණාමය
02. සිංහල ව්‍යාකරණ සම්ප්‍රදාය
03. අභිලේඛන සහ පුරාකෂර විද්‍යාව
04. ඓතිහාසික වාග් විද්‍යාව
05. විග්‍රහාත්මක වාග් විද්‍යාව
06. කුලනාත්මක වාග් විද්‍යාව
07. සමාජ වාග් විද්‍යාව
08. සන්න ගැටපද සහ ව්‍යාධ්‍යාන සාහිත්‍යය
ධම්පියා අටුවා ගැටපදය, ජාතක අටුවා ගැටපදය, සිඛවළඳ සහ සිඛවළඳ විනිස වෙසතුරු දා සන්නය, විශුද්ධි මාර්ග සන්නය, ධර්ම ප්‍රදීපිකාව
09. සිංහල කාව්‍ය විචාර න්‍යාය
සියබස්ලකර ප්‍රධාන අධ්‍යයන මූලාශ්‍රය ලෙස ගෙන ඒ කෘතියට මුල් වූ කාව්‍යාදර්ශය පිළිබඳව ද මූලික අවබෝධයක් ලබා දී කාව්‍ය විචාරය සම්බන්ධයෙන් සෙසු මූලාශ්‍රයවලින් ලැබෙන සාක්ෂි ද අනුසාරයෙන් සිංහල කාව්‍ය විචාරයේ සමාරම්භක අවධිය ගැන අධ්‍යයනය කිරීම
10. සිංහල කාව්‍ය ශිල්ප ධර්ම
එලු සදස් ලකුණ, ලකුණු සර, කච් ලකුණු මිණිමල, විරිත් වැකිය
11. සිංහල කාව්‍යයේ ප්‍රභවය සහ සීගිරි ගී
පැරණි සිංහල කාව්‍ය නිර්මාණ පිළිබඳ එලු සදස් ලකුණ, සිදත් සඟරාව යන කෘතිවල අන්තර්ගත නිදුන් ද ආශ්‍රයෙන් තෝරා ගත් විවිධ ආකෘති සහ තේමා සහිත සීගිරි ගී 100 පමණ ප්‍රමාණයක් පාදක කොට ගෙන මේ පාඨමාලාව සම්පාදනය කළ හැකි ය.
12. ගී කාව්‍ය අධ්‍යයනය
මුවදෙව් දා වත, සස දා වත, කච්සිඵමිණ
13. සිව්පද කාව්‍ය අධ්‍යයනය
සඳ කිඳුරු දා කව, කාව්‍යශේඛරය, ගුත්තිල කාව්‍යය, බුදුගුණාලංකාරය
14. ප්‍රශස්ති හටන්, ශෘංගාර කාව්‍ය සහ උපදේශ සාහිත්‍යය
පැරකුම්බා සිරිත, කුස්තන්තිත්‍ර හටන, මහ හටන, දුනුවිල හටන, රතිරත්නාලංකාරය, සුභාෂිතය, ලෝවැඩ සඟරාව, ලෝකෝපකාරය, බවෝපකාරය
15. සන්දේශ සාහිත්‍යය

තිසර සන්දේශය, මයුර සන්දේශය, ගිරා සන්දේශය, හංස සන්දේශය කොවුල් සන්දේශය, සැලළිහිණි සන්දේශය

16. සම්භාවය සිංහල ගද්‍ය සාහිත්‍යය

අමාවතුර, බුත්සරණ, දහම් සරණ, සඟ සරණ

17. බණ කතා සාහිත්‍යය

පූජාවලිය, සද්ධර්ම රත්නාවලිය, පන්සිය පණස් ජාතක පොත, සද්ධර්මාලංකාරය, සද්ධර්මරත්නාකරය

18. ඓතිහාසික සාහිත්‍යය

එලු අත්තනගලු වංසය, දළදා සිරිත, ථූප වංසය, සිංහල බෝධි වංසය, නිකාය සංග්‍රහය, රාජාවලිය, මන්දාරම්පුර පුවත

19. කෝෂ ග්‍රන්ථ සහ නිසන්ඩු සාහිත්‍යය

රුවන් මල් නිසන්ඩුව

20. සිංහල ගද්‍ය සාහිත්‍යයේ පශ්චාත්තන අවධිය

උපාසක ජනාලංකාරය

21. සිංහල කාව්‍යයේ සංක්‍රාමී අවධිය

මහනුවර මාතර කවිය

22. සිංහල ප්‍රබන්ධ සාහිත්‍යයේ සම්භවන අවධිය

පුවත්පත් සඟරා සහ ආගමික වාද විවාද, බයිබල් පරිවර්තන සහ ආදි ගද්‍ය ආඛ්‍යාත. ඒ සයිමන් ද සිල්වා, ඇල්බට් සිල්වා, පියදාස සිරිසේන, ඇම්. සී. එස් සිල්වා,

23. සිංහල ප්‍රබන්ධ සාහිත්‍යයේ වර්ධනීය අවධිය

ඩබ්ලිව්. ඒ. සිල්වා, මාර්ටින් වික්‍රමසිංහ, ගුණදාස අමරසේකර, එදිරිවීර සරච්චන්ද්‍ර, සිරි ගුණසිංහ, මහගම සේකර, කේ ජයතිලක, ඒ. වි සුරවීර, සයිමන් නවගත්තේගම, හේමරත්න ලියනආරච්චි

24. ජන සාහිත්‍යය

ජන කතා, ජන කවි, පුරාණෝක්ති, පුද පූජා ආශ්‍රිත සාහිත්‍යය, තේරවිල් , ප්‍රස්තාව පිරුළු

25. පාලි

26. සංස්කෘත

27. ඉංග්‍රීසි

25, 26, 27 අංක යටතේ දක්වා ඇති විෂයයන් තුන විශේෂ උපාධි පාඨමාලාව ආරම්භයේ සිට අවසානය දක්වා ම අඛණ්ඩ ව ඉගැන්වීම යෝග්‍ය ය. සිංහල භාෂාව සකස් වීමෙහි ලා පාලි සහ සංස්කෘත භාෂා සෘජු ලෙස බලපා ඇති බැවින් මේ භාෂා පිළිබඳ දැනුමකින් තොරව සිංහල අධ්‍යයනය නිර්වචක ය. නූතන ශාස්ත්‍රීය ග්‍රන්ථ රැසක් ලියවී තිබෙන්නේ ඉංග්‍රීසි භාෂාවෙන් බැවින් ඉංග්‍රීසි භාෂා ඥානය ද අත්‍යවශ්‍ය ය.

ජෝෂ්ප් මහාචාර්ය ජයන්ත අමරසිංහ

20.01.2020

The Curriculum (2018/2019) for BA (Honors) Degree Program in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka

First of all I would like to extend my sincere thanks to former and current Heads of the Department of Languages, subject coordinators and all the members of the academic staff for honestly making every effort to revise the curriculum identifying the gap between the old curriculum and the need of the society.

The aims of a curriculum revision are to:

- make it outcome based
- maintain relevance
- stay in the competitive education market
- make delivery effective and efficient
- Meet the stake holder needs/demands etc.

The curriculum (2018/2019) for BA (Honors) Degree Program in Sinhala in the Department of Languages, Faculty of Social Sciences and Humanities, revised with the above aims has very innovative course units to cover the Modern and Classical Sinhala literature while covering Sinhala grammar with Linguistics component and motivating students for research and Industrial training as well in order to complete 80% of big ideas, core task (Must Know), Desirable to know and Nice to know in line with the SLQF guidelines 2015. It includes course units which are important to know to cover up IT and English and Mathematics proficiency and course units worth being familiar with like Pali and Sanskrit and modern languages.

Each course units has intended course learning out comes which are in line with the graduate profile to create a graduate with knowledge, skills attitudes and mindset to step up to the world of work. Hence, following new course units which were not available have been introduced while multiplying available course units in the old syllabus at the curriculum revision.

Classical Sinhala Verse

4. SINS 2212 Classical Sinhala Verse I (Gampola ,Kotte and Seethawaka Periods)
5. SINS 3112 Classical Sinhala Verse II (Polonnaru and Dhambadeni Periods)
6. SINS 3212 Classical Sinhala Verse III (Anuradahapura Period)

Sinhala Prose

7. SINS 2112 Novels and Short stories
8. SINS 2162 Literature and Society I (Colombo I&II Period)
9. SINS 2142 Literature and Society II (Senkadagala & Kandy Period)
10. SINS 3132 Literature and Society III (Kotte Period)
11. SINS 3222 Literature and Society IV (Polonnaru Dhambadeni & Kurunegala Period)
12. SINS 4112 Literature and Society V (Anuradhapura Period)

Sinhala Grammar

13. SINS 2122 Modern Sinhala Language and Grammar

Drama and Fine Arts

14. SINS 2142 Approach of the Eastern and Western Theater
15. SINS 2272 Concept of Design Ancillary Arts Stage Management and Theater Administration
16. SINS 3172 Modern World Theater and Aesthetic Criticism
17. SINS 3292 Script Writing and Play Production I
18. SINS 4152 Script Writing and Play Production II

Linguistics

19. SINS 2152 Introduction to Linguistics
20. SINS 2262 Descriptive Linguistics (Phonology and Morphology)
21. SINS 3162 Descriptive Linguistics (syntax and Semantics)
22. SINS 3292 Socio Linguistics and Language Planning
23. SINS 4172 Lexicography

Pali and Sanskrit Languages

- SINS 2171 Pali and Sanskrit I
- SINS 2281 Pali and Sanskrit II
- SINS 3181 Pali and Sanskrit III
- SINS 32101 Pali and Sanskrit IV
- SINS 4191 Pali and Sanskrit V

Modern Languages

- SINS 2181 Modern Language I
- SINS 2291 Modern Language II
- SINS 3191 Modern Language III
- SINS 32111 Modern Language IV
- SINS 41111 Modern Language V

Criticism Principles

- SINS 2222 Creative Writing and Criticism
- SINS 3152 Eastern Literary Criticism
- SINS 3242 Western Literary Criticism

Sinhala Culture

- SINS 2252 Culture and Heritage I
- SINS 3142 Culture and Heritage II
- SINS 3232 Folklore and Anthropology I
- SINS 4122 Folklore and Anthropology II

Research Methodology

- SINS 3242 Research Method
- INS 4132 Research Method and Book Editing

Translation Literature

- SINS 3262 Translation Method I
- SINS 4182 Translation Method II

Mass Communication and Journalism

- SINS 3272 Printed and Electronic Media I
- SINS 4162 Printed and Electronic Media II

World Literature

- SINS 41101 World Literature

Industrial Training and Research Project

- SINS 4213 Industrial Training
- SINS 4226 Research project

Those course units along with the core course in the first year are in line with the KSAM model (Knowledge, Skills, Attitudes and Mindset) and ILOs to meet the graduate attributes included in the Graduate Profile. Teaching methods have been aligned with the Outcome Based Education (OBE) envisioned in the SLQF Handbook 2015 intended for quality higher education in the Sri Lanka University system.

Suggestions

1. As one course unit for 2 Credits (**SINS 2112 Sinhala Novels and Short Stories**) is not sufficient to cover up Novels and Short stories, it is proposed to multiply it as
 - **SINS 2112 Sinhala Novels**
 - **SINS..... Short Stories**

As 30 credits per academic year should be covered according to the SLQF , there is no issue in doing the above as there are only 28 credits allocated in the second year.

2. As per suggestion at the stakeholder workshop held on 18 Sep 2020 and taking into account the skill development of students, the following course units are suggested to be included.

- I. Management and Professional Skills (2nd year 1st Semester)**
- II. Entrepreneurial Skills (3rd year 1st Semester)**

3. There is an overlapping of some parts of the course units such as,

Literature and Society, Culture and Heritage, Folklore and Anthropology while having an imbalance which should be rectified with the consent of the staff concerned.

4. **Detailed syllabus should be prepared for the following course units.**

Pali and Sanskrit Languages

4. SINS 2171 Pali and Sanskrit I
5. SINS 2281 Pali and Sanskrit II
6. SINS 3181 Pali and Sanskrit III
7. SINS 32101 Pali and Sanskrit IV
8. SINS 4191 Pali and Sanskrit V

Modern Languages

9. SINS 2181 Modern Language I
10. SINS 2291 Modern Language II
11. SINS 3191 Modern Language III
12. SINS 32111 Modern Language IV
13. SINS 41111 Modern Language V

**4. The following unequal distribution of workload among academic years is evident.
eg.**

- **1st year - 36 Credits (24 Credits for three subjects and 12 credits for (English, Mathematics – 1800 Notional Hours**
- **2nd year -28 Credits -1400 Notional Hours**
- **3rd year- 32 Credits – 1600 Notional Hours**
- **4th year -16 Credits and 9 credits for Industrial Training and Research Project- 1700 Notional Hours**
- It should be noted that, according to the SLQF, 1500 hours should be covered per academic year offering 30 credits.

Please note that I have kept all the revision made to the curriculum in red color for you to notice and with the consent of the staff those could be incorporated. Your further suggestion in this regard is highly valued.

Thank you

Prof. Manoj Ariyaratne

Consultant

05.01.2021

Annexure 4

Questionnaire for students

NEED ANALYSIS FOR CURRICULUM REVISION – BACHELOR OF ARTS HONOURS IN SINHALA - DEPARTMENT OF LANGUAGES – RAJARATA UNIVERSITY OF SRI LANKA-2020

Questionnaire for Current Students

A. General Information

Name of the Students:.....

Year of studying:-----

Registration No:-----

Your Z-Score:-----

Permeant Address:-----

District:-----

Contact details: Mobile No:-----E-mail:-----

B. Present Background and Expectations

What are the main reasons for selecting Bachelor of Arts Honours in Sinhala

1:-----

2:-----

3-----

Which type of employment opportunities do you expect after completing this degree programme?

1.-----

2.-----

C. Strength and Weakness of Existing Degree Programme

According to your knowledge, what are the Strength/s and weakness/es of present degree programme ?

Strengths	Weakness
Course structure	<ul style="list-style-type: none">• Course structure
<ul style="list-style-type: none">• Course content	<ul style="list-style-type: none">• Course content

<ul style="list-style-type: none">• Programme Management	<ul style="list-style-type: none">• Programme Management
<ul style="list-style-type: none">• Evaluation procedure	<ul style="list-style-type: none">• Evaluation procedure
<ul style="list-style-type: none">• Skill development	<ul style="list-style-type: none">• Skill development

C. Suggestions

Your suggestion for further improvement of your Degree programme

1 Suggestions on course content (Subjects)

1. Suggestions of course structure

2. Suggestion on evaluations procedures (CA system, industrial training, Dissertation, final grading and etc)

3. Suggestions on skills development (English, IT and ect)

D. Income and expenditure

Income and Expenditure

Income sources	Rs per month	Expenditure	Rs per Month
From Further/ Mother		<ul style="list-style-type: none"> • Accommodations 	
<ul style="list-style-type: none"> • From brother/Sister 		<ul style="list-style-type: none"> • Meals 	
<ul style="list-style-type: none"> • From other relations 		<ul style="list-style-type: none"> • Stationary 	
<ul style="list-style-type: none"> • Your business 		<ul style="list-style-type: none"> • Transportation 	
<ul style="list-style-type: none"> • Part time employment 		<ul style="list-style-type: none"> • Communication 	
<ul style="list-style-type: none"> • Government 		<ul style="list-style-type: none"> • Cosmetic 	
<ul style="list-style-type: none"> • Scholarship 		<ul style="list-style-type: none"> • Liquor/ tobacco 	
<ul style="list-style-type: none"> • Any other sources 		<ul style="list-style-type: none"> • Other expenditure 	
<ul style="list-style-type: none"> • Total 		<ul style="list-style-type: none"> • Total 	

E. Digital facilities

Do you have a computer? Yes / no

If yes, is it a lap top or a desktop -----

Do you have a Smart phone? Yes/ No

If no, how do you manage online lectures?

1. Using relations/ friends' smart phone
2. Using LMS recorded one
3. Using friends recording
4. Not attend the online sessions

How about the quality of the internet connection at your home?: Very good , moderate, very poor, no signal

If your home area does not have a proper internet connection, how do you manage your online sessions?

1. Move to nearby home/boutique
2. Move to nearby land
3. Not attend the sessions

Annexure 5

Examination Evaluation Criteria

Examination Evaluation Criteria for Research Project

Research Project - Proposal Presentation

Rajarata University of Sri Lanka
Department of Languages
Proposal Presentation Evaluation

MARKS RETURN SHEET

Instruction to Evaluators

1. There will be two evaluators per session and each will evaluate independently.
2. Total time per presentation – 15 (oral presentation up to 10 minutes plus discussion 05 minutes)

Please fill in the details below:

Student Name:

Reg: No:

Date:

Time used:.....

	Criterion	Marks Awarde
--	-----------	-----------------

		d
1.	<ul style="list-style-type: none"> • Technical Content (15 Marks) 	
	<ul style="list-style-type: none"> • Introduction: background, the problem being investigated (objectives / questions /hypotheses), justification for the study are clear 	
	<ul style="list-style-type: none"> • Literature review: very relevant and extremely reliable 	
	<ul style="list-style-type: none"> • Theoretical/ conceptual framework: appropriate 	
	<ul style="list-style-type: none"> • Methodology: highly suitable for achieving the study objectives 	
	<ul style="list-style-type: none"> • Originality/ significance of the project 	
	<ul style="list-style-type: none"> • Organization of the Presentation (15 Marks) 	
	<ul style="list-style-type: none"> • Structure of the presentation: title, objectives, theoretical/ conceptual framework, methodology, originality and significant of the study 	

		<ul style="list-style-type: none"> • Clear, catchy slides, not over crowded 	
		<ul style="list-style-type: none"> • Delivery (50 Marks) 	
		<ul style="list-style-type: none"> • Voice/clarity 	
		<ul style="list-style-type: none"> • Eye contact with the participants/ engaged with audience 	
		<ul style="list-style-type: none"> • Command of language/ avoiding jargon 	
		<ul style="list-style-type: none"> • No over dependence on notes 	
		<ul style="list-style-type: none"> • Body language/ gesture 	

	<ul style="list-style-type: none"> • Professionalism/ dressing code/ smartness 	
	<ul style="list-style-type: none"> • Response to Questions (15 Marks) 	
	<ul style="list-style-type: none"> • Knowledge of subject 	
	<ul style="list-style-type: none"> • Manner of answering: able to defend accurately/ sticking to the point 	
	<ul style="list-style-type: none"> • Overall Performance including time management (5 Marks) 	
	<ul style="list-style-type: none"> • <i>Total marks awarded (out of 100): Weight for the final grading 30 marks</i> 	

.....

Name of the Evaluator

.....

Evaluator's signature

Research Project - Proposal Evaluation

Rajarata University of Sri Lanka

Department of Languages

Proposal Evaluation:

Registration No:.....

MARKS RETURN SHEET

Criterion		Marks Awarded
1. Introduction (20 Marks)	<ul style="list-style-type: none"> • <i>Is the background of the study clear?</i> <i>How well does it prepare the reader for the literature review? Does the research problem flow from the gaps in knowledge?</i> <i>Are the objectives clear and “significant”?</i> <i>Is the importance of the study clear?</i> <i>is there any theoretical or conceptual framework?</i> 	
2. Literature Review (30 Marks)	<ul style="list-style-type: none"> • <i>How relevant, adequate and up-to-date is the review?</i> <i>Does it synthesize the literature effectively?</i> <i>Are the research gaps clearly identified?</i> <i>Do the student’s own views and judgments come through?</i> 	
<ul style="list-style-type: none"> • 3. Methodology (30 Marks) 	<ul style="list-style-type: none"> • <i>Is the methodology justifiable in terms of (a) the literature, (b) practicality, and/or (c) ability to achieve objectives?</i> <i>Is the data / variable adequately described, is the data collection method explained clearly?</i> 	
<ul style="list-style-type: none"> • 4. Miscellaneous - Formatting & references (20 Marks) 	<ul style="list-style-type: none"> • <i>Spacing, font-size, citing of literature in the text, footnotes and endnotes, length of the proposal, organization of material</i> List of References <i>Does it follow the prescribed format? Is it consistent? Does it include all the citations in the text and footnotes/endnotes?</i> 	
<ul style="list-style-type: none"> • Total marks (%) 		

Note: Weight for the final grading 70 marks

General Guidelines for Writing a Dissertation

Chapters Outlines

Chapter 1	Introduction	Background Objectives and Problem Statement Research Questions and Hypotheses Significance of the Problem Chapter Outline	The introduction describes the research problem or research question and lays out the reasoning behind it. It justifies the study, in terms of a need for the information it will provide.
Chapter 2	<ul style="list-style-type: none"> • Literature Review 	<ul style="list-style-type: none"> • Author may organize literature according to a particular order. Ex. Chronological order 	<ul style="list-style-type: none"> • This chapter reviews what has already been written in the field on the topic of the research. The literature cited should support the theoretical argument being made and demonstrate that the author has a grasp of the major ideas and findings that pertain to his or her topic.
<ul style="list-style-type: none"> • Chapter 3 	<ul style="list-style-type: none"> • Methodology 	<ul style="list-style-type: none"> • Underline Theory Research Design Empirical Models Data Collection Method 	<ul style="list-style-type: none"> • The method chapter should give sufficient detail about the methodology used in the study.
<ul style="list-style-type: none"> • Chapter 4 	<ul style="list-style-type: none"> • Results and Discussions 	<ul style="list-style-type: none"> • Sub Topics need to be identified according to the 	<ul style="list-style-type: none"> • This chapter presents the results of the analyses, usually in order by research question. Results are interpreted in light of the research questions and discussed in conjunction with other literature

		requirement	
<ul style="list-style-type: none"> • Chapter 5 	<ul style="list-style-type: none"> • Conclusions and Policy Implications 	<ul style="list-style-type: none"> • Conclusion • Policy Implications • Limitations • Further Research 	<ul style="list-style-type: none"> • Conclusions, Implications, Limitations of interpretation and implications for further research may be presented.
<ul style="list-style-type: none"> • References 			<ul style="list-style-type: none"> • A citation is a way of giving credit to individuals for their creative and intellectual works that you utilized to support your research. It can also be used to locate particular sources and combat plagiarism. Typically, a citation can include the author's name, year, article/book name and location of the publishing company, journal title, or DOI (Digital Object Identifier) <p>APA (American Psychological Association) or Chicago/Turabian style is recommended.</p>
<ul style="list-style-type: none"> • Annexures 			<ul style="list-style-type: none"> • Need numbering (Roman)

Note: Chapters in the dissertation may often include, but are not limited to the above mentioned chapters.

Additional Information

Abstract	The abstract is bound with the dissertation. The maximum length of the dissertation abstract is 350 words, including the dissertation title. Font size 12, Time New Roman, Single Space and 1" margin.
Font (Main Text)	<ul style="list-style-type: none"> • Use a standard font (Time New Roman) consistently throughout the Dissertation. Font size should be 12 (main text) to 14 (Headings) point for all text, including titles and headings. It is permissible to change point

	size in tables, figures, captions, footnotes, and appendix material
<ul style="list-style-type: none"> • Margins 	<ul style="list-style-type: none"> • Measure the top margin from the edge of the page to the top of the first line of text. Measure the bottom page margin from the bottom of the last line of text to the bottom edge of the page. Page margins should be a minimum of 1.25 inch from top, bottom, left and right
<ul style="list-style-type: none"> • Spacing 	<ul style="list-style-type: none"> • The entire text should be double-spaced. Block quotations, footnotes, endnotes, table and figure captions, titles longer than one line, and individual reference entries may be single-spaced. Double spacing should follow chapter numbers, chapter titles and major section titles.
<ul style="list-style-type: none"> • Tables and Figures 	<ul style="list-style-type: none"> • Figures commonly refer to photographs, images, maps, charts, graphs, and drawings. Tables generally list tabulated numerical data. These items should appear as close as possible to their first mention in the text. Numbering Tables and Figures with short headings are required.

Research Project - Dissertation Presentation

Rajarata University of Sri Lanka
Department of Languages
Proposal Presentation Evaluation

MARKS RETURN SHEET

Instruction to Evaluators

1. There will be two evaluators per session and each will evaluate independently.
2. Total time per presentation – 25 (oral presentation up to 15 minutes plus discussion 10 minutes)

Please fill in the details below:

Student Name:

Reg: No:

Date:

Time Used:.....

	Criterion	Markes Awarded
1.	• Technical Content (20 Marks)	
	• Research problem / objectives/ hypotheses clarity	
	• Appropriateness of research method	
	• Preliminary results are significance	

		<ul style="list-style-type: none"> • Preliminary conclusion/policy implications validity 	
		<ul style="list-style-type: none"> • Originality 	
		<ul style="list-style-type: none"> • Significance of the project 	
		<ul style="list-style-type: none"> • Organization of the Presentation (20 Marks) 	
		<ul style="list-style-type: none"> • Structure of the presentation: title, objectives, methods, empirical results, main findings, implications 	
		<ul style="list-style-type: none"> • Smooth transitions between topics/ logical flow of ideas/ presentation 	
		<ul style="list-style-type: none"> • Clear, catchy slides, not over crowded 	

		<ul style="list-style-type: none"> • Contribution of colours/ pictures/ tables to understanding 	
		<ul style="list-style-type: none"> • Delivery (40 Marks) 	
		<ul style="list-style-type: none"> • Voice/clarity 	
		<ul style="list-style-type: none"> • Eye contact with the participants/ engaged with audience 	
		<ul style="list-style-type: none"> • Command of language/ avoiding jargon 	
		<ul style="list-style-type: none"> • No over dependence on notes 	
		<ul style="list-style-type: none"> • Body language/ gesture 	
		<ul style="list-style-type: none"> • Professionalism/ dressing code/ smartness 	

		<ul style="list-style-type: none"> • Response to Questions (15 Marks) 	
		<ul style="list-style-type: none"> • Knowledge of subject 	
		<ul style="list-style-type: none"> • Manner of answering: able to defend accurately/ sticking to the point 	
		<ul style="list-style-type: none"> • Overall Performance (5 Marks) 	
		<ul style="list-style-type: none"> • <i>Total marks awarded (out of 100): Weight for the final grading 70 marks</i> 	

.....

Name of the Evaluator

.....

Evaluator's signature

Research Project - Dissertation Evaluation

Rajarata University of Sri Lanka

Department of Languages

Proposal Presentation Evaluation

Registration No:.....

MARKS RETURN SHEET

Criterion		Marks Awarded
1. CREATIVITY & INTELLECTUAL STRENGTH (70 %)		
<ul style="list-style-type: none"> 1.1 Introduction (5 Marks) 		
<ul style="list-style-type: none"> 1.2 Methodology (10 Marks) 	<ul style="list-style-type: none"> (a) clear, can justify from literature/its suitability pertaining to the objectives of the study 	
	<ul style="list-style-type: none"> (b) clearly describes data, data sources, & survey area (for primary data) 	
<ul style="list-style-type: none"> 1.3 Literature Review (10 Marks) 	<ul style="list-style-type: none"> complete, up-to-date, correct identification of research gaps, very relevant and comprehensive 	
<ul style="list-style-type: none"> 1.4 Originality - clearly demonstrates original work, and acknowledges others' work appropriately (5 Marks) 		
<ul style="list-style-type: none"> 1.5 Analysis & 	<ul style="list-style-type: none"> (a) applies statistical tools/logical reasoning correctly, interpreted results correctly, used evidence to support arguments 	

Discussion (30 Marks)	<ul style="list-style-type: none"> (b) depth of analysis and its scope, ability to achieve all the objectives 	
<ul style="list-style-type: none"> 1.6 Conclusion and Implications (10 Marks)		
<ul style="list-style-type: none"> 2. ORGANIZATION/COHERENCE/GOOD STRUCTURE (20 Marks) 		
<ul style="list-style-type: none"> 2.1 Chapter arrangement has a logical sequence & within each chapter, a logical flow of ideas 		
<ul style="list-style-type: none"> 2.2 Introduction – gives sufficient background, motivates reader, gives clear idea of research objectives, and shows how each chapter fits into the next 		
<ul style="list-style-type: none"> 2.3 Concluding chapter – summarizes study, presents main findings and conclusions briefly but clearly, mentions shortcomings and suggests how study can be improved 		
<ul style="list-style-type: none"> 3. PRESENTATION/QUALITY OF WRITING/CORRECTNESS (10 Marks) 		
3.1 3.1 Expresses ideas using diagrams, charts, etc. correctly, where necessary		
3.2 3.2 Sentences are grammatically constructed, spelling is correct, omits needless words and avoids awkward/confusing sentences, punctuation is correct		
3.3 3.3 Reference list complete and cited in a consistent manner in body of text; footnotes/endnotes, if any, are presented consistently		

• Total marks (%)	
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Note: Weight for the final grading 70 marks

Marking: **First** **Second** **Third** (tick appropriately)

Examiner's Name


Examiner's signature

Date:

Annexure 6

Document sent by University Grant Commission


238-04-04
21/01/05



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பல்கலைக்கழக மானியங்கள் ஆணைக்குழு
UNIVERSITY GRANTS COMMISSION

My Number } UGC/AC/2019/HUM/Gen/RUSL
Your Number }

Post Office Box } 1406
20, Ward Place, Colombo 07, Sri Lanka.
16 April 2021



Vice Chancellor
Rajarata University of Sri Lanka

Changing the Names of the Existing Degree Programmes According to SLQF 2015 - Faculty of Social Sciences & Humanities, Rajarata University of Sri Lanka

This is further to letter No. UGC/AC/2019/HUM/Gen/RUSL dated 4th January 2021 sent by the UGC on the above matter (Annex I).

Please note that the Quality Assurance Council (QAC) of the UGC has recommended the Degree titles in Sinhala and Tamil languages as given in annexed schedule.

Accordingly, please take necessary actions to obtain approvals from the Senate & Council of the University for the Degree titles recommended by QAC related to above as per SLQF 2015 and submit the same to UGC at your earliest.

*③ DO-2
FB PLs
7/1/21*

Senior Professor Sampath Amarantunge
Chairman

Copies:
Registrar, Rajarata University of Sri Lanka
Dean, Faculty of Social Sciences & Humanities, Rajarata University of Sri Lanka

*②
SAR
To submit file and submit
F.B.
Dean / Social Sciences
R.A.
A.C.
28/01/21*

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http://www.ugc.ac.lk

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பல்கலைக்கழக மானியங்கள் ஆணைக்குழு
UNIVERSITY GRANTS COMMISSION

My Number } UGC/AC/2019/HUM/Gen/RUSL
Your Number }

Post Office Box } 1406
20, Ward Place, Colombo 07, Sri Lanka.
4 January 2021

Vice Chancellor
Rajarata University of Sri Lanka

Changing the Names of the Existing Degree Programmes According to SLQF 2015 - Faculty of Social Sciences & Humanities, Rajarata University of Sri Lanka

This has reference to your request dated 27th June 2019 on the above matter.

The University Grants Commission at its 1044th meeting held on 3rd December 2020 having considered the recommendation of the Standing Committee on Humanities & Social Sciences approved to rename following eight (8) undergraduate degree programs offered by the Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka according to the Sri Lanka Qualification Framework (SLQF) 2015, subject to obtaining the recommendation of the Quality Assurance Council of the UGC;

Existing Name of the Degree Programme	Proposed Name of the Degree Programme	Proposed Abbreviation
1. Bachelor of Arts (Special) in Environmental Management	Bachelor of Arts Honours in Environmental Management	BAHons (Env Mgt)
2. Bachelor of Arts (Special) in Economics	Bachelor of Arts Honours in Economics	BAHons (Ec)
3. Bachelor of Arts (Special) in Sinhala	Bachelor of Arts Honours in Sinhala	BAHons (Sinhala)
4. Bachelor of Arts (Special) in History	Bachelor of Arts Honours in History	BAHons (Hist)
5. Bachelor of Arts (Special) in Archaeology and Heritage Management	Bachelor of Arts Honours in Archeology	BAHons (Archae)
6. Bachelor of Arts (Special) in Mass Communication	Bachelor of Arts Honours in Mass Communication	BAHons (Mass Comm)
7. Bachelor of Arts (Special) in Sociology	Bachelor of Arts Honours in Sociology	BAHons (Sociol)
8. Bachelor of Arts (General)	Bachelor of Arts	BA

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Existing Name of the Degree Programme	Proposed Name of the Degree Programme	Suggested Sinhala Translation of the qualification	Suggested Tamil Translation of the qualification	Abbreviation
1. Bachelor of Arts (Special) in Environmental Management	Bachelor of Arts Honours in Environmental Management	පාඨසරික කළමනාකරණය - ශාස්ත්‍රවේදී ගෞරව	தமிழல் முகாமைத்துவம் - சிறப்புக் கலைமாணி	BAHons (Env Mgt)
2. Bachelor of Arts (Special) in Economics	Bachelor of Arts Honours in Economics	ආර්ථික විද්‍යාව - ශාස්ත්‍රවේදී ගෞරව	பொருளியல் - சிறப்புக் கலைமாணி	BAHons (Ec)
3. Bachelor of Arts (Special) in Sinhala	Bachelor of Arts Honours in Sinhala	සිංහල - ශාස්ත්‍රවේදී ගෞරව	சிங்களம் - சிறப்புக் கலைமாணி	BAHons (Sinhala)
4. Bachelor of Arts (Special) in History	Bachelor of Arts Honours in History	ඉතිහාසය - ශාස්ත්‍රවේදී ගෞරව	வரலாறு - சிறப்புக் கலைமாணி	BAHons (Hist)
5. Bachelor of Arts (Special) in Archeology and Heritage Management	Bachelor of Arts Honours in Archeology	පුරාවිද්‍යාව - ශාස්ත්‍රවේදී ගෞරව	தொல்பொருளியல் - சிறப்புக் கலைமாணி	BAHons (Archaee)
6. Bachelor of Arts (Special) in Mass Communication	Bachelor of Arts Honours in Mass Communication	ජනසන්නිවේදනය - ශාස්ත්‍රවේදී ගෞරව	வெகுசனத் தொடர்பியல் - சிறப்புக் கலைமாணி	BAHons (Mass Comm)
7. Bachelor of Arts (Special) in Sociology	Bachelor of Arts Honours in Sociology	සමාජ විද්‍යාව - ශාස්ත්‍රවේදී ගෞරව	சமூகவியல் - சிறப்புக் கலைமாணி	BAHons (Sociol)
8. Bachelor of Arts (General)	Bachelor of Arts	ශාස්ත්‍රවේදී	கலைமாணி	BA

Annexure 7

Evidence of Faculty Board approval

234th Faculty Board Meeting



Date : 11th August 2021

Time : 2.00 p.m.

Venue : Via Zoom

Faculty of Social Sciences and Humanities

Rajarata University of Sri Lanka

Mihintale

Having considered the contents of the memo on Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Degree Program (SLQF Level 5), submitted by the Chairman/ Curriculum Revision Committee, the Faculty Board recommended and approved the contents of the above memo.

232.08.09 Enhancing of Undergraduate Degree Program on OBE-LCT Bachelor of Arts Honors in Sinhala (SLQF Level 6)

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

The Chairman Curriculum Revision Committee all programs coordinators are requested to

1. Get approval for your revised curriculum from University Curriculum Development Committee and the Senate.
2. Keep your curriculum revision process records properly for any requirements (SER)
3. Contact Faculty AHEAD project Assistant to pay your consultant and reviewers payment

232.08.10 Bachelor of Education (Honors) / B.Ed. Degree Program (Proposal)

Having considered the contents of the memo on Bachelor of Education (Honors) / B.Ed. Degree Program (Proposal), submitted by the Subject Coordinator/ Education Sciences, the Faculty Board recommended and approved the contents of the above memo.

233.09.01 Examination Results

The Chairman and members of the Board discussed the matter and it was agreed to release the results according to the proportions of marks prepared by the Departments taking into consideration the UGC Guidelines regarding conducting of examination during COVID 19 pandemic period.