



# Handbook

Faculty of Social Sciences and Languages [FSSL]  
Sabaragamuwa University of Sri Lanka [SUSL]

2020 - 2021



Sabaragamuwa University of Sri Lanka, P.O. Box 02, Belihuloya, 70140, Sri Lanka, [www.sab.ac.lk](http://www.sab.ac.lk)

Handbook 2020 - 2021

Faculty of Social Sciences and Languages, SUSL





**FACULTY OF SOCIAL SCIENCES AND LANGUAGES  
SABARAGAMUWA UNIVERSITY OF SRI LANKA**

**2022**

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Faculty of Social Sciences and Languages,  
Sabaragamuwa University of Sri Lanka,  
P.O. Box 02, Belihuloya 70140,  
Sri Lanka.

Tel: 045 2280021

Fax: 0452280034

E-mail: dean@ssl.sab.ac.lk

Web: <http://www.sab.ac.lk>

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The Faculty of Social Sciences and Languages, reserves the right at any time, with the approval of the Senate, to change or modify any aspect of any course or program whenever, in its judgment, it becomes necessary or advisable to do so.

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# 1. INTRODUCTION

## 1.1. SABARAGAMUWA UNIVERSITY OF SRI LANKA

The Sabaragamuwa University of Sri Lanka was established under the Universities Act Number 16 of 1978 on 7<sup>th</sup> November 1995 and ceremonially inaugurated on 2<sup>nd</sup> February 1996. It consists of seven faculties namely The Faculty of Agricultural Sciences, The Faculty of Applied Sciences, The Faculty of Geomatics, The Faculty of Management Studies , The Faculty of Medicine, The Faculty of Social Sciences and Languages and The Faculty of Technology.

### VISION

*“To be an Internationally Acclaimed Centre of Excellence in Higher Learning and Research”*

### MISSION

*“To be a Centre in the Forefront of Generation, Advancement & Dissemination of Knowledge while Promoting Learning, Research and Training to Produce Competent Human Resources Possessing Knowledge, Skills and Attitudes to Contribute towards Sustainable Development”*

### UNIVERSITY LOGO

The University logo contains a traditional oil lamp, rays of light, books, the Samanala (peak wilderness) mountain, gems, and sheaves of paddy, symbolizing the region



and the people that it serves and the ideas for which they stand. The traditional oil lamp and the rays of light denote the imparting of knowledge and enlightenment; books represent education; the Samanala Mountain and gems stand for the Sabaragamuwa Province and Rathnapura District respectively, and the sheaves of paddy is a symbol of prosperity.

### UNIVERSITY FLAG



University flag comprises of two colours maroon and gold, and the logo is in the centre of the flag. The maroon colour in the flag indicates maturity while the gold colour illustrates knowledge.

## **CHANCELLOR**

*Prof. Ven. Kumburugamuwe Vajira Nayaka Thero*

## **OFFICERS**

Vice Chancellor	Prof. R.M.U.S.K. Rathnayake
Dean / Faculty of Graduate Studies	Prof. H.M.S. Priyanath
Dean / Faculty of Agricultural Sciences	Prof. (Mrs.) P.M. Asha Karunaratne
Dean / Faculty of Applied Sciences	Dr. E.P.N. Uday Kumara
Dean / Faculty of Geomatics	Mr. P.G. Vipula Abeyratne
Dean / Faculty of Management Studies	Prof. Athula Gnanapala
Dean / Faculty of Social Sciences and Languages	Dr. M.A.C.S.S. Fernando
Dean / Faculty of Technology	Prof. K.R. Koswattage
Dean / Faculty of Medicine	Prof. Nirmali Wickramaratne
Registrar	Mr. Saman Uyangoda
Librarian	Mrs. T.N. Neighsoorei
Act. Bursar	Mr. W.A.M.P. Senadheera

## **1.2. STUDENT SERVICES AND OTHER FACILITIES**

### **HOSTEL FACILITIES**

Students are provided with hostel facilities by the University.

### **BURSARY**

Bursary and Mahapola Scholarship payments will be made through the Bank of Ceylon, Pambahinna Branch. Exact date of payment is subjected to change from month to month, but will be notified in advance. For further information, please contact the Assistant Registrar (Student Affairs).

### **MEDICAL FACILITIES**

Students can obtain basic medical care at the University Medical Centre, which is open from 8.00 a.m. to 4.00 p.m. on weekdays. In addition, the Pambahinna rural hospital is located close to the University.

### **LIBRARIES**

The Lending and Reference Libraries contain about 70,000 volumes of books and 150 periodicals, including Hansard, Acts, Gazettes and daily newspapers in Sinhala, Tamil and English. Access to the e-resources will also be provided.



### ***SPORTS FACILITIES***

The sports facilities include 25-meter swimming pool, two tennis courts, badminton, squash, volleyball and netball courts, weight lifting and exercise equipment. Please contact the Physical Education Department for details (Tel: 045-2280036).

### ***STUDENT CENTRE***

The Students Centre building serves as a student recreation hall, with facilities to play table tennis, carom and chess, etc.

### ***CARRIER GUIDANCE***

The University has a Carrier Guidance Centre under a Director. The Centre assists students with regard to carrier opportunities and industrial linkage.

### ***WELFARE SHOP***

Students can purchase groceries, stationery, toiletries, soft drinks and snacks at the Welfare Shop. Opening Hours are: weekdays from 7.00 a.m. to 8.00 p.m. and Sundays from 2.00 p.m. to 8.00 p.m.

### ***CANTEEN***

The University canteen offers breakfast, lunch and dinner as well as tea, soft drinks and various snacks throughout the day. Hours of operation are from 7.00 a.m. to 9.30 p.m. It may be necessary to order main meals in advance. A mini canteen in the Faculty of Social Sciences and Languages is also available. Two hostel canteens are available for hostellers.

### ***BANK***

Students can open accounts with the Bank of Ceylon's external branch near the main entrance and the People's Bank branch at Pambahinna junction. They provide nearly all of the services of a regular bank branch office.

### **1.3. FACULTY OF SOCIAL SCIENCES AND LANGUAGES**

The Faculty of Social Sciences and Languages had its beginning at the same time, when the University commissioned her study programs in 1996. The Faculty initially possessed two Departments of studies i.e. The Department of Languages and The Department of Social Sciences. The third Department of the Faculty, The Department of English Language Teaching was initiated in 2004 while the fourth, The Department of Economics and Statistics commenced in 2009. The Department of Geography and Environmental Management was established as the fifth Department in 2015. Currently, the Faculty consists of the following five Departments:

1. Department of Economics and Statistics
2. Department of English Language Teaching
3. Department of Geography and Environmental Management
4. Department of Languages
5. Department of Social Sciences
6. Department of Information Technology

In pursuit of its vision and mission, the Faculty offers Honors Degrees through its Departments. Breaking from the initial concept of three year Honors Degrees in the Faculty, in 2007, the Faculty introduced four-year Honors Degree Programs in Economics, Statistics, Geography, Political Science, Sociology and Anthropology in addition to its three year Social Sciences Honors Degree Program. Four-year Honors Degree Programs in Sinhala, Tamil, English, German, Japanese, Chinese and Hindi have also been introduced with effect from 2013. In 2014, the Faculty introduced Bachelor of Arts Honors in Information and Communication Technology and in 2015, Bachelor of Arts Honors in Translation Studies. At present, the Faculty offers four-year Honors Degrees and three-year General Degrees only.

The Faculty of Social Sciences and Languages prepares students for professional careers, by providing them with a broad understanding of the humanistic tradition in combination with a sound knowledge of subjects in several disciplines. Our program emphasizes the ability to apply this knowledge to problems and tasks in the contemporary world of work. We strive to develop students' capacity for independent and critical thought, logical analysis, effective communication and informed participation in teamwork. Therefore, the Bachelor of Arts program integrates classroom work and students' independent reading and writing with hands-on research, project work and practical training.

In the first year, through its core courses, the Faculty exposes students to skills and knowledge from a broad range of academic disciplines, including the Humanities and Social Sciences, in order to compensate for the uneven levels of knowledge acquired in the school system. From second year onwards, students are expected to specialize in a subject designated as their Major or Honors subject. They should also follow a Minor subject. In addition to this, students will continue to follow CEL

(Compulsory English Language), CIT (Compulsory Information Technology) as well as other core subjects that will enhance their general academic and practical abilities.

The program aims in particular at fostering study skills that will encourage students to make productive use of reference material. It also provides an intellectual orientation that enables them to make connections across disciplines and to think creatively and coherently, as well as the disposition to develop initiative and imagination in a systematic fashion. We strive to produce a university graduate who is flexible, self-confident, imaginative, and innovative, and is thus empowered to meet the challenges of the future.

### ***VISION***

“To be a centre of academic and intellectual excellence for arts students so as to equip them to contribute productively to the nation in its path to prosperity”

### ***MISSION***

“To produce arts graduates equipped with essential knowledge, specialized as well as general, plus intellectual discipline, analytical skills and imagination that will enable them to contribute creatively in any sphere of employment”

## **1.3.1. STUDENT SERVICES AND OTHER FACILITIES**

### ***COMPUTER CENTRE OF THE FACULTY***

There are two computer labs equipped with modern Windows and Linux systems, along with laser printers, CD/R, DVD/R drives, and related equipment, and a wide variety of up-to-date software including expensive educational tools. High-speed Internet resources are shared among computer labs and other buildings via a fiber backbone. In academic studies students will always have accessibility to computers.

### ***COUNSELLING CENTRE***

The Counselling Centre in the Faculty (***Sith Arana***) provides students with professional and psychological counselling service during their years of academic study.

### ***ARTS CENTRE***

The Arts Centre (***kala kendraya***) provides students with a room for enhancing their aesthetic ability and skills.

### **1.3.2. THE FACULTY BOARD**

The Faculty Board shall exercise, perform and discharge powers, duties and functions related to academic process subject to the control of the Senate.

#### **Dean**

Dr. M.A.C.S.S. Fernando

#### **Heads of the Departments**

Dr. R.A.H.M. Rupasingha	Department of Economics and Statistics
Dr. (Mrs.) Lakmini Basnayake	Department of English Language Teaching
Prof. (Mrs.) R.J.M. Uduporuwa	Department of Geography and Environmental Management
Mr. R.M.N.B. Rathnayake	Department of Information Technology
Dr. Rohan Abeywickrama	Department of Languages
Dr. Upul Lekamge	Department of Social Sciences

#### **Professors**

Prof. A Sarath Ananda  
Prof. H.M.S. Priyanath  
Prof. M. Sunil Shanth  
Prof. A. Aruna Shanthaarachchi  
Prof. S.S.A. Senevirathne  
Prof. K.V.D. Edirisooriya  
Prof. K.P.L. Nishantha Patabandi  
Prof. Manoj. Ariyaratne  
Prof. R.G.S. Rathnayake  
Prof. R.A.D. Priyanka Weerasekara

#### **Senior Lecturers**

Dr.(Ms). S.J.M.N.G. Samarakoon  
Dr. J.K.C. Dissanayake  
Mr. H. Ranjith  
Dr. G.K.C.S. De Silva  
Mrs. R.M.L. Rathnayake  
Mrs. S.R. Devakumare  
Mrs. R.P.S. H. Hettiarachchi  
Mr. S.K. Handaragama  
Mrs. D.J. Jagoda  
Dr. W.M.J. Welgama  
Dr. H.A.M.A. Hapugoda  
Mrs. N.S. Jayathunga

Mr. A.M.I. Gunarathna  
Mr. Mahinda Pathirana  
Mr. G.C.L. Pathirana  
Dr. K.S.N. Prasangani  
Dr.(Mrs). G.R.S.R.C. Samaraweera  
Mr. B. Nagoda Vithana  
Dr. Nirosha Paranavitana  
Mrs. Iromi Weerakoon  
Dr.. P.H.H.G.R. De Silva  
Mrs. E.M.T.K. Senevirathne  
Mrs. M.D.J.W. Wijesinghe  
Mrs. U.S. Thathsarani  
Mr. R.C Palliyaguruge  
Mrs. H.M.P. Herath  
Dr. D.A.N.S.Y. Dassanayake  
Dr. Pradeep Uluwaduge  
Mr. W.A. Senathissa  
Mrs. M.A.D.De Silva Weerakkody  
Ms. P.D.M. Muthumali

### **Lecturer**

Mrs. L.P.Himali  
Mrs. S.P.S.P. Weerasinghe  
Mrs. W.Madara Seuwandi  
Mrs. R.A.R.P. Maduwanthi  
Mr. Aruna Jayathilaka  
Mrs. A.H. Lareena  
Ms. J.E. Mohotti

### **Lecturers (Probationary)**

Mr. R. Weerakoon  
Ms. Ashani Maxworth

### **On invitation**

Mr. Gihan Priyankara  
Ms. N. Sudarshini  
Dr. P.K.C. Manjula Wijewickrama

### **External Members**

Mr. H.A.V.L.S. Navarathna	: Enterprise Promotion Manager, Industrial Development Board.
Mr. P.W.W. Dissanayake	: Registrar, Ayurvedic Medical Council.
Prof. H.M.D.R. Herath	: Former Head of the Department, Department of Sociology, University of Peradeniya.

### Secretary to the Board

Mrs. Y.S. Chanadrsekara	: Assistant Registrar
-------------------------	-----------------------

### 1.3.3. CURRICULUM COMMITTEE

The **Curriculum Revision Committee** is a Faculty appointed body that timely and routinely updates academic syllabi to keep degree components up to date and up to required standards.

Dr. M.A.C.S.S. Fernando	Dean
Dr. R.A.H.M. Rupasingha	Head, Dept. of Economics & Statistics
Dr. Lakmini Basnayake	Head, Dept. of English Language Teaching
Prof. (Mrs.) R.J.M. Uduporuwa	Head, Dept. of Geography and Environmental Management
Mr. R.M.N.B. Rathnayake	Department of Information Technology
Dr. Rohan Abeywickrama	Head, Dept. of Languages
Dr. U.P. Lekamge	Head, Dept. of Social Sciences
Prof. Sarath Ananda	Representative of the Department
Prof. A. Aruna Shanthaarachchi	Representative of the Department
Prof. K.V. Deepani Edirisooriya	Representative of the Department
Prof. Manoj Ariyaratna	Representative of the Department
Dr. K.S.N. Prasangani	Representative of the Department
Prof. R.A.D. Priyanka Weerasekara	Subject Coordinator - Sinhala
Ms. N. Sudarshini	Subject Coordinator - Tamil
Mrs. S.P.S.P. Weerasinghe	Subject Coordinator - English
Ms. P.D.M. Muthumali	Subject Coordinator - Japanese
Mrs. R.A.R.P. Maduwanthi	Subject Coordinator - Chinese
Prof. R.G.S. Rathnayake	Subject Coordinator - Hindi
Mrs. D.M.H.C. Dissanayake	Subject Coordinator - German
Ms. D.D.I.M.B. Gunathilake	Subject Coordinator - Translation Studies

Dr. Pradeep Uluwaduge Ms. N.A.L.D. Randi Silva Mr. W.A. Senathissa Mr. Gihan Priyankara Mrs. E.M.T.K. Senevirathne	Subject Coordinator - Political Science Subject Coordinator- CEL Subject Coordinator - Economics Subject Coordinator - ICT/CIT Subject Coordinator -Geography
Dr. Noel Dassanayake	Coordinator, Faculty Quality Assurance Cell
Mrs. Y.S. Chandrasekara	Secretary

### **1.3.4. INFORMATION AT A GLANCE**

#### ***ADDRESS***

Faculty of Social Sciences and Languages, Sabaragamuwa University of Sri Lanka,  
P.O. Box 02, Belihuloya, 70140, Sri Lanka.

#### ***TELEPHONE***

045-2280087 (General)  
045-2280021 (Dean/ Faculty of Social Sciences and Languages)  
045-2280048 (Head/ Department of Economics and Statistics)  
045-2280310 (Head/ Department of English Language Teaching)  
045-2280232 (Head/ Department of Geography and Environmental Management)  
045-2280017 (Head/ Department of Languages)  
045-2280022 (Head/ Department of Social Sciences)  
045-3463186 (Assistant Registrar/ Faculty of Social Sciences and Languages)

#### ***FAX***

045-2280034 (Faculty)

#### ***WEB AND E-MAIL***

<http://www.sab.ac.lk>  
[dean@ssl.sab.ac.lk](mailto:dean@ssl.sab.ac.lk)

## **2. ACADEMIC/ACADEMIC SUPPORTIVE STAFF OF THE FACULTY**

### **2.1. DEAN**

#### **Dr. M.A.C.S.S. Fernando**

BSc Hons(Statistics) (USJP), MPhil (Peradeniya), PhD (University of Auckland)

*Research Interests:* Bayesian Statistics, DNA Analysis and Finite/Infinite Mixture Models

### **2.2. DEPARTMENT OF ECONOMICS AND STATISTICS**

#### ***HEAD OF THE DEPARTMENT***

#### **Dr. (Ms) R. A. H. M. Rupasingha** (Senior Lecturer in Computer Science)

BSc Special in Computing and Information Systems (SUSL), MSc in Computer Science and Engineering (University of Aizu, Japan), PhD in Computer Science and Engineering (University of Aizu, Japan)

Research Interest: Ontology Learning, Web Service Clustering, Recommendation, Data Mining

#### ***THE STAFF***

#### **Prof. H.M.S. Priyanath** (Professor in Economics)

BAHons (Economics) (USJP), MA in Economics (USJP), PhD (Colombo)

*Research Interests:* Social Capital, Transaction Costs, Social Security, Small and Medium Enterprises

#### **Prof. M. Sunil Shantha** (Professor in Economics)

BA. Hons (Economics) (USJP), MA in Economics (USJP), PhD (Colombo)

*Research Interests:* Agricultural Economics, Tourism Economics, Co-operatives, Rural Development, Poverty and Unemployment

#### **Prof. A. Aruna Shanthaarachchi** (Professor in Economics)

BAHons (Economics)(Kelaniya), MSc in Economics (Peradeniya), MSSc in Economics (Kelaniya), P.G. Diploma in Economics (Peradeniya), PhD (UUM-Malaysia)

*Research Interests:* Environmental Impact Assessments, Feasibility studies, Irrigation and Water Management Studies & Socio-Economic Studies

#### **Dr. (Ms) S.J.M.N.G. Samarakoon** (Senior Lecturer in Economics)

MSc (Kharkov), PhD (Kiev)



*Research Interests:* Capital Markets, Financial Inclusion, Female Labour force

**Mrs. R.M.L. Rathnayake** (Senior Lecturer in Statistics)

BAHons (Statistics)(Kelaniya), MPhil in Applied Statistics (Peradeniya)

*Research Interests:* Categorical Data Analysis, Sampling Technique

**Mrs. D.J. Jagoda** (Senior Lecturer in Statistics)

BAHons (Statistics)(USJP), MPhil in Applied Statistics (Peradeniya)

*Research Interests:* Econometrics, Time Series Analysis

**Dr. M.A.C.S.S. Fernando** (Senior Lecturer in Statistics)

BSc Hons(Statistics) (USJP), MPhil (Peradeniya), PhD (University of Auckland)

*Research Interests:* Bayesian Statistics, DNA Analysis and Finite/Infinite Mixture Models

**Mr. A.M.I. Gunarathna** (Senior Lecturer in Economics)

BAHons (Economics) (Colombo), MEcon (Colombo)

*Research Interests:* Environment Economics, Education Economics, Industrial Economics, Econometrics, Macroeconomics

**Dr.(Mrs) G.R.S.R.C. Samaraweera** (Senior Lecturer in Economics)

BA Hons(Economics) (Colombo), MEcon (Colombo), PhD (Colombo)

Senior Lecturer in Economics

*Research Interests:* Labour Economics, Health Economics, Econometrics

**Mrs. M.D.J.W. Wijesinghe** (Senior Lecturer in Economics)

BA Hons(Economics) (SUSL), MEcon (Colombo)

*Research Interests:* -Development Issues, Labour Economics, Natural Resources Economics, Women Labour Force Participation and Fertility Behavior

**Mrs. U.S. Thathsarani** (Senior Lecturer in Statistics)

BAHons (Statistics) (SUSL), MPhil (Applied Statistics) University of Peradeniya

*Research Interests:* Time Series Data Analysis, Econometrics, Survival Data Analysis

**Mr. W.A. Senathissa** (Senior Lecturer in Economics)

BA Hons(Economics) (SUSL), MEcon (Colombo)

*Research Interests:* Macroeconomics, Business Economics, Comparative Economic Policies

**Mrs. L.P. Himali** (Lecturer in Statistics)  
BA Hons(Statistics) (SUSL), MSc in Applied Statistics (Colombo)

*Research Interests:* Survival data analysis, Binary data analysis and Multivariate data analysis

**Mr. N.C. Weeraratne** (Probationary Lecturer in Statistics)  
BAHons (Statistics) (SUSL)

*Research Interests:* Statistical Learning, Machine Learning, Dimensionality Reduction and Random Projections

**Mrs. N.M. Wijesekara** (Probationary Lecturer in Statistics)  
BAHons (Statistics), (SUSL)

*Research Interests:* Correlated Data Analysis

**Ms. K.S. Ranasinghe** (Probationary Lecturer in ICT)  
BSc, Special in Computing & Information System (SUSL)

*Research Interests:* E - Commerce, E - Business Applications, Social media Applications

**Mr. R. Weerakoon** (Probationary Lecturer in ICT)  
BA Hons(Economics), (SUSL)

*Research Interest:* Web Services, Information Security, Data Mining, e-commerce

**Mr. V.P.G. Priyankara** (Probationary Lecturer in ICT)  
BA (Special) in Information & Communication Technology (SUSL)

*Research Interest:* Software Development and information systems, UI/UX/Designing

## **2.2.1. COMPUTER UNIT**

### ***COORDINATOR***

**Mr. R.M.N.B. Rathnayake** (Senior Lecturer in Computer Sciences)  
BSc Hons(Peradeniya), MSc (Peradeniya), MPhil (Peradeniya)

*Research Interests:* Networking, Protocol Design, Wireless Networking

## ***THE STAFF***

**Mr. W.R.Y.S. Samarasekara** (Instructor in Computer Technology)  
BSc Hons(SUSL)

*Research Interests:* DNA Computing, Image Processing, Character Recognition,  
Virtual Reality, Emotion Recognition

**Mrs. A.C. Nanayakkara**(Instructor in Computer Technology)  
BSc (Colombo), MCS (Colombo)

*Research Interests:* Data mining, Neural Computing, Social Network Analysis, Big  
Data

## 2.3. DEPARTMENT OF ENGLISH LANGUAGE TEACHING

### *HEAD OF THE DEPARTMENT*

**Dr. (Mrs.) Lakmini Basnayake (Senior Lecturer in English)**

BAHons in English (SUSL), MA in Linguistics (Kel,SL)

MPhil in English Literature (Keele, UK), PhD in Applied Linguistics (Kel,SL)

*Research Interests:* Curriculum Development of ESL programmes, TESL, Victorian Fiction, Postcolonial Literature, Sri Lankan Fiction in English, War fiction

### *THE STAFF*

**Dr. (Mrs) K.S.N. Prasangani** (Senior Lecturer in English)

BAHons (SUSL) MA in Linguistics (Kelaniya), PhD (Universiti Malaysia, Sarawak)

Research Interests: Motivation and Using Technology in English Teaching, Second Languages Acquisition

**Mrs. Iromi Weerakoon** (Senior Lecturer in English) (On Study Leave)

BAHons (SUSL), MA in Linguistics (Kelaniya)

*Research Interests:* Teaching English as a Second Language, Psycholinguistics, Applied Linguistics, Positive Psychology

**Ms. Ashani Maxworth** (Lecturer Probationary in English)

BA Hons. in English (SUSL), MA in TESL (Candidate) (PGIE, OUSL)

*Research Interests:* Language Assessment, SLA, SLE, Technology-integrated language learning

**Ms. U.B.A.H.N. Perera** (Probationary Lecturer in English)

BAHons in English (USJP)

*Research Interests:* English Language Teaching, English as a Second Language

**Ms. N.A.L. Dilusha Randi** (Lecturer (Probationary) in English)

BA (Hons)in TESL (USJ), MA in Linguistics (Kelaniya)- Reading

*Research Interest:* Language Education and Innovative Teaching Methods, ESL Reading

## 2.4. DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL MANAGEMENT

### ***HEAD OF THE DEPARTMENT***

**Prof. R.J.M. Uduporuwa** (Senior Lecturer in Geography)

BAHons (Geography) (USJP), Postgraduate Diploma (MRT), MPhil (Kelaniya)

PhD (Colombo)

*Research Interests:* Urbanization and Urban Development, Population Studies, Settlement Development, Regional Development and Planning

### **THE STAFF**

**Prof (Mrs.) K.V.D. Edirisooriya Menike** (Professor in Geography)

BA Hons(Geography) (USJP), MA in Geography (USJP), PhD (USJP)

Research Interests: GIS, Disaster Management and Geomorphology

**Prof. K.P.L. Nishantha Patabandi** (Professor in Geography)

BAHons (Geography) (Colombo), MA in Geography (Colombo), PhD(Kelaniya)

*Research Interests:* Rural and Regional Development, Natural Resources, Environmental Studies. Medical Geography

**Mrs. E.M.T.K. Senevirathna** (Senior Lecturer in Geography)

BAHons (SUSL), MPhil (Peradeniya)

Research Interests: GIS, Remote sensing, Land use studies, GPS, Disaster Management, Environmental Studies& Tourism Management

**Mrs. H.M.P. Herath** (Senior Lecturer in Geography)

BA Hons(Geography) (Peradeniya), MPhil (Peradeniya)

Research Interests: Climatology, Environmental Impact Assessment, Hydrology, Watershed Management.

**Mrs. W.D.K.V. Nandasena** (Probationary Lecturer in Geography)

BAHons (Geography) (SUSL), MSc (USJ)

Research Interest: Forest Studies, Climate Change, Settlement Geography, Agroforestry, Environmental Management.

**Mrs. K.B.P.C.A. Wijerathne** (Probationary Lecturer in Geography)

BAHons (Geography) (SUSL)

Research Interests: Industrial Geography, Climatology, Eco Tourism, Medical Geography.

## 2.5. DEPARTMENT OF LANGUAGES

### *HEAD OF THE DEPARTMENT*

**Dr. Rohan Abeywickrama** (Senior Lecturer in English)

BAHons (SUSL), MA in TESL, PGIE (OUSL), PhD (Deakin, Australia)

**Research Interests:** Teacher Professional Development, Applied Linguistics, Issues & Developments in Methodology, Testing & Evaluation, Curriculum & Material Design, Research Methods in ELT

### *THE STAFF*

**Prof. S.S.A. Senevirathne** (Professor in the Department of Languages)

BAHons (USJP), MPhil (Kelaniya), PhD (Peradeniya)

Research Interests: Modern Sinhala Poetry, Literature and Cinema

**Prof. Manoj Ariyaratne** (Professor in the Department of Languages)

BAHons (USJP), MA (USJP), PhD (Pune)

Research Interests: Translation Studies, Syntax in Sinhala and English

**Prof. R.G.S. Rathnayake** (Professor in the Department of Languages)

BAHons (Kelaniya), Higher Diploma (Agra), MPhil in Hindi (Kelaniya), PhD (Wardha),

Research Interests: Hindi Poetry, Contrastive Study of Sinhala & Hindi Languages Indian and Western Poetics

**Prof.(Mrs) R.A.D. Priyanka Weerasekara** (Senior Lecturer in Sinhala)

BAHons (Kelaniya), MA (JNU), Hindi Language & Literature, Higher Diploma (Agra), Sangeeth Visharad (Bhathakande, India), PhD (SUSL)

Research Interests: Sinhala Drama and Theatre Studies, Socio-Linguistics, Fine Arts, Indigenous Studies

**Dr. J.K.C. Dissanayake** (Senior Lecturer in English)

BAHons (Colombo), MPhil (Kelaniya), PhD (SUSL)

Research Interests: Discourse Analysis, Ethnographic Writing, Shakespeare Studies, Sri Lankan Writing in English

**Dr. (Mrs)G.K.C.S. De Silva** (Senior Lecturer in Sinhala)

BAHons (Colombo), MPhil (Colombo), PhD (Kelaniya)

Research Interests: Modern Sinhala Novel

**Mrs. S.R. Devakumare** (Senior Lecturer in Tamil) (PhD studies are going on)  
BAHons (Peradeniya), MPhil (Peradeniya)

Research Interests: Folk Studies, Tamil Literary Criticism and Cultural Development

**Dr. H.A.M.A. Hapugoda** (Senior Lecturer in English)  
BAHons (SUSL), MA (SUSL), PhD(Colombo)

Research Interests: Literature and Philosophy, Existential Literature, Postmodernism, Zizek Studies

**Mr. Mahinda Pathirana** (Senior Lecturer in German)  
BAHons (Kelaniya), MA (Kelaniya), MPhil (Kelaniya)

Research Interests: German Linguistics, Buddhism and German Philosophy, Postmodernism

**Mr. B. Nagoda Vithana**(Senior Lecturer in Hindi)  
BAHons (Kelaniya), Higher Diploma in LAP (K.H.S. Agra), MA (Shivaji), MPhil (Kelaniya)

Research Interests: Hindi Grammar, Hindi Translation, Teaching Hindi as a Foreign Language

**Dr. Niroscha Paranavitana** (Senior Lecturer in German)  
BAHons (Sydney), MA (Sydney), MA (Siegen), PhD (Bonn)

Research Interests: Teaching German as a Foreign Language, Critical Text Edition, Translation Studies

**Dr. D.A.N.S.Y. Dassanayake** (Senior Lecturer in Chinese)  
PhD (JNU China), MA (Kelaniya), BAHons (SUSL)

*Research Interests:* Teaching Chinese as a Foreign Language, Chinese Linguistics, Chinese Philosophy, China Studies, Intercultural Communication

**Mrs. M.A.D.De. Silva Weerakkody** (Senior Lecturer in Japanese)  
BA Special (Languages) (SUSL), PgD. in Japanese Studies (UOC), MA in Linguistics (UOK)

Research Interests: Japanese Studies, Japanese Cultural Studies, Japanese Literature

**Mrs. S.P.S.P. Weerasinghe** (Lecturer in English)

BAHons (USJP), MA (Kelaniya)

Research Interests: Modern English Literature, Gender Studies, and Linguistics

**Ms. P.D.M. Muthumali** (Senior Lecturer in Japanese)

BAHons (SUSL), MA (NWU, Japan)

Research Interests: Japanese Language, Culture, History and Literature

**Mrs. W. Madara Seuwandi** (Lecturer in Hindi)

BAHons (USJP) Higher Diploma (KHS, Agra-India) MPhil ( USJP )

Research Interests: Hindi Drama and Theatre, Hindi Literature and Grammar

**Mrs. R.A.R.P Maduwanthi** (Lecturer in Chinese)

BAHons (SUSL), MA (Kelaniya)

Research Interests: Teaching Chinese as a Foreign Language, Chinese Grammar

**Mrs A.H. Lareena** (Lecturer in Tamil)

B.A. Hons (Peradeniya), M.Phil.,(Peradeniya)

*Research interests:* Tamil Language & Literature, Translation Studies, Comparative Literature

**Ms. J.E. Mohotti** (Lecturer in Japanese)

BAHons (SUSL) PgD (Colombo) MPhil (SUSL)

*Research interests:* Collocation in Japanese and Sinhala, Audio Visual Translation

**Mrs D.M.H.C Dissanayake** (Probationary Lecturer in German)

BA Hons(SUSL), MA (Kelaniya)

Research interests: German Language , Teaching German as a foriegn Language , German linguistics

**Ms. N. Sudarshini** (Probationary Lecturer in Tamil)

BAHons (SUSL), MA (Peradeniya)

*Research interests:* Modern Tamil Literature, Folk Literature

**Mrs. J.Harosana** (Probationary Lecturer in Tamil)

B.A. Hons (Peradeniya), M.A.(Peradeniya) M.Phil.(Peradeniya)

Research Interests: Historiography of Sri Lankan Tamil Literature, Tamil Literature and Language, Criticism, Cultural Studies.



**Mrs. J.A.M Hansani** (Probationary Lecturer in Translation Studies)

BA (Kelaniya), MA in Linguistics (Kelaniya)

Research Interest: .Translation Studies, Linguistics, Interpretation, Literature, Second Language Acquisition

**Ms. D. D. I. M. B. Gunathilaka** (Probationary Lecturer in Translation Studies)

BAHons (SUSL)

Research Interest: Comparative Cultural Studies in Translation, Machine Translation, Gender in Translation, Translation in Second Language Learning

## 2.6. DEPARTMENT OF SOCIAL SCIENCES

### *HEAD OF THE DEPARTMENT*

**Dr. Upul Lekamge** (Senior Lecturer in Sociology)

BAHons (Peradeniya), PGDE - TESL(Colombo), MA (Kelaniya), MSSc (Kelaniya), MA (Colombo), PhD (Sri Jayewardenepura)

**Research Interests:** Quality Assurance in University Education, Sociological Theory, Social Work

### *THE STAFF*

**Prof. A. Sarath Ananda** (Professor in Sociology)

BAHons (Peradeniya), MPhil (Wuhan), PhD (NUS)

**Research Interests:** Development Studies, Social Entrepreneurship, Sri Lankan Society, Medical Sociology, Religions Studies

**Mr. H. Ranjith** (Senior Lecturer in Political Science)

BAHons (Peradeniya), MPhil (Peradeniya)

**Research Interests:** Sri Lankan Politics, World Politics, Conflict Resolution and Peace

**Mrs. R.P. Shanthi Hemalatha** (Senior Lecturer in Political Science)

BAHons (CMB), MA (CMB), CTHE (CMB), DIP in Psychological Counselling and Psychotherapy (IPS)

**Research Interests:** Media and Politics; Politics in New World Order; Gender Studies; Cyber Crimes and Human Rights in current world; Gender and Development; Post-conflict peace process.

**Mr. Saman Handaragama**(Senior Lecturer in Sociology)

BAHons (Colombo), MA (Colombo)

**Research Interests:** Gender, Development Trends in the Third World, Globalization, Tourism

**Dr. W.M.J. Welgama** (Senior Lecturer in Sociology)

BAHons (Peradeniya), MA (USJ), PhD (Peradeniya)

Research Interests: Social Gerontology, Psycho-Social Problems

**Mrs. N.S. Jayathunga** (Senior Lecturer in Sociology)

BAHons (Kelaniya), MSc (Kelaniya)

Research Interests: Social Problems, Gender, Family, Counseling

**Mr. G.C.L. Pathirana** (Senior Lecturer in Political Science)

BAHons (Peradeniya), MA (The University of Tokyo)

**Research Interest:** Public Policy and Public Administration, Development Administration, Human Rights

**Dr. Gihani De Silva** (Senior Lecturer in Sociology)

BAHons (Colombo), Mphil (Colombo), PhD (University of Otago, New Zealand)

Research Interests: - Buddhism and Gender, Feminist Studies, Sociology of Mass Communication, Medical Sociology

**Mr. R.C. Palliyaguruge** (Senior Lecturer in Political Science)

BAHons (Peradeniya), MA (Thibhuvan)

**Research Interests:** - Conflict and peace Gender Studies, Modern Political Ideologies, International Relations and Politics, Resolution and Peacebuilding , Terrorism, Asian Politics, Comparative Politics

**Dr. Pradeep Uluwaduge** (Lecturer in Political Science)

PhD (CCNU), MA (UOR), MA (Peradeniya), MA (NSU), BAHons (Peradeniya),

**Research Interests:** International Relations, China - Sri Lanka Relations, Peace and Conflict Studies, Human Rights, Issues in Local Governance

**Mr. Aruna Jayathilaka** – (Lecturer in Political Science)

M.Sc AGDER (Norway), PGDCR(Colombo), BA(Honors)Political Science (Peradeniya), Dip;Coaching forConflict Transformation initiatives

**Research Interests:** Peace and Conflict Studies, Political Theory, World Politics, Development Politics

## **2.7. ADMINISTRATIVE STAFF**

**Mrs. Y.S. Chandrasekara** (Assistant Registrar)

LL.B (Hons), University of Colombo

## **2.8. NON-ACADEMIC STAFF**

### ***DEAN'S OFFICE***

Mr. K.D.N.P.S. Kumara - Senior Staff Management Assistant

Ms. W.C. Ishani Perera - Management Assistant

Mr. W.R. Premarathna

Mr. D.N. Rathnayake

Mr. G.K. Fernando

### ***DEPARTMENT OF ECONOMICS AND STATISTICS***

Mr. B.B. Ranjith Kottegoda- Staff Assistant

Mr. L.R.D.M.R.K. Bandara

Ms. S.M.N. Madhushani

### ***DEPARTMENT OF ENGLISH LANGUAGE TEACHING***

Mrs. N.W.M.K. Wijayawardhana – Computer Application Assistant

Mr. A.G.A.U. Priyantha

### ***DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL MANAGEMENT***

Mrs. D.T.P. Silva –Computer Application Assistant

Mr. Chamith Janaka Bandara - Technical Officer

Mr. R.D. Madushan

### ***DEPARTMENT OF SOCIAL SCIENCES***

Mr. U.A. Athula Rupasinghe – Management Assistant

Mr. N.M.S. Wije Bandara

Ms. M.M.G.K. Weheragoda

### ***DEPARTMENT OF LANGUAGES***

Mrs. S. Samaraweera – Management Assistant

Mrs. G.M. Muthumenike

### **3. DEGREE PROGRAMS**

The Faculty offers the following degree programs:

1. Bachelor of Arts Honors Degree (Four years)
2. Bachelor of Arts (Three years)

The Faculty conducts the BA General Degree Program with the support of all the Departments in the Faculty, while the BA Honors Degrees in relevant subjects are conducted as follows:

#### DEPARTMENT OF ECONOMICS AND STATISTICS

- Bachelor of Arts Honors in Economics
- Bachelor of Arts Honors in Statistics
- Bachelor of Arts Honors in Information and Communication Technology  
(Offered in English Medium Only)

#### DEPARTMENT OF ENGLISH LANGUAGE TEACHING (DELT)

The DELT offers Teaching English as a Second Language (TESL) as a major/minor subject and English Language Courses throughout students' university career.

#### DEPARTMENT OF GEOGRAPHY OF ENVIRONMENTAL MANAGEMENT

- Bachelor of Arts Honors in Geography

#### DEPARTMENT OF LANGUAGES

- Bachelor of Arts Honors in Sinhala
- Bachelor of Arts Honors in Tamil
- Bachelor of Arts Honors in English
- Bachelor of Arts Honors in German
- Bachelor of Arts Honors in Japanese
- Bachelor of Arts Honors in Chinese
- Bachelor of Arts Honors in Hindi
- Bachelor of Arts Honors in Translation Studies

#### DEPARTMENT OF SOCIAL SCIENCES

- Bachelor of Arts Honors in Political Science
- Bachelor of Arts Honors in Sociology

### 3.1. HONORS DEGREE PROGRAM

Details of the basic credit requirement for the Honors Degrees are given in **Table 01** below. The final row shows the total number of credits in each subject category, which should be obtained to graduate. Students must obtain 127 credits in total in order to obtain Honors Degrees. Conditions of the fulfillment of the credits are as follows:

- Subject for Honors Degree (Coded as **H**)                      75 Credits
- Minor Subject (Coded as **M**)                                      24 Credits
- Core Subject    28 Credits

**Total credits to be obtained**                                      **127** Credits

**Table 01: CREDIT STRUCTURE FOR HONORS DEGREE PROGRAM**

Year	Semester	Credits for the Foundation Subjects			Credits for the Core Subjects		
					CEL	CIT	CGS
1	I	3	3	3	3	3	2
	II	3	3	3	3	3	2
		Credits for the Major Subject	Credits for the Minor Subject				
2	I	3 +3 +3	3		2	2	2
	II	3 +3 +3	3		2	2	2
3	I	3 +3 +3 +3+3	3				
	II	3 +3 +3+3+3	3				
4	I	3 +3 +3+3 +3					
	II	<b>Practical Training / Dissertation 6</b>					
<b>Total</b>		<b>75</b>	<b>24</b>		<b>28</b>		

**Subject for Honors Degree:** In the First Year First Semester, students should select any three course units of different subjects offered by the Faculty. In the First Year Second Semester, students are required to continue following **three course units of the same subjects**. In the Second Year First Semester, students will be selected for Honors Degrees of the respective subjects **on the basis of the performance of the first year** (First and Second Semesters). From the second year first semester onwards, students selected for Honors Degrees are required to follow course units **coded as H** in the detailed syllabus of each subject.

It should be noted that the selection of the number of students for each Honors Degree Programs will be decided by the Dean, Head of the Departments and

lecturers of the particular discipline subject to the approval of the Faculty Board.

**Minor Subject:** From the second year first semester onwards, students who are selected for Honors Degrees are required to follow course units from other subject as a minor **coded as M** in the detailed syllabi.

**Core Subjects:** The Core Subjects are the compulsory requirement for obtaining Honors Degrees. Core Subjects have to be followed only in 1<sup>st</sup>& 2<sup>nd</sup> academic years.

### 3.2. GENERAL DEGREE PROGRAM

Details of the basic credit requirement for the General degree are given in **Table 02** below. The final row shows the total number of credits in each subject category, which should be obtained to graduate. Students must obtain 97 credits in total in order to obtain a General degree. Conditions of the fulfilment of the credits are as follows:

- |                  |            |
|------------------|------------|
| - Major subjects | 39 Credits |
| - Minor subjects | 30 Credits |
| - Core subjects  | 28 Credits |

**Total credits to be obtained**

**97 Credits**

**Major/Minor Subjects:** In the First Year First Semester, students should select any three course units of different subjects offered by the Faculty. In the First Year Second Semester, students are required to continue following **three course units of the same subjects**.

In the Second Year First Semester onwards, students who are willing to do or are not selected for Honors Degrees can follow the General Degrees of the respective subjects. Students reading for General Degrees are required to follow course units **coded as G** in the detailed syllabus of each subject.

**Table 02: CREDIT STRUCTURE FOR GENERAL DEGREE PROGRAM**

Year	Semester	Credits for the Foundation Subjects			Credits for the Core Subjects		
					CEL	CIT	CGS
1	I	3	3	3	3	3	2
	II	3	3	3	3	3	2
		Credits for the Major Subject	Credits for the Minor Subject				
2	I	3 +3	3 +3		2	2	2
	II	3 +3	3 +3		2	2	2
3	I	3 +3 +3	3				
	II	3 +3 +3 + 3*	3				
<b>Total</b>		<b>39</b>	<b>30</b>		<b>28</b>		

3\*- Scientific Report Writing

From the second year first semester onwards, students following General Degrees are required to select two subjects out of first year subjects offered and should follow the course units coded as **G** in the detailed syllabi (**Two course units from each subject**) along with Compulsory subjects. The course units of the major subject are coded as **G\*** in the detailed syllabi.

**Core Subjects:** The Core Subjects are the compulsory requirement for obtaining General Degrees. Core Subjects have to be followed only in 1st& 2nd academic years.



### 3.3. GUIDELINES FOR THE SELECTION OF SUBJECTS IN THE DEGREE PROGRAM

**In the First Year First Semester**, students should follow the Core Subjects and are required to select any three Subjects offered by the Departments in the Faculty.

**In the First Year Second Semester**, students are required to continue the same subjects followed in the First Year First Semester together with core subjects.

**In the Second Year First Semester**, students who are selected for Honors Degrees should follow three course units of the Major subject and one **course unit from another subject as Minor**. In addition, students should continue following Core Subjects.

Students following General Degree should select two subjects out of first year subjects offered and follow two course units from each subject.

**In the Second Year Second Semester**, students have to follow the same guidelines as in second year first semester.

**In the Third Year First Semester**, students in the Honors Degrees have to follow five course units in the Major Subject and one course unit in the Minor Subject. Students in the General degree have to follow three course units in the Major Subject and one course unit in the Minor Subject.

**In the Third Year Second Semester**, students in the Honors Degrees have to follow the same as in the Third Year First Semester. Students in the General degree have to follow the same as in the Third Year First Semester, with an addition of Scientific Report Writing as a course unit in the Major Subject.

**In the Fourth Year First Semester**, students in the Honors Degrees have to offer five course units only in the Major Subject.

**In the Fourth Year Second Semester**, students in the Honors Degrees have to either submit a dissertation or complete practical training component.

**Students are not allowed to change the originally selected subjects and the medium after a lapse of the first three weeks from the beginning of Year I Semester I of their degree program.** In the first year, students can select all three-course units pertaining to three subjects from any Department, but the Faculty advises students to select subjects from two or three Departments so that they may get a broader background for their studies.

**After the selection for the Honors Degree in the second year first semester, students are allowed to get transferred from Honors degree to general degree only after the two weeks of the selection.**

**The students who have particularly been selected by the University Grants Commission could follow BA Honors in Translation Studies. Those who are following Honours Degree and General Degrees in other subjects could offer Translation Studies as a Minor subject only.**

Students entering on the **Additional Intake** must study the subject for which they have been especially selected as **Honors/Major** and should therefore do the course unit /units relevant to subject/subjects in their first year.

While every effort is made to give the students the subjects they desire, students should **note that some subjects cannot be combined, due to constraints beyond Faculty control.** They should, therefore, check on current timetables before making a preliminary selection, and where necessary consult the Heads of Departments.

### **3.4. MEDIUM OF DEGREE PROGRAMS**

All academic subjects offered by the Department of Economics and Statistics, the Department of Geography and Environmental Management and the Department of Social Sciences are currently offered in either Sinhala or English medium. The ICT Degree program will be offered only in English medium by the Department of Economics and Statistic. The academic subjects in the Department of Languages are offered in their respective languages. However, the Core Subjects are offered in the English medium.

The medium of the degree programs conducted by the Department of Languages is not specified in the degree certificate.

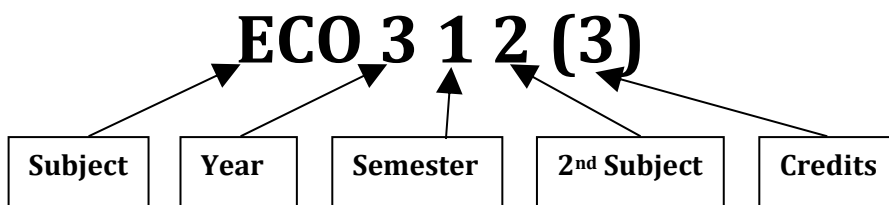
The medium of the degree of students who select major from the Department of Economics and Statistics, the Department of Geography and Environmental Management and the Department of Social Sciences and minor subject from the Department of Languages and the Department of English Language Teaching will depend upon the **medium of the Honors or major subject.**

Students who follow major and minor subject offered by the Department of Economics and Statistics, the Department of Geography and Environmental Management and the Department of Social Sciences should follow those subjects in the same medium of instruction.

Students should clearly state the preferred medium of instruction in the application form of the First Year First Semester examination.

### 3.5. COURSE UNIT IDENTIFICATION

Each course unit in the degree program is identified by a **subject code** and a **three-digit number with a digit within brackets**. E.g. **ECO 312(3)**. The first three letters, i.e. **ECO**, indicate the subject, viz Economics. In the digit number code **312(3)**, the first digit '3' indicates year three, the second digit '1' indicates Semester One, the third digit '2' indicates that it is the second of the three course units taught under Economics. The digit within brackets shows the number of credits available for the course unit, viz digit (2) indicates two credits, digit (3) indicates three credits and digit (6) indicates six credits. This coding system is common to all the subject categories indicated above.



### 3.6. SUBJECTS, CODES & DEPARTMENTS

Each Foundation Subject is indicated by its own course code and is offered as follows under the respective Departments:

<b>Foundation Subject</b>	<b>Code</b>	<b>Department</b>
Economics	ECO	Economics and Statistics
Statistics	STC	Economics and Statistics
Information and Communication Technology	ICT	Economics and Statistics
Geography	GEO	Geography and Environmental Management
Political Science	POL	Social Sciences
Sociology	SOC	Social Sciences
Sinhala	SNH	Languages
Tamil	TML	Languages
English	ENG	Languages
German	GMN	Languages
Japanese	JPN	Languages
Chinese	CHN	Languages
Hindi	HND	Languages
Translation Studies	TRL	Languages
Teaching English as a Second Language	TESL	English Language Teaching

The course codes of the Compulsory Subjects are in three categories, viz **CEL**, **CIT** and **CGS**:

<b>Compulsory Subject</b>	<b>Code</b>	<b>Department</b>
Compulsory English Language	CEL	English Language Teaching
Compulsory Information Technology	CIT	Economics and Statistics
Compulsory General Subject	CGS	All the Departments

### 3.7. SPECIAL INSTRUCTIONS FOR STUDENTS

- As all administrative matters are communicated by displaying notices **on the notice boards**, students are strictly advised to read **notices** constantly.
- Applications for every end semester examinations are called by the Examination Branch of the University. Students should obtain permission to sit for every examination by the submission of an accurately filled application to the Examination Branch with the recommendation of the Head of the Department.
- Students should collect admission cards for every examination from the Examination Branch and produce them along with either their University Identity Card or the Student Record Book to the respective officers at the examination hall.
- Applications for the Honors degree programs are called by the Faculty of Social Sciences and Languages in the middle of Year I Semester II. The accurately filled applications should be submitted to the Dean Office. The request of the student and the performances of the respective subject in Year I examinations would be considered for the selection of the student for the Honors Degree Program. The number of students and the cut-off marks for selecting Honors Degree Program will be decided by the respective Head of the Department and subject coordinator. The cut-off marks may be varied from subject to subject and it will be decided based on the average marks of the respective subject in the first year first and second semester.
- If you are not selected to a Honors Degree Program on your 1<sup>st</sup> preference, the 2<sup>nd</sup> and 3<sup>rd</sup> preferences could be considered. If you are not selected for any Honors Degree Program, you are free to follow a general degree.
- For the payment of bursary, respective students should sign the forms for the relevant month available at the Dean Office. The due date will be notified.
- If you need any clarification of the Handbook or solution for any problem pertaining to studies, you should consult the Deputy Senior Student Counsellor, Student Counsellors, Senior Lecturer/s, Subject Coordinator, Head of the Department or the Dean of the Faculty.
- If you face any difficulty pertaining to a particular course unit (e.g.: Difficulty of understanding subject matters, Difficulty relevant to CAs) first, you are required to discuss them with your Subject Lecturer. In case you are not satisfied with that discussion, then only you should meet the Subject Coordinator and then the Head of the Department.

- If you are suffering from a mental ailment, please meet a counsellor in ‘**Sith Arana**’ counselling centre in the Faculty. The confidentiality of the discussion is fully preserved.
- It is compulsorily required to submit written request through the Head of the Department to the Dean of the Faculty for the following.
  - i. Deferment of an examination, semester or academic year on medical ground (If you could not sit for any examination due to medical reason, you are required to submit a written request along with a medical certificate with the authentication and the recommendation for medical leave by the university medical officer within 14 days after the respective examination).
  - ii. Deferment of studies due to in receipt of an opportunity to follow a foreign course.
  - iii. Requesting for grace chance/s (4<sup>th</sup> attempts) in case of insufficient FGPA to be qualified for the award of the degree (**Grace Chances will be given only for two course units**).

### 3.8. SUBMISSION OF MEDICAL REPORTS

- If a student is unable to attend studies in a semester or an academic year (two semesters) (Lectures, CAs and end semester examination) due to prolonged illness, the relevant academic year could be deferred with the approval of the Senate. The student is required to submit a written request along with a medical certificate/s received from a Consultant, Doctor with a MBBS degree with the authentication and the recommendation for medical leave by the university medical officer or medical certificate from medical officer in the University Medical Centre or medical certificate acceptable to the Senate **through the Head of the Department to the Dean of the Faculty**. If a semester or an academic year is deferred the student is required to attend lectures at the relevant semester/s of the next academic year (e.g.: If a student get the deferment of year II semester I or II or both, he/she is supposed to do studies at the next relevant academic year with the coming batch of students).
- If a student is granted a deferment for an examination on medical ground, the relevant chance would be given at the next relevant examination (e.g. If a student is granted a deferment for repeat 2<sup>nd</sup> attempt examination for a course unit, the same chance will be given in the next relevant examination).
- When a student has not completed the CA component and has been granted a deferment only for the relevant end semester examination on medical ground,

**the CA marks already obtained during the Semester will be taken into account at the next relevant examination.** Thereby, such a student is given the opportunity to obtain grades in a manner similar to that which applies to any student who sits the end semester examination as a first attempt. However, when a **student has not completed the CA component and has not obtained the minimum pass marks for the CA component during the semester, will result in the student being awarded the grade of C- or below.**

## 4. DETAILED SYLLABUS

### 4.1. COMPULSORY SUBJECTS

The compulsory Core Subjects for students in their first and second years are as follows:

**Table 03: COURSE DISTRIBUTION FOR COMPULSORY SUBJECTS**

YEAR	SEMESTER	CORE SUBJECTS AND CREDITS		
		CEL	CIT	CGS
1	I	CEL 111 (3) English Language - Level 1	CIT 111(3) Preparatory CIT Part I	CGS 111(2) Mother Tongue (Sinhala for Sinhala students & Tamil for Tamil students)
	II	CEL 121 (3) English Language - Level 2	CIT 121(3) Preparatory CIT Part II	CGS 121(2) Basic Mathematics
		<b>CORE SUBJECTS AND CREDITS</b>		
2	I	CEL 211 (2) English Language- Level 3	CIT 211(2) Principles in Web Design	CGS 211(2) Third Language (Sinhala for Tamil/Tamil for Sinhala)
	II	CEL 221 (2) English Language - Level4	CIT 221(2) Advanced Data Analysis Tools	CGS 221(2) Soft Skills
<b>Total</b>		<b>28 credits</b>		

### 4.1.1. COMPULSARY ENGLISH LANGUAGE (CEL)

#### CEL 111 (3) English Language – Level 1

Introduction to Basic Grammar, Basic Writing and Reading Skills, Induce Confidence in Using the Language, Speaking and Listening Skills, Language in Practice.

**Grammar:** ‘Be’ as a full verb, Simple Present Tense (Active Voice and Passive Voice), Present Continuous Tense, Articles, Nouns, Compound Nouns, Present Perfect Tense, Adjectives and Compound Adjectives, Simple Past and Past Continuous Tense

**Speaking:** Usage of Social English, Introducing Themselves and Friends, Expressing Likes and Dislikes, Talking about The Family, Talking about Routings.

**Listening:** Identifying a Topic of a Text, Listening to Songs, Enjoying Them and Responding to Them Appropriately.

**Writing:** Punctuation Marks, (e.g. Capital Letters, Full stop, Question Marks, and Exclamation Mark). Writing a Good Paragraph, Describing a Place, Describing a Person, Reporting Past Events (Narratives)

**Reading:** Reading and Responding to Simple Texts, Extracting Specific Information from a Text, Reading a Variety of Texts and Responding to Them Appropriately. Inferring Meanings of Words Using Contextual Clues, Reading and Understanding More Complex Texts and Responding to Them Appropriately.

#### CEL 121 (3) English Language- Level 2

Speaking Fairly Fluently and Confidently in English, Making Short Speeches, Listen to a Variety of Complex texts, Understanding and Responding to Them Appropriately, Reading Efficiently and Understanding a Variety of Simple and Complex Texts, Using Reference Skills Efficiently, Writing a Variety of Texts Using Simple and Complex Sentences Accurately, Acquiring Grammar Relevant to the Communicative Needs, Acquiring Adequate Vocabulary to Enhance the Speaking and Writing.

**Grammar:** Past Perfect Tense (Active and Passive), Clause Elements, Basic Sentence Patterns, Adverbs, The Imperative, Prepositions, Pronouns, Phrasal Verbs.

**Speaking:** Using Various Language Functions Spontaneously and Appropriately, Ask Directions and Give Directions, Using the Language Function Apologizing Spontaneously and Appropriately, Using Expressions Related to Likes and Dislikes, Taking Part in a Discussion Confidently, Making Impromptu Speeches with Confidence.



**Listening:** Listening Variety of Texts and Respond Appropriately, Listening to a Text and Get the Gist of It, Listening to a Song, Enjoy It and Responding to it Appropriately.

**Writing:** Writing a Note/ Message, Writing Informal Letter Using Appropriate Language and Style, Using Punctuation Marks (e.g. Comma, Colon and Semicolon), Using Vocabulary Related to Different Types of Relationships, Composing Formal and Informal emails accurately and appropriately.

**Reading:** Improving Inference Skills by Understanding the Punch Line in Humorous Texts, Using Reference Skills, Reading Variety of Texts and Responding to them appropriately, Understanding Reference Words in Reading Texts.

### **CEL 211 (2) English Language- Level 3**

Function English in Their Academic Studies, Mastering the Skill of Differentiating, Analysing and Extracting Relevant Information from a Text, Improving Range of Vocabulary, Handling More Difficult Texts with Confidence, Dealing with Complex Pieces of Narrative, Descriptive and Imaginative Writing.

**Grammar:** Differentiation, Analysing and Extracting Relevant Information from a Text, Differentiation of Main Idea from Supporting Details in Complex Texts, Understanding the Function of Discourse Markers, Understanding Cause and Effect, Definitions, Comparisons and Contrast, Understanding Internal Cohesion, Understanding Implicit Information in Complex Texts by Making Inferences, Distinguish between Facts, Suppositions, Opinion, Arguments etc.

**Speaking:** Speaking with Confidence to an Acceptable Degree of Fluency and Accuracy; Providing Responses to Complex Questions or 'Wh' Questions with Accuracy, Interact in Small Groups on Familiar Topics, Expressing Opinions on Familiar Topics with a Reasonable Degree of Fluency.

**Reading:** Taking Down Effective Notes While Listening, Differentiate Main Idea from Supporting Ideas and Taking Down Notes on Short Spoken Discourses, Distinguish between Formal and Informal Discourses.

**Writing:** Summarizing Longer Complex Texts on Their Own, Writing Short Reports and Essays with a Reasonable Degree of Accuracy, Making Notes from a Text In One's Own Academic Discipline, Expressing Notions of Cause and Effect, Comparisons and Contrast, Definitions etc. with Minimum Errors, Read and Summarize Arguments.

### **CEL 221 (2) English Language -Level 4**

Usage of More Complex Forms of English Language, Engaging in Deeper and More Formal Academic Works, Extended Writing Material and Reading Passages from Academic Texts, Expressing Judgments and Opinions about Social as well as Academic Topics.

**Grammar:** Identifying and Understanding Complex Grammatical Structures. Relating One Part of a Text to Another, Understanding Writer’s Intention, Attitude and Tone, Understanding Abstract Concepts In Complex Texts, Evaluating of Complex Academic Texts Critically, Paraphrasing and Summarizing Complex Academic Texts.

**Speaking:** Participation in Formal Peer Group Discussions on Academic Topics with Sufficient Interaction, Making a Short Formal Presentation, Seminar or Research Paper Presentations, Making Effective Contributions to Discussions and Debates in an Academic Context, Performing Eloquently and Effectively in any Context.

**Reading:** Identifying and Understanding Discourse Markers, Which Signpost Rhetorical Structures in Short Talks, Taking Down Notes from Complex Academic Speeches or Discourses.

**Writing:** Writing Short Articles, Assignments and Tutorials with Minimum Errors, Handling Expository and Argumentative Prose Fluently, Maintaining Consistency and Coherence, Completing Academic Writing Tasks with an Appropriate Style, Handling Project Reports or Theses, Conveying Value Judgments and Critical Comments.

#### **4.1.2. COMPULSARY INFORMATION TECHNOLOGY (CIT)**

##### **CIT 111 (3) Preparatory CIT Part I**

##### **Theory (15 Hours) /Practical (30 Hours)**

Basic Concepts: The Main Parts of a Computer System, Software (Systems, Application), Operating systems, Basic Input Output System (BIOS), Computer

Networks, Internet, Protecting Desktop Components of the Windows; Storing and Managing Data: Drives, Folders and Files, Basic Functions, Text Editors.

Introduction: What is Word Processing?, Word Processing Applications, Text and Paragraph Formatting , Table , Bullets and Numbering , Object and Formatting of the Reports.

### **CIT 121 (3) Preparatory CIT Part II**

#### **Theory (15 Hours) /Practical (30 Hours)**

Introduction: Spreadsheet and Management, Formatting, Using Different Cell References and Function (Each Category) and Formulae; Formatting/Modifying Charts, Setting up Pages, Page Setup, Introduction Presentation Skills, Presentation Software (MS PowerPoint Or Prezi, Flash), Define Database Management Systems, Management Applications; MS Access Interface, Internet, E-Mail, and Their Usage

### **CIT 211 (2) Principles in Web Design**

#### **Theory (15 Hours) /Practical (30 Hours)**

Web Publishing Fundamentals, HTML Tag( Introduction, Get Started, Basic, Elements, Attributes, Headings, Paragraphs, Formatting, Fonts, Styles, Links, Images and Image mapping, Tables, Lists, Forms, Frames, Iframes, Colors, Color-names, Color-values, Quick List etc., Introduction to Basic JavaScript or VB Script and Introduction to Cascading Style Sheet

### **CIT 221 (02) Advanced Data Analysis Tools**

#### **Theory (15 Hours) /Practical (30 Hours)**

Introduction to Spreadsheet Software and Their Usage, Special Activities of A Worksheet and Data Selection Techniques, Sorting and Quarrying Data Filtering, Planning and Creating A Worksheet, Formulas and Functions, Charts, Databases, Linking and Embedding...etc.

**Practical:** Related Practical Using MS Excel or Any Other Application Software

## **4.1.3. COMPULSARY GENERAL SUBJECTS (CGS)**

### **CGS 111 (2) Mother Tongue**

Developing Writing Skills, Writing Clearly and Concisely in a Manner Suitable to Academic Discourse, Producing Pieces of Sustained Writing That Cover Narrative, Descriptive and Analytical Modes.

### **CGS 121 (2) Basic Mathematics**

Developing Skills in Basic Operations in Algebra, Exponents, Equations, Capacity to Calculate and Analyse Systematically.

### **CGS 211 (2) Third Language**

Introduction of Tamil Alphabet to Sinhala Students, Understanding the Language at Basic Levels, Introduction of Sinhala Alphabet to Tamil Students, Basic Pronunciation, Basic Sentence Structure, Numbers, Words for Household Items and People and Activities, Improving the Spoken Ability of Students.

### **CGS 221 (2) Soft Skills**

Communication Skills: Listening Skills, Writing Skills, Technical Writing, Letter Writing, Job Application, Non-verbal Communication and Body Language, Interview Skills, Meeting Skills, Presentation Skills, Technology-based Communication, E-mail Ethics. Critical Thinking & Problem Solving: Creativity, Emotional Intelligence, Spiritual Intelligence, Multiple Intelligence. Teamwork: Groups, Managing Team Performance & Team Conflicts. Ethics, Moral & Professional Values: Positive Attitude, Professionalism, Human Values, Civic rights, Environmental Ethics, Leadership Skills, Negotiation Skills, Time and Stress Management, Dress and Table Ethics.

## **4.2. ACADEMIC SUBJECTS**

The Faculty offers 14 Academic Subjects from all the Departments. Each degree program contains the graduate profile as follows. **Field Visits** will be arranged in the respective disciplines according to the consent of the subject lecturers.

### **Graduates Profile:**

### **Economics**

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Bachelor of Arts Honors in Economics, BAHons (Economics)

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The Honors Degree Program in Economics conducted by the Department of Economics and Statistics seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of the contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavours by analysing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to the real world problems.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able to appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of the society, open in their thinking and appreciative of the riches that diversity and equity bring.

## Graduate Capabilities

There are six clusters of generic capabilities, which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Economics, are:

### 1. Disciplinary Knowledge & Practice

<b>Descriptor</b>	<b>This theme includes the ability to</b>
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<p>Graduates are expected to understand the theory and practice in the field of Economics and appreciate the role of their discipline in its contexts especially in the policy formulation process. They should appreciate the capacity of their discipline in research.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyse data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● conduct research in the field of study.</li> <li>● operate fluently in the terminology, analytic methods and practices of Economics.</li> <li>● understand the wider trends and developments that have shaped the field of study.</li> </ul>
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## 2. Critical Thinking

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● evaluate problems from multiple perspectives.</li> <li>● access information and judge its pertinence.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to
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<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> </ul>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● communicate effectively using ICT skills.</li> <li>● adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>● express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>● chart and present data.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to -
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<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with the ethical behaviour.</li> <li>● understand the academic integrity and the professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

<b>Descriptor</b>	<b>–This theme includes the ability to -</b>
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● adopt sustainability principles and practices.</li> <li>● demonstrate awareness of sustainability implications of world events</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● participate in community based projects.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Economics offered by the Department of Economics and Statistics is mentioned below.

### 4.2.1. ECONOMICS

<b>Year I Semester I</b>		
ECO 111 (3)		Introduction to Microeconomics



<b>Year I Semester II</b>		
ECO 121 (3)		Introduction to Macroeconomics
<b>Year II Semester I</b>		
ECO 211 (3)	H+G+M	Intermediate Microeconomics
ECO 212 (3)	H+G	Economy of Sri Lanka
ECO 213 (3)	H	Mathematics for Economics
<b>Year II Semester II</b>		
ECO 221 (3)	H +G+M	Intermediate Macroeconomics
ECO 222 (3)	H +G	Applied Economics
ECO 223 (3)	H	Advanced Microeconomics
<b>Year III Semester I</b>		
ECO 311 (3)	H +G+M	International Economics
ECO 312 (3)	H +G*	Monetary Economics
ECO 313 (3)	H +G*	Public Finance
ECO 314 (3)	H	Statistics for Economics
ECO 315 (3)	H	Advanced Macroeconomics
<b>Year III Semester II</b>		
ECO 321 (3)	H +G+M	Project Evaluation
ECO 322 (3)	H +G*	Comparative Economic Systems
ECO 323 (3)	H +G*	Agricultural Economics
ECO 324 (3)	H	Development Economics
ECO 325 (3)	H	Econometrics I
ECO 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
ECO 411 (3)	H	Research Methods for Economics
ECO 412 (3)	H	Econometrics II

**The Department has authority to offer three course units from the following:**

ECO 413 (3)	H	Business Economics
ECO 414 (3)	H	Environmental Economics
ECO 415 (3)	H	Human Resource Economics
ECO 416 (3)	H	Rural Development
ECO 417 (3)	H	Industrial Economics
ECO 418 (3)	H	Health Economics
<b>Year IV Semester II</b>		
ECO 421 (6)	H	Dissertation / Practical Training

G\* required to follow by the students who offer Economics as the major subject in the general degree only.

**ECO 111 (3) Introduction to Microeconomics**

An Introduction to Microeconomics Analysis, Production, Specialization and Exchange, the Theory of Demand and Supply, Price Elasticity of Demand & Supply, Consumer Behavior Theory, Applying Consumer Behavior Theory

### **ECO 121 (3) Introduction to Macroeconomics**

Introduction to Macroeconomics, Aggregation and Macroeconomics Problems, Closed Economy without Government, Equilibrium in the Goods Market, Introducing Government /Public Finance, Interest Rate and Money Market, Financial Market, Open Economy, Banking System

### **ECO 211 (3) Intermediate Microeconomics**

Introduction to Intermediate Microeconomics, Theories of Consumer Behavior; Marginal Utility Theory, Indifference Curve Analysis, Production & Cost Theory, Theory of Firms; Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly

### **ECO 212 (3) Economy of Sri Lanka**

Colonial Economy, Economic Policies after Independence up to Economic Liberalization, Open Economic Policy and Its Impact, Economic Growth and Development, Agricultural Development, Industrial Development, Poverty Inequality and Income Distribution, Population Trends, Labour Force, Employment and Unemployment, Education and Health, Inflation, Public Finance in Sri Lanka, Current Economic Issues.

### **ECO 213 (3) Mathematics for Economics**

Functions-More Complicated Forms with Several Variables, Rational Forms, Non-Algebraic Forms, Exponential Forms, Graphs, Series and Functions, Sets, Laws and Proofs of Operations, Matrices, Equilibrium, Higher Degree Polynomial Equations, Limits, Differentiation of Multivariable Functions, Unconstrained Optimization, Multivariable Case, Integral Calculus, Difference Equations.

### **ECO 221 (3) Intermediate Macroeconomics**

Introduction to Intermediate Macroeconomics, Demand for Money, Money & Wealth, Money & Interest, Aggregate Demand & Supply, Keynesian Model, Employment & Unemployment Labour Market, Kinds of Unemployment Business Cycles, ISLM Model, Fiscal and Monetary Policies in ISLM Model.

### **ECO 222 (3) Applied Economics**

Development of the Economy, Economic Growth since Independence (Agricultural, Industrial, Service) Open Market Economic Policies, Economic Problems and Issues, Current World Financial Crisis, Millennium Development Goals, Current International Economic Problems & Policies.

*Field study will be an Integral Part of This Course Unit.*

### **ECO 223 (3) Advanced Microeconomics**

Derivation of Demand Function through Utility Function, Application of Production Theory, Multiproduct Cost Function and Its Application, Profit Maximization, Advanced Oligopoly Models, The Theory of the Games, General Equilibrium Analysis, Welfare Measurements and Information Economics.

### **ECO 311 (3) International Economics**

Classical Theory of International Trade, Modern Theories of international Trade, Heckscher–Ohlin Theory, The Product Cycle Theory and Preference Similarity Hypothesis, The Theory of Protection, Tariffs and other Barriers to Trade, The Theory of Protection, Tariffs and Other Barriers to Trade, Arguments for Protections, Markets for foreign Exchange, Alternative Models of Balance of Payments of Exchange Rate Determination.

### **ECO 312 (3) Monetary Economics**

Monetary Standard, The Role of Money in Modern Economy, The Supply of Money, The Demand for Money, Theories of Interest Rates, The Monetary Policy, Its Main Instruments and Recent Trends, Government Securities (T-Bills, T-Bonds (Development Bonds, Nation Building Bonds), Rupee Loans, Structure of Financial System of Sri Lanka, The Capital Market (Stock Market, Unit Trust), Money Laundering and (Financing of Terrorism), IMF, WB, IDA, IFC, Revision Session.

*Field study will be an integral part of this course unit.*

### **ECO 313 (3) Public Finance**

Introduction to Public Finance, Public Goods and Public Sector Decision Making, Public Sector Revenues, Principles of Taxation, Tax Shifting and Incidence, Taxes on Income, Public Expenditure, Public Borrowing, Public Department and Its Burden, Evaluation of Public Expenditure Cost Benefits, Effects of Public Expenditure, Fiscal Policy for Stability and Growth, Fiscal Policy and Economic Development, Government Budgeting.

### **ECO 314 (3) Statistics for Economics**

Introduction, Review of Algebra, Collection of Primary and Secondary Data, Frequency Distributions, Statistics, Measures of Variability, Comparing Frequency Distributions, Score Transformations, Correlation, The Sampling Distribution, Probability, The Simple Linear Regression Model, Time Series Analysis, Index Numbers.

### **ECO 315 (3) Advanced Macroeconomics**

Post-Keynesian Theories of Consumptions, Theory of Multiplier, IS-LM Analysis, Extension of IS-LM Analysis, Fiscal and Monetary Policy, Phillips Curve and Rational Expectations, Stagflation and Supply–Side Economics, Balance of Payment and

Trade, Capital Mobility and World Financial Integration, Obstacles to Economic Development.

### **ECO 321 (3) Project Evaluation**

Introduction to Project Analysis, Market equilibrium and social equilibrium, Situational and Stakeholder Analysis, Problem Tree and objective Tree, The project cycle, The log frame, Steps of Cost Benefit Analysis, Project Evaluation Criteria, Economic and Financial Analysis, Cost Benefit Analysis for Agricultural Project, CBA for Environmental Project, CBA for Road Development Project and CBA for individual Project.

*Field study will be an integral part of this course unit.*

### **ECO 322 (3) Comparative Economic Systems**

An Overview of Comparative Economic Systems, Varieties of Advanced Market Capitalism: USA, Japan, UK; Thatcherism and Reforms, Germany; Unification of Germany, Variants of Transition amongst Former Socialist Economies: Soviet Union and China, Alternative Paths amongst Developing Economies: India, New Traditional Islamic Economy in Iran.

### **ECO 323 (3) Agricultural Economics**

Special Features of Agricultural Resources, Some Microeconomics of Agricultural Resource Use, Agricultural Externalities, Agricultural Supply, Economics of Water Use in Agriculture, The Economics of Irrigation, Water Demand and Water Supply, Economics of Land in Agriculture, Land Use and Tenure, Land Policies, Agricultural Marketing, Agricultural Credits.

*Field study will be an integral part of this course unit.*

### **ECO 324 (3) Development Economics**

Introduction to Development Economics, Characteristics of Developing Nations, Classical Theories of Development; Adam Smith, Marx, Malthus, Structural Change Models, The international-Dependence Revolution, Neo-Classical Theories of Economic Development; The Big Push, Vicious Circles of Poverty, Labor Surplus Theory; Lewis, Fei-Ranish, Balanced growth and Unbalanced growth, The New Growth Theories, Agricultural Sector and Economic Development, Industrialization, Industrial Policy and Development, Foreign Finance, Investment and Aid, Economic Development Policies in NICs, Economic Development in South Asia.

### **ECO 325 (3) Econometrics I**

Introduction to Econometrics, The Nature of Regression Analysis, Two Variable Regression Analysis, Two Variable Regression Models: the Problem of Estimation, Classical Normal Linear Regression Model, Two Variable Regression: Interval Estimation and Hypothesis Testing, Extensions of the Two Variable Linear Regression Models, Multiple Regression Analysis: The Problem of Estimation, Multiple Regression Analysis: The Problem of Inference, Dummy Variable

Regression Models, Breaking OLS Assumptions: Multicollinearity, Heteroscedasticity, Autocorrelation.

### **ECO 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **ECO 411 (3) Research Methods for Economics**

Introduction, Types of Social Research, Research Methodology, Research Process, Sampling Procedures, Data Collection, Data Analysis, Report Writing & Presentation.

### **ECO 412 (3) Econometrics II**

Econometric Modelling: Model Specification and Diagnostic Testing, Non Linear Regression Models, Qualitative Response Regression Models and Computer Applications, The Identification Problem, Simultaneous Equation Methods, Time Series Econometrics: Some Basic Concepts and Computer Applications.

### **ECO 413 (3) Business Economics**

The Scope of Business Economics, Estimating and Forecasting Demand and Supply, Estimating and Forecasting Classical Production and Cobb Douglas Production Function Through Non Linear Regression Model, Cost Estimation and Forecasting, Profit Maximization, Marketing and Investment Decisions, Transportation Analysis, Assignment Problems, Decision Theory, Network Analysis.

### **ECO 414 (3) Environmental Economics**

Introduction to Environmental Economics, Historical Perspectives and Environmental Summits, Market Failure and Externalities, Public Goods, Property Rights and the Economic Efficiency. Sustainable Development, Value of Environmental Resources, Classroom Test, Non Market Valuation, Environmental Project Evaluation, Natural Resource Management, Environmental Policy Making, Principles and Approaches of Environmental Policies.

*Field study will be an integral part of this course unit.*

### **ECO 415 (3) Human Resource Economics**

Introduction to Labour Market, Labour Supply, Labour Force Participation, Demand for Labour in Short Run, Demand for Labour in Long Run, Unemployment Theories: Mismatch Theory, Problems in Labour Market, The Determination of Wages, The Theory of Human Capital, Occupational Wage Differentials, Non Competitive Groups, Discrimination in the Labour Market, The Institutional Framework.

### **ECO 416 (3) Rural Development**

Introduction, What is Rural Development Factors Influencing the Rural Development, Poverty Alleviation Programs since Independence to Now, Rural Human Resource Development, GROs, Alternative Approaches in Rural Development & Rural Development in South Asia.

***Field Study will be an integral part of this course unit***

### **ECO 417 (3) Industrial Economics**

Introduction, The SCP Paradigm, Market Concentration, Barrier to Entry, Advertising, Research & Development, Invention, Innovation and Diffusion, The Foundation of Industrial Policy, Industrial Policy in Practice.

### **ECO 418 (3) Health Economics**

Introduction to Health Economics, Health Care Markets: Market Failure; State Intervention, Demand for Health Care Services, Supply of Health Care Services, Principles of Costing Health Care Services: Identification, Measurement and Valuation; Step-Down Approach; Using Cost Information in Decision Making with Empirical Evidence, Principles and Methods of Economic Evaluation: Cost-Benefit Analysis; Cost-Effectiveness Analysis, Using Results of Economic Evaluations in Decision Making with Empirical Evidence, Recent Developments in the Health Sector in Sri Lanka and LCDs: Financing; Provision, Private-Public Mix, Reforming the Health Sector: Recent Attempts in Sri Lanka; Decentralization, User Fees, Out Sourcing, Health Insurance, Other Forms of Reforms in Developed and Less Developed Countries; Community Financing, Quasi-Markets, Regulating the Health Care Market: Economics of Regulations with Empirical Evidence, Capacity to Implement Reforms: Definitions and Different Dimensions of Capacity with Empirical Evidence, Capacity Constraints; of Internal and External Capacity Constraints, Organizational Culture, Phasing Out Reforms.

### **ECO 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Economics Degree must submit a Dissertation. Students are required to select a topic in the field of Economics 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 is available in the Department)

**or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

## **Graduates Profile:**

## **Statistics**

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Bachelor of Arts Honors in Statistics, BAHons (Statistics)

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The Honors Degree Program in Statistics conducted by the Department of Economics and Statistics seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavours by analysing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

**Leaders** - Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Statistics, are:

## **1. Disciplinary Knowledge & Practice**

<b>Descriptor</b>	<b>This theme includes the ability to -</b>
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<p>Graduates are expected to understand the thinking, research, theory and practice in the field of Statistics and appreciate the role of their discipline in its contexts especially in the policy formulation process.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyze data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● do research in the field of study?</li> <li>● operate fluently in the terminology, analytic and research methods and practices of Statistics.</li> <li>● understand the wider trends and developments that have shaped the field of study.</li> </ul>
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## 2. Critical Thinking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● analyse problems from multiple perspectives.</li> <li>● access information and judge its pertinence.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to -
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<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> </ul>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>● analyze data with appropriate statistical tools and interpret results with less statistical jargons.</li> <li>● adapt an artistic, design-based or discursive style to audience and purpose.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li> <li>● understand academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>

## 6. Social & Environmental Responsibilities

Descriptor	–This theme includes the ability to -
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● adopt sustainability principles and practices.</li> <li>● demonstrate awareness of sustainability implications of world events</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● participate in community based projects.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Statistics, BAHons (Statistics) offered by the Department of Economics and Statistics is mentioned below.

## 4.2.2. STATISTICS

<b>Year I Semester I</b>		
STC 111 (3)		Introduction to Statistics I
<b>Year I Semester II</b>		
STC 121 (3)		Introduction to Statistics II
<b>Year II Semester I</b>		
STC 211 (3)	H + G + M	Theory of Probability
STC 212 (3)	H + G	Mathematics for Statistics I
STC 213 (3)	H	Operational Research
<b>Year II Semester II</b>		
STC 221 (3)	H + G + M	Time Series Data Analysis I
STC 222 (3)	H + G	Distribution Theory I
STC 223 (3)	H	Mathematics for Statistics II
<b>Year III Semester I</b>		
STC 311 (3)	H + G + M	Regression Analysis I
STC 312 (3)	H + G*	Statistical Inference
STC 313 (3)	H + G*	Computer Packages for Statistics
STC 314 (3)	H	Statistical Quality Control
STC 315 (3)	H	Experimental Design
<b>Year III Semester II</b>		
STC 321 (3)	H + G + M	Sampling Techniques
STC 322 (3)	H + G*	Non Parametric Techniques
STC 323 (3)	H + G*	Regression Analysis II
STC 324 (3)	H	Multivariate Data Analysis I
STC 325 (3)	H	Distribution Theory II
STC 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
STC 411 (3)	H	Research Methods for Statistics
STC 412 (3)	H	Time Series Analysis II
STC 413 (3)	H	Multivariate Data Analysis II
STC 414 (3)	H	Survival Data Analysis
STC 415 (3)	H	Categorical Data Analysis
<b>Year IV Semester II</b>		
STC 421 (6)	H	Dissertation / Practical Training

G\* required to follow by the students who offer Statistics as the major subject in the general degree only.

### STC 111 (3) Introduction to Statistics I

Introduction to Statistics, Concepts and Methods of Data Collection, Concepts and Methods of Sampling, Data Classification, Frequency Distributions, Tabulation of Data, Diagrammatic Presentation of Data, Graphical Presentation of Data, Sigma Notation, Introduction to Measures of Central Tendency

### **STC 121 (3) Introduction to Statistics II**

Measures of Central Tendency: Mean, Median, Mode, Geometric Mean, Harmonic Mean, Measures of Dispersion: Range, IQR, Mean Deviation, Variance & Standard Deviation, Relative Measures: Quartiles, Deciles, Percentiles, Skewness, Kurtosis, Moments

### **STC 211 (3) Theory of Probability**

Set Theory, Set Operations, Techniques of Counting, Binomial Expansion, Introduction to the Concepts of Probability, Approaches to Probability, Marginal Probability, Union Probability, Joint Probability, Conditional Probability, Independent Events, The Law of Probability, Bayes' Theorem, Random Variable Distributions, Expectations of Random Variables, Variance of Random Variable

### **STC 212 (3) Mathematics for Statistics I**

Introduction to Calculus, Limits, Differentiation, Applications of Differentiation, Definite and Indefinite Integration, Applications of Integration, Matrix Algebra, Applications of Matrix Algebra

### **STC 213 (3) Operational Research**

Linear Programming: Simplex Method, Big-M Method, Advanced Linear Programming Methods (Two-Phase Method, Dual Theory, Dual Simplex Method, Bounded Variable Method and Sensitivity Analysis), Transportation Problems and Assignment Problems, Net Work with PERT and CPM Computations

### **STC 221 (3) Time Series Data Analysis I**

Basic Forecasting Tools: Graphical Summaries, Numerical Summaries, Prediction Intervals, Transformations. Time Series Decomposition: Principles of Decomposition, Moving Averages, Local Regression Smoothing, Classical Decomposition, Census Bureau Method, Exponential Smoothing Methods, Time Series Regression, Basis of Econometric Modelling

### **STC 222 (3) Distribution Theory I**

Distribution of Functions of a Random Variable; Uniform, Bernoulli, Binomial, Geometric, Negative Binomial, and Hyper Geometric Distributions; Normal, Exponential, t and F, Gamma, Chi-squared, and Beta Distributions; Approximation, Two-Dimensional Random Variables: Joint Distribution (Discrete, Continuous), Marginal and Conditional Distributions, Independence, Covariance, Correlation, Moment Generating Function, Expectation, Expectation of Functions of Random Variables.

### **STC 223 (3) Mathematics for Statistics II**

Introduction to Trigonometry, Calculus with Trigonometric Functions, Limits, Differentiation, Applications of Differentiation, Definite and Indefinite Integration, Applications of Integration and Complex Numbers, Taylor Series Expansions and Its Properties

### **STC 311 (3) Regression Analysis I**

Correlation, Simple Regression Analysis: Fitting the Model, Significance Testing and Confidence Intervals for Parameters, Coefficient of Determination, Analysis of Variance – ANOVA and Multiple Regression Analysis with Two Predictors: OLS, Matrix, Statistical Packages: R, SPSS, MINITAB

### **STC 312 (3) Statistical Inference**

Hypothesis Testing for Variance Being Equal to a Specified Value in the Case of Single Sample and Being Equal to Variance of a Second Population in the Case of a Two Sample Problem F Distribution. Types of Errors Associated with Hypothesis Testing, Type I and Type II Errors, Power of the Test, Testing for Parameters in the Poisson and Binomial Distributions, Chi-Square Test, Statistical Packages: R, SPSS, MINITAB

### **STC 313 (3) Computer Packages for Statistics**

Introduction to Statistical Packages: R, MINITAB and SPSS for Data Analysis

### **STC 314 (3) Statistical Quality Control**

Quality Improvement Analysis (process and product quality), Methods and Philosophy of Statistical Process Control, Control Charts for Variables, Control Charts for Attributes and Processes, Measurement System, Capability Analysis and Acceptance Sampling

*Field study will be an integral part of this course unit.*

### **STC 315 (3) Experimental Design**

Principles and Concepts of Design, Analysis of Variance, Completely Randomized Design, Concept of Blocking, Randomized Complete Block Design, Latin Square Design, Mean Separation Procedure, Effect of Assumption Failure in ANOVA and Transformation, Factorial Experiments, Principle of Confounding, Fractional Replications, Analysis of Confounded Experiments, Cross-Over Designs, Split-Plot Designs, Split-Split Plot Designs, Incomplete Block Designs, Idea of Covariance, Analysis of Covariance, Use of Statistical Packages for Analysis of Experiments, Statistical Packages: R, SPSS, MINITAB

### **STC 321 (3) Sampling Techniques**

Probability Sampling and Non Probability Sampling: Simple Random Sampling: Mean, Proportion, Stratified Sampling, Cost Efficiency and Sample Size, Cluster Sampling, Systematic Sampling, Judgement Sampling, Quota Sampling and Convenience Sampling

### **STC 322 (3) Non Parametric Techniques**

Introduction to Non Parametric Techniques, Non Parametric Techniques for Single Populations, Two Independent Populations, Two Related Populations, More Than Two Populations, Randomization Tests, Contingency Tables, Testing for Independence and Normality Tests, Statistical Packages: R, SPSS, MINITAB

### **STC 323 (3) Regression Analysis II**

Multiple Regression Model: Estimation, Goodness of Fit Tests in Matrix Form, Normality Assumption, Second Order Test: Multicollinearity, Heteroscedasticity, Autocorrelation and Simultaneous Equations Model: ILS & 2SLS, Statistical Packages: R, SPSS, MINITAB

*Field study will be an integral part of this course unit.*

### **STC 324 (3) Multivariate Data Analysis I**

Eigen Values and Eigen Vectors of a Matrix, Positive Definite Matrix, Spectral Decomposition of a Matrix, Mean Vectors, Covariance Matrices, Correlation Matrices; Multivariate Normal Distribution and Its Properties; Checking Multivariate Normality; the One-Sample and Two-Sample Hotelling's T<sup>2</sup> Tests; Tests on Covariance Matrices, Multivariate ANOVA, Statistical Packages: R, SPSS, MINITAB

### **STC 325 (3) Distribution Theory II**

Transformation of Random Variables, Derivation of t and F Distribution, Characteristic Functions, Sampling from Normal Population, Sampling Distributions of Sample Mean and Sample Variance ( $S^2$ ), Independence of Sample Mean and  $S^2$ , Estimation Criterion: Mean-Squared Error, Unbiasedness, Consistency, Sufficiency, Completeness, Efficiency, Factorization Criterion, Variance Reduction: Cramer Rao Lower Bound, Rao-Blackwell Theorem, Lehmann- Scheffe' Theorem, Methods of Estimation: Method of Moments, Maximum Likelihood and Its Properties, Least Squares, Interval Estimation: Pivotal Method, General Method, Likelihood Ratio Tests.

### **STC 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **STC 411 (3) Research Methods for Statistics**

Introduction, Types of Social Research, Research Methodology, Research Process, Sampling Procedures, Data Collection, Data Analysis, Report Writing & Presentation.

*Field study will be an integral part of this course unit.*

### **STC 412 (3) Time Series Analysis II**

The Box-Jenkins Methodology for ARIMA Models: Autocorrelation Function, White Noise Model, Portmanteau Tests, Partial Autocorrelation Function, Random Walk Model, Tests for Stationarity, Seasonal Differencing, Backshift Notation, AR Models, MA Models, ARMA and ARIMA Models, Seasonal ARIMA Models, Identification, Estimating the Parameters, Diagnostic Checking, Forecasting with SARIMA Models, Statistical Packages: R, SPSS, MINITAB

### **STC 413 (3) Multivariate Data Analysis II**

Introduction to Principal Component Analysis, Deriving Principal Components, Interpretation of Principal Components, Introduction to Factor Analysis, The Orthogonal Factor Model, Methods of Estimation, Factor Rotation, Scores, Introduction to Discriminant Analysis, Separation and Classification Two Populations, Classification with Two Multivariate Normal Populations, Fishers Discriminant Function, Classification with Several Populations, Introduction to Cluster Analysis, Similarity Measures, Hierarchical Clustering Methods, Introduction to Canonical Correlation Analysis, Population and Sample Canonical Variates and Canonical Correlations, Statistical Packages: R, SPSS, MINITAB.

### **STC 414 (3) Survival Data Analysis**

Demographic Techniques, Life Table Calculations, The Survival and Hazards Functions, Non-Parametric Procedures: Kaplan Meier Estimate of Survivor Functions, Log Rank Test for Comparing Two Groups of Survival Times. Parametric Modelling: Proportional Hazards Model, Cox's Proportional Hazards Model, Exponential and Weibull Models, Statistical Packages: R, SPSS, and STATA

### **STC 415 (3) Categorical Data Analysis**

Models of Binary Data Analysis: Categorical Response Data, Description and Inference for Two-Dimensional Contingency Tables, Models for Binary Response Variables and Generalized Linear Models: Logistic Regression, Logit Models, Probit Models, Log-Linear Models: Log-Linear Models for Two Dimensions, Log-Linear Models for Three or More Dimensions, Testing Goodness of Fit, Hierarchical Model Fitting, Diagnostics, Strategies in Model Selection, Testing Conditional Independence and Homogeneity of Odds Ratio, Diagnostics, Over dispersion, Statistical Packages: R, SPSS, MINITAB



### **STC 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Statistics Degree must submit a Dissertation. Students are required to select a topic in the field of Statistics 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 is available in the Department)

**or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

The Honors Degree Program in Information and Communication Technology conducted by the Department of Economics and Statistics seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavors by analyzing the real-world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are capable of developing unique and sustainable solutions to real world problems using the knowledge experience they gain by the extracurricular activities in the University.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring, influential, and especially able to turn their job into a career.

**Global Citizens** - Graduates who complete our degree program are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### Graduate Capabilities

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Information and Communication Technology, are:

#### 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to -
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<p>Graduates are expected to understand the thinking, research, theory and practice in the field of ICT and appreciate the role of their discipline in its contexts especially in the Graphic designing &amp; Software development Industry.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyse data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● do research in the field of study?</li> <li>● operate fluently in the Industry of Graphic designing &amp; Software development Industry and practices of ICT.</li> <li>● understand the wider trends and developments that have shaped the field of study.</li> <li>● fulfill the ICT requirements in Interdisciplinary Solutions in the Industry</li> </ul>
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## 2. Critical Thinking

<b>Descriptor</b>	<b>This theme includes the ability to -</b>
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● analyse problems from multiple perspectives.</li> <li>● access information and judge its pertinence.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking specially in industry projects.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> </ul>

#### 4. Communication & Engagement

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● communicate effectively using ICT skills with latest technologies and tools.</li> <li>● adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>● express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately including public speaking.</li> <li>● chart and present data.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to -
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<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li> <li>● understand academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to -
<b>As an organization member</b>	
<p>Graduates who complete our degree program are expected to be have ability to adapt in the working environment changers and organization culture with positive attitudes and passion.</p>	<ul style="list-style-type: none"> <li>● always see the positive view of every experience getting in the organization.</li> <li>● good emotional bind with the organization</li> <li>● easily absorb in to the organization culture</li> <li>● use the ITC skills for make existing environment to higher level</li> </ul>
<b>As a Citizen</b>	
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in industry as well as Society to use the knowledge of the ICT in the goodwill of the social, cultural, environment and be able to create the forms of future interpersonal communication mechanisms with safety in every aspect inside the global village.</p>	<ul style="list-style-type: none"> <li>● consider the wider application of ICT in local and global issues.</li> <li>● adopt to new technology and culture changers.</li> <li>● demonstrate awareness of Effective communication with ICT in world events and trends</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● participate in community based projects.</li> </ul>

The curriculum of the Bachelor of Arts Honors in ICT offered by the Department of Economics and Statistics is mentioned below.

### 4.2.3. INFORMATION AND COMMUNICATION TECHNOLOGY

**Year I Semester I**

ICT 111 (3)		Computer Architecture and Fundamentals of Programming
<b>Year I Semester II</b>		
ICT 121 (3)		Information Systems (IS)
<b>Year II Semester I</b>		
ICT 211 (3)	H + G +M	Social and Professional Issues in IT
ICT 212 (3)	H + G	Fundamentals of System Design
ICT 213 (3)	H	E-Commerce Technology
<b>Year II Semester II</b>		
ICT 221 (3)	H + G +M	Database Management Systems
ICT 222 (3)	H + G	Applications of System Design
ICT 223 (3)	H	ICT Base Interactive Learning & Teaching Methods
<b>Year III Semester I</b>		
ICT 311 (3)	H+ G +M	Advanced Web Development
ICT 312 (3)	H + G*	Data Communication and Computer Network
ICT 313 (3)	H + G*	Advanced Mathematics for ICT
ICT 314 (3)	H	Object Oriented Programming Languages
ICT 315 (3)	H	Application of Open Sources Software
<b>Year III Semester II</b>		
ICT 321 (3)	H + G +M	Application of Interactive Multimedia Design
ICT 322 (3)	H + G*	Computer Hardware Technology and Troubleshooting
ICT 323 (3)	H + G*	Computer Aided Design (CAD)
ICT 324 (3)	H	Graphics Design Applications
ICT 325 (3)	H	Object Oriented System Design
ICT 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
ICT 411 (3)	H	Research Methods
ICT 412 (3)	H	Audio and Video Editing Technology
ICT 413 (3)	H	Open Source Web Development
ICT 414 (3)	H	Application of System Development
ICT 415 (3)	H	Human Resources Management
<b>Year IV Semester II</b>		
ICT421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Information Communication Technology as the major subject in the general degree only.**

**ICT 111 (3) Computer Architecture and Fundamentals of Programming Theory (30 Hours)/Practical (15 Hours)**

Introduction to Computer Architecture, Number Systems, Compression, of Each Number System, Logic Gate and Design Combinational Circuit, Boolean, Basic Concepts of the Programming Languages.

**Practical:** Basic programming structures by using standard programming language

### **ICT 121 (3) Information Systems (IS)**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to Information Systems, Commonly Available Information Systems, Business Systems Revisited and Web Systems, Business Systems, Business Intelligence Applications, Business Intelligence Concepts, How to Work with All MS-Office Application Together as Office Automation System.

### **ICT 211 (3) Social and Professional Issues in IT**

**Theory (30 Hours)/Practical (15 Hours)**

Catalyst for Change, Introduction to Ethics, Networked Communication, Intellectual Property, Privacy, Security, Reliability, Professional Ethics, Work and Wealth, Censorship and the Internet, Computer Crime, Protection of Personal Data in Social Websites, conducting small computer crime analysis using any relevant theories of: Modern Statistics, Greater Statistics, and Statistics as The Ultimate Scientific Instrument. Relationships Between Statistics and Computer Science; Frequency Distributions, Stem and Leaf Plots, Measures of Location: Mean, Median, Quartiles, Mode, Measures of Dispersion: Range, Variance, Standard Deviation.

**Practical:** Conducting Statistical Practical.

### **ICT 212 (3) Fundamentals of System Design**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to Systems and Analysis and Design, Systems Development Life Cycle, Fact – Finding Techniques, System Analysis and Design Tools, Context diagram, Flow Charts, Data Flow Diagram (DFD), Data Dictionary, Structure charts, Implementation in Language.

**Practical:** Introduction to Visual Basic Programming Language, The Visual Basic Environment (IDE), VB.Net compiler to compile / debug and run the programs, VB.Net Controls, Variables, Constants, Arrays Variables, Data Types, Control Structures etc.

### **ICT 213 (3) E-Commerce Technology**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to E-commerce, E-commerce business models and concepts, The Internet and World Wide Web, Building an E-commerce website, Security and

Encryption, Web Payment Systems, Web Marketing Concepts, Web Marketing Communications, Auctions, Portals, and Communities

**Practical:** Students practice the theoretical knowledge to solve real problems & Develop E-Commerce website.

### **ICT 221 (3) Database Management Systems**

**Theory (23 Hours)/Practical (22 Hours)**

Definition of database and relational database, Normal forms, Types of Databases Data independence, Data dictionary and 3 schema Architecture, E-R Diagrams, Introduction to MySQL (Importance in the software industry), Data Mining, Data Warehousing and Cloud Computing.

**Practical:** Writing MySQL Queries using MySQL and relevant practical.

### **ICT 222 (3) Applications of System Design**

**Theory (23 Hours)/Practical (22 Hours)- Project Work**

System development methodologies, Preliminary Systems Analysis, Organizing and Interpretation Factor, Problem Solving in the System Analysis, Project Planning Techniques (project planning software), Advance Usage of Analysis and Design Tools, Preliminary Systems Design, Detailed System Design, Installing the System, The Human Side of Systems,

**(\*This project is referred to as the final outcome of the practical implementation and presentation and small reports of the learning gathered in this course unit)**

### **ICT 223 (3) ICT Base Interactive Learning and Teaching Methods**

**Theory (30 Hours)/Practical (15 Hours)**

ICT and the new teaching and learning spaces: from new pedagogical models to virtual teaching and learning environments, Instructional modalities in technological environments, Resources for on-line teaching/learning, Creation of on-line instructional materials, ICT based attractive teaching and learning: techniques, tools.

**Practical:** Relevant Practical by using *Moodle*.

### **ICT 311 (3) Advanced Web Development**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to web development, Introduction to PHP, Getting started with PHP, PHP Control Structures, Working with String, Superglobals, Arrays and Functions,



Cookies and Sessions, Working with Forms, Working with MySQL, Introduction to Object Oriented Programming in PHP.

**Practical:** Related practical for above topics including Introduction to PhpMyAdmin, Managing content and Error handling

### **ICT 312 (3) Data Communication and Computer Network**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to Data Communication, The Physical Layer, Framing, Error Detection and correction, Channelization, Routing and Congestion Control Algorithm, Internetworking, Transport Protocol, Network Security and Administration.

**Practical:** Network Devices, Network Cabling concepts, Installation and configuration Workstation Operating Systems (Windows and Linux), Installation and configuration Server Operating Systems (Windows servers and Linux servers), Network Router Configuration, Modelling a Network by Packet Tracer.

### **ICT 313 (3) Advanced Mathematics for ICT**

**Theory (45 Hours)**

Limits and differentiation (First Principle Method, Derivative Notations, Rules of the Differentiations, Higher order Derivatives), Integration (Rules for Indefinite Integrals, Area under a Curve/Between Curves, Definite Integrals), Cartesian Coordinate with 2D and 3D, Matrices (Notation, Determination, Mortification, Transpose, Inverse, Adjugate, Solving System of Equations).

**Tutorial:** Related Tutorial.

### **ICT 314 (3) Object Oriented Programming Languages**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to Object Oriented Programming, Review of classes and objects, Inheritance, Interfaces and Polymorphism, Exception handling, Files and streams, Introduction to multithreading, Basics of programming language, Objects and classes, Pointers, Java applets and swing applications.

**Practical:** Relevant practical.

### **ICT 315 (3) Application of Open Sources Software**

**Theory (25 Hours)/Practical (20 Hours)**

Introduction to Open Source Operating Systems, OS Installation Process, File/Directory Manipulation, Open Source commands and Editors, Terminal Commands and Shortcuts, Basic System Maintenance, open source applications, open source application development (how to joining to the forum of open source company & community software development).

**Practical:** Linux Operating System Installation Process, Linux Desktop Environment, Linux Basic Commands, File and Removable Drives Management, Software Installation, Open Office Suite applications, Web, Email and Multimedia Application.

### **ICT 321(3) Application of Interactive Multimedia Design**

**Theory (23 Hours)/Practical (22 Hours)-Project Work**

Introduction to Multimedia, Software and Hardware, Planning and design of Multimedia Development, Authoring Tools, Technology of audio and video editing, Multimedia Development, Working with Scripting Languages.

### **ICT 322 (3) Computer Hardware Technology and Troubleshooting**

**Theory (25 Hours)/Practical (20 Hours)**

Computer Peripherals, Computer Software and Hardware, Assembling the systems, Installations of Operating systems, Installation of service packs Applications software, Troubleshooting of operating system, Diagnosis and repairs. Introduction to Barcode Technology, Manufacturing, Barcode verification, Types of Barcodes.

**Practical:** Assembling the system unit, Installing the different types of operating systems, Installing server type OS and the client type OS, Interconnected server and client (Network), Maintain the users and their properties.

### **ICT 323 (3) Computer Aided Design (CAD)**

**Theory (30 Hours)/Practical (15 Hours)**

Creating Basic Drawings/Drawing Setup, Drawing Objects, Drawing Organization and Inquiry Commands, Working with Layouts & Text, Dimensioning, Hatching & Working with Reusable Content, Working with Advanced 2D, 3D Drawing Objects, Plotting your Drawings, Creating Drawing Templates, Advanced Topics & Wrap-Up

**Practical:** Auto CAD, Sketch up or 3D Max

### **ICT 324 (3) Graphics Design Applications**

**Theory (23 Hours)/Practical (22 Hours)**

Graphic design and photo editing, Photo editing tool, Basic image manipulation, Colour theory, Image editing tools, Basic photo corrections, Repairing image, Layers and masks, Enhancing Digital photography, Vector drawing techniques, Printing colours

**Practical:** Photoshop or Illustrator or InDesign or Corel Draw or any other relevant software.

### **ICT 325 (3) Object Oriented System Design**

**Theory (30 Hours)/Practical (15 Hours)**

Objects and Classes, Object Oriented Analysis, Object Modelling, Dynamic Modelling, Functional Modelling, Implementation of Objects Using Java, Unified Modelling Language (UML-Use Case Diagrams, Sequence Diagrams and Class Diagrams), Current Trends of the Object Oriented.

**Practical:** Objects and classes, Object oriented analysis, Object modelling, Dynamic Modelling, Functional Modelling, Implementation of objects using java, Unified Modelling Language (UML)

### **ICT 326 (3) Scientific Report Writing**

**Theory (30 Hours)/Practical (15 Hours)**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions. **(This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination).**

**Practical:** Report Writing Techniques with Latex or MS Word

### **ICT 411 (3) Research Methods**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction, Types of Social Research, Research Methodology, Research Process, Sampling Procedures, Data Collection, Data Analysis, Report Writing & Presentation.

### **ICT 412 (3) Audio and Video Editing Technology**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to Multimedia (Introduction to Making Multimedia, Multimedia Skills and Storyboard, Text, Image, Audio and Video-Understanding Multimedia Elements: Understanding Multimedia Elements), Use digital media skills at a competent level (Digital sound recording and editing, Digital image editing, Digital audio editing, Digital video editing, Computer animation, Web publication), Multimedia Project: (Development and design, Management and planning, Presentation Session).

**Practical:** Relevant Practical

### **ICT 413 (3) Open Source Web Development**

**Theory (30 Hours)/Practical (15 Hours)**

Introduction to open source Web development, Open source Web Developing tools, Open source Dynamic Web Development, PHP, Developing a simple Web site with database connectivity (Developing, Uploading and Maintaining a simple Web site), Open Source Web Frameworks.

**Practical:** Practical by using standard web development tools

### **ICT 414 (3) Application of System Development**

### **Theory (30 Hours)/Practical (15 Hours)-Project Work**

Introduction to Requirement analysis and feasibility studies, Advance usage of Use - case Diagrams, Sequence Diagrams and Class Diagrams, System Design, System Development and Testing, System Implementation and Maintenance, Test Quality of the System, Latest System Development Methodologies, Database Connection with Object Relational Mapping (ORM).

(\* Project report should be submitted and present it based on the final project designed by the students)

### **ICT 415 (3) Human Resources Management**

#### **Theory (30 Hours) /Practical (15 Hours)**

An introduction to human resource management, Labour relations in global, Essentials of training and development in an organization, Organizational behaviour – the individual in the organization, Advanced issues in human resource management (International HRM Issues- International Human Resource Management, Organizational Design, Compensation Management, Diversity Management, Performance Management- Aligning People with Strategy, Organizational Strategy: An Overview, Human Resource Planning.

**Practical:** Related Practical

### **ICT 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in ICT Degree must submit a Dissertation. Students are required to select a topic in the field of ICT 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 is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component. **In case a suitable place for training is not found, student/s should do the dissertation.**

### **Graduates Profile:**

### **Geography**

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Bachelor of Arts Honors in Geography, BAHons (Geography)

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The Honors Degree Program in Geography conducted by the Department of Geography & Environmental Management seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars:** The graduates produced by the Department have a comprehensive knowledge and expertise in Geography. The standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As lifelong learners, graduates in Geography will develop global, civil, and environmental literacies throughout their studies.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They have freedom, confidence and ability to express their unique selves. Geography graduates will have an exposure and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem solving in their work and how to approach environmental problems and challenges creatively and from multiple perspectives.

**Leaders** –Graduates in Geography have strong interpersonal skills and the ability to positively influence and collaborate with others. They will have the experience and the knowledge to lead others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their studies—will be well prepared to lead and collaborate, both inside and outside the workplace.

**Global Citizens** - Graduates who complete our degree programme are expected to be able to appreciate the role of the University and are aware of global issues. They are equipped with an ability to navigate and engage in the 21st century global society that is more inclusive and interconnected. Students will be "multilingual," gaining exposure to or fluency in other languages that might range from English and Sinhala or Tamil to sign language and computer coding. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural and linguistic lines.

## **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Geography, are:

### **1. Disciplinary Knowledge & Practice**

Descriptor	This theme includes the ability to
<p>Graduates are expected to understand the scope of research, theory and practice in the field of Geography and appreciate the role of their discipline in its contexts especially in the policy formulation process.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyse data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● conduct research in the field of study.</li> <li>● operate fluently in the terminology, analytic methods and practices of Geography.</li> <li>● understand the wider trends and developments that have shaped the field of study.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● evaluate problems from multiple perspectives.</li> <li>● access information and judge its pertinence.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● consider long-term and big picture perspectives including, where applicable,</li> </ul>

<p>expected to be able to consider long-term and big picture perspectives to address complex problems systematically and to be imaginative in their solution seeking.</p>	<p>sustainability and geographical, socioeconomic and environmental impact.</p>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● communicate effectively using ICT skills and media</li> <li>● adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>● express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>● chart and present data.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to
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<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li> <li>● understand the academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

<b>Descriptor</b>	<b>This theme includes the ability to</b>
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the geographical, environmental, socio-economic, and cultural consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● adopt sustainability principles and practices.</li> <li>● demonstrate awareness of sustainability implications of world events</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● participate in community based projects.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Geography offered by the Department of Geography and Environmental Management is mentioned below.

#### 4.2.4. GEOGRAPHY

<b>Year I Semester I</b>		
GEO 111 (3)		Introduction to Physical and Human Geography
<b>Year I Semester II</b>		
GEO 121 (3)		Basic Cartography
<b>Year 11 Semester I</b>		
GEO 211 (3)	H +G+M	Advanced Cartography and Field Techniques
GEO 212 (3)	H +G	Geomorphology
GEO 213 (3)	H	Environmental Geography
<b>Year II Semester II</b>		
GEO 221 (3)	H+G+M	Basic Geographical Information Systems (GIS)
GEO 222 (3)	H +G	Climatology
GEO 223 (3)	H	Population Geography
<b>Year III Semester I</b>		
GEO 311 (3)	H +G+M	Quantitative Geography
GEO 312 (3)	H +G*	Regional Development and Planning
GEO 313 (3)	H +G*	Biogeography
GEO 314 (3)	H	Remote Sensing
GEO 315 (3)	H	Urban Geography
<b>Year III Semester II</b>		
GEO 321 (3)	H +G+M	Human Resource Management
GEO 322 (3)	H +G*	Land Use Planning
GEO 323 (3)	H +G*	Recreation Geography
GEO 324 (3)	H	Advanced Geographical Information Systems (GIS)
GEO 325 (3)	H	Hydrology & Watershed Management
GEO 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
GEO 411 (3)	H	Research Methods in Geography
GEO 412 (3)	H	Natural Hazards and Disaster Management
GEO 413 (3)	H	Project Planning & Management
<b>The Department has an authority to offer two course units from the following:</b>		
GEO 414 (3)	H	Medical Geography
GEO 415 (3)	H	Settlement Geography
GEO 416 (3)	H	Tropical Agro Forestry
GEO 417 (3)	H	Industrial Geography
GEO 418 (3)	H	Political Geography
<b>Year IV Semester II</b>		
GEO 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Geography as the major subject in the general degree only.**

**GEO 111 (3) Introduction to Physical and Human Geography**

Introduction to Geography, the Earth: Origin; Structure and Interior, Weather and Climate, Weathering, Types of Rocks, Types of Soils and Soil Formation Factors, Continental Drift Theory, Introduction to Biosphere, Map Reading, Types of Settlements, Process of Urbanization, Population, Location of Industries and Concept of Development.

*Field study will be an integral part of this course unit.*

### **GEO 121 (3) Basic Cartography**

Introduction to the Basic Cartography, History of Cartography, Map Scales, Different Map Projections, Symbolization: Feature, Attributes at Points, Lines and Areas, Map Classification, Topographic Map and Map Elements, Relief Representation, Aerial Photographs and Photo Interpretation.

### **GEO 211 (3) Advanced Cartography and Field Techniques**

Analysis of Maps and Aerial Photographs, Projections, Gradient Analysis, Altimetric Analysis, Transport Network Analysis: Density; Connectivity; Patterns, Location Identification, Land Evaluation, Participatory Rural Appraisal, Cost-Benefit Analysis, and Settlement Analysis: Types; Patterns; Density.

*Field study will be an integral part of this course unit.*

### **GEO 212 (3) Geomorphology**

Introduction to Geomorphology, Time and Scale, Global Morphology, Tectonics of Plate Interiors, Weathering Systems and Energy, Slope Processes Forms, Lithology and Weathering Forms, Rock Formation and Its Characters, Fluvial Land Forms – Drainage Basin, Landscape Development, Coastal Erosion Features & Coastal Management, Sea Level Change, Geological History of Sri Lanka.

*Field study will be an integral part of this course unit.*

### **GEO 213 (3) Environmental Geography**

System of Nature, Structure and Functioning of Ecosystems, Role of Forest in Nature, Living & Non-Living Resources of the World and Sri Lanka, Impact of Man: Urbanization and Industrialization, Environmental Impacts on Human Growth, Land Use and Misuse, Pollution: Water: Soil: Air and Sound, Environment and Human Health, Environmental Planning, Sustainable Development and Management.

*Field study will be an integral part of this course unit.*

### **GEO 221 (3) Basic Geographical Information Systems (GIS)**

Introduction to Basic GIS, Components of GIS, GIS Data Sources, Visualization of Geospatial Data, GIS Data Models, Representation of Geographic Space, Attribute Data Models, Spatial Data Models, Spatial Data Structures, Applications of GIS, GIS for Sustainable Development.

### **GEO 222 (3) Climatology**

Basics of Weather, Climate, Stratification and Composition of the Atmosphere, Isolation and Thermodynamics, Atmospheric Pressure and Winds System, Hydrologic Cycle, Evaporation and Transpiration, Radiation, Convection, Clouds, Precipitation and General Circulation, Climatic Classification and Regional Climates, Energy Flows, Climate and Man, Climate Change and the Global Environment, Natural Causes of Climate Change and the Warming of Planet Earth, Climate and the Future.

***Field Study will be an integral part of This Course Unit.***

### **GEO 223 (3) Population Geography**

Population Sources, General Concepts and Measurements of Population, Components of Population Change, Demographic Transition, Theories on Population, World Population: Growth: Size: Distribution, Issues Related to Population, Population Policies, Population in Sri Lanka: Growth, Size, Behavior of Population Dynamics, Population Policies and Contemporary Issues Related to Population.

### **GEO 311 (3) Quantitative Geography**

Primary and Secondary Data, Diagrammatic Representations, Measures of Central Tendency: Mean: Mode: Median, Variance and Standard Deviation, Correlation, Simple Regression Analysis, Multiple Regression Analysis, Hypothesis Testing, One Way Analysis of Variance, Two Way Analysis of Variance, Contingency Analysis, Spatial Patterns, Factor and Cluster Analysis.

### **GEO 312 (3) Regional Development and Planning**

Defining Regional Development and Regional Planning, Significance of Regional Development, Theories of Regional Development, Measurement of Regional Inequalities, Regional Development Strategies in Both Developed and Developing Countries, Impacts of Regional Development Strategies, Regional Development Policies and Plans in Both Developing and Developed Countries, Regional Disparities in Development in Sri Lanka and Regional Development Process in Sri Lanka.

***Field study will be an integral part of this course unit.***

### **GEO 313 (3) Biogeography**

Historic Overview of Biogeography, Biodiversity, the Physical Environment, Communities and Biomes, Island Biogeography, Landscape Ecology, Biogeography and Environmental Changes, Biogeography and Conservation.

***Field study will be an integral part of this course unit.***

### **GEO 314 (3) Remote Sensing**

Introduction to Fundamentals of RS, Electromagnetic Radiation, Sensors and Platforms, Microwaves, Image Interpretation, Digital Image Processing, Application of RS. ***Field study will be an integral part of this course unit.***

### **GEO 315 (3) Urban Geography**

Urban Growth and Urbanization, City Size Distribution: Rank Size Rule; Primate Pattern and Binary Pattern, Global and Regional Perspectives of Urbanization, Urbanization in the Third World Countries, Central Place Theory, Urban Land Use Models, Socio-Economic and Environmental Problems of Urban Growth, Sustainable Urban Development, Strategies for Urban Development and Urbanization and Urban Development in Sri Lanka.

*Field study will be an integral part of this course unit.*

### **GEO 321 (3) Human Resource Management**

Defining Human Resource Management, Human Resource Management Goals, Attracting Effective Workforce, Training and Development, Maintaining Effective Workforce, Wage and Salary, Benefits and Compensation, Employee Relation, HRS Strategies, Leadership, Communication, Management Styles, Motivation and Empowerment and Strategies for Public Relations

### **GEO 322 (3) Land Use Planning**

Land Suitability and Capability Classification: Different Methods of Land Capability Classification; Basic Concepts of Land Suitability Evaluation; Structure of the Suitability Classification; Preparation of Land Suitability Report, Land Use and Land Use Planning, National Land and Land Use Policy, Environmental Problems and Land Use Problems and Land Use and Land Cover Classification Systems.

*Field study will be an integral part of this course unit.*

### **GEO 323 (3) Recreation Geography**

Definition of Recreation Geography, Types of Recreation, Natural and Historic Resources of Recreation, Impacts of Recreation, Factors Demand for Recreation, The Growth of the World Recreation and Tourism, Tourism Industry in Sri Lanka, Recreation Region in Sri Lanka, Sustainable Tourism Planning Development in Sri Lanka, Tourism and the Future.

*Field study will be an integral part of this course unit.*

### **GEO 324 (3) Advanced Geographical Information Systems (GIS)**

Spatial Referencing, Introduction to Positioning & GPS, 3D Analysis & Modeling, Spatial Analysis, Proximity Analysis & Modeling, GIS on the Web, Planning and Implementing of GIS, GIS Implementation

### **GEO 325 (3) Hydrology & Watershed Management**

Introduction of the Hydrology and Watershed Management, Hydrological Cycle, Stream Network, Drainage Basin, Evaporation and Condensation, Precipitation and Interception, Soil Moisture and Infiltration, Hydrology - Flow Analysis, Ground Water, Runoff Processes, Water Budget Calculations, Watershed Properties, Watershed Land Use and Human Impact, Watershed Planning Concepts and Processes. *Field study will be an integral part of this course unit.*

### **GEO 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **GEO 411(3) Research Methods in Geography**

Defining Research, Introduction to Geographical Research, formulating a Research Problem, formulating a Research Problem, Reviewing the Literature, Methods of Data Collection, writing a Research Proposal, Interpretation- Quantitative Data, Interpretation- Qualitative Data, Displaying Data, Writing a Research Report.

*Field study will be an integral part of this course unit.*

### **GEO 412(3) Natural Hazards and Disaster Management**

Definition of Hazard and Disasters, Classification of Hazards, Introduction to Major Natural Hazard in Sri Lanka, Concepts and Risk Control Planning, Hazard Assessment, Vulnerability Assessment, Risk Assessment Methods, Introduction to Disaster Management Cycle, GIS/RS Applications for Disaster Management, Global Situation and Trends of Disaster Management, Disaster Management in Sri Lanka.

*Field study will be an integral part of this course unit.*

### **GEO 413(3) Project Planning & Management**

Basic Concepts of Project Planning and Management, Identification of a Project, Project Cycle, Feasibility Analysis, Components of Project Proposal, Cost Estimate, Time Management, Critical Path Analysis, Project Implementation, Monitoring and Evaluation.

*Field study will be an integral part of this course unit.*

### **GEO 414(3) Medical Geography**

Overview of Medical and Health Geography, Disease Ecology Tradition, Disease Origins, Diffusion and Distribution, Globalization and Disease, Globalization HIV/AIDS, Risky and Diseased Spaces, Health Care Distribution and Access, Health and Illness through Landscape, Climate, Health and Development, Disease Origins, Diffusion and Distribution, Research Methods in Medical Geography.

### **GEO 415(3) Settlement Geography**

Origin and Evolution of Settlements, Differences in Morphological and Functional Characteristics of Rural and Urban Settlements, Rural Settlement Patterns and Forms, Change in Socio-Economic Geography of Rural Settlement, Settlement Planning and Policies, Theories of Settlement Planning, Land Settlements in Developing Countries and Sri Lanka.

*Field study will be an integral part of this course unit.*

### **GEO 416(3) Tropical Agro Forestry**

Introduction, Definitions, Origins of Agro Forestry, Shifting Cultivation, Plantation Crop Cultivation, Water Balance - Crops, Biological Factors – Crops, Nutrient Cycling and Soil Organic Matter, Tree – Soil – Crop Interaction on Slope, Agro Forestry Conservation Methods Economic and Environment Benefits of Agro Forestry.

*Field study will be an integral part of this course unit.*

### **GEO 417(3) Industrial Geography**

Basic Principle of the Location of Manufacturing Industries, Various Concepts and Theories Related to Location of Manufacturing Activities: Classical Industrial Location Theories; Neo-Classical Industrial Location Theories, Industrialization of Developed and Developing Countries, Economic Policies and Industrialization, Industrial Development in Sri Lanka and Impact of Industrialization on the Socio-Economic and Natural Environment.

*Field study will be an integral part of this course unit.*

### **GEO 418(3) Political Geography**

Concept of Political Geography, the State, Colonialism, Geo-Politics, Political Geography of Resources, Geography of Federalism, Green Politics, Electoral Politics, Geo-Politics in Sri Lanka, Devolution of Power in Sri Lanka

### **GEO 421(6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Geography Degree must submit a Dissertation. Students are required to select a topic in the field of Geography 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 is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**



The Honors Degree Program in Political Science conducted by the Department of Social Sciences seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery, learning, and are conscientious in their endeavours by analysing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Political Science, are:

#### **1. Disciplinary Knowledge & Practice**

Descriptor	This theme includes the ability to
<p>Graduates are expected to understand the thinking, research, theory and practice in the field of Political Science and appreciate the role of their discipline in its contexts especially in the policy formulation process.</p>	<ul style="list-style-type: none"> <li>● Demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● Critically analyse data, make judgments and propose solution to problems.</li> <li>● Construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● Use practical skills and enquiry efficiently within the area of study.</li> <li>● Conduct research in the field of study.</li> <li>● Operate fluently in the terminology, analytic methods and practices of Political Science.</li> <li>● Understand the wider trends and developments that have shaped the field of study.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● Think imaginatively and innovatively.</li> <li>● Evaluate problems from multiple perspectives.</li> <li>● Access information and judge its pertinence.</li> <li>● Introduce new dimensions to existing ones in the domestic environment.</li> <li>● Enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.</p>	<ul style="list-style-type: none"> <li>● Construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● Consider long-term and big picture perspectives including, where applicable, sustainability and political, economic and environmental impact.</li> </ul>

## 4. Communication & Engagement

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● Communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● Demonstrate awareness of the current developments in the area of study.</li> <li>● Participate actively in teams and professional networks.</li> <li>● communicate effectively using ICT skills and media</li> <li>● Adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>● Express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>● Chart and present data.</li> </ul>

## 5. Independence & Integrity

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li> <li>● understand academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>

## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and political consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● Consider the wider implications of local and global issues.</li> <li>● Adopt sustainability principles and practices.</li> <li>● demonstrate awareness of sustainability implications of world events</li> <li>● Exercise cultural competence and appreciate diversity.</li> <li>● Participate in community based projects.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Political Science offered by the Department of Social Sciences is mentioned below.

#### 4.2.5. POLITICAL SCIENCE

<b>Year I Semester I</b>		
POL 111 (3)		Introduction to Political Science
<b>Year I Semester II</b>		
POL 121 (3)		Constitutional and Political Development in Sri Lanka
<b>Year II Semester I</b>		
POL 211 (3)	H +G+M	International Relations
POL 212 (3)	H +G	Conflict and Peace Building (Theoretical Aspect)
POL 213 (3)	H	Political and Social Theory I
<b>Year II Semester II</b>		
POL 221 (3)	H +G+M	Conflict and Peace Building in Selected Countries
POL 222 (3)	H +G	Elements of Public Administration
POL 223 (3)	H	Political and Social Theory II
<b>Year III Semester I</b>		
POL 311 (3)	H +G+M	Modern Political Ideologies

POL 312 (3)	H +G*	Comparative Politics
POL 313 (3)	H +G*	Theories of Public Policy
POL 314 (3)	H	Political Sociology
POL 315 (3)	H	Political Terrorism
<b>Year III Semester II</b>		
POL 321 (3)	H +G+M	World Politics
POL 322 (3)	H +G*	Human Rights
POL 323 (3)	H +G*	Gender and Politics
POL 324 (3)	H	Comparative Public Administration
POL 325 (3)	H	Comparative Politics: Institutions and Movements
POL 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
POL 411 (3)	H	Research Methods
POL 412 (3)	H	Sri Lanka in World Politics
POL 413 (3)	H	Development Administration
<b>The Department has authority to offer two course units from the following:</b>		
POL 414 (3)	H	Constitutional Law and Politics
POL 415 (3)	H	Socio Political Process and Analysis
POL 416 (3)	H	Political Economy of Sri Lanka
POL 417 (3)	H	Asian Politics
POL 418 (3)	H	Globalization and Nation State
<b>Year IV Semester II</b>		
POL 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Political Science as the major subject in the general degree only.**

### **POL 111 (3) Introduction to Political Science**

Introduction to Politics and Political Science; State, Politics and Society, Nationalism and Other Related Concepts, Major Theories and Concepts in Political Science such as Sovereignty, Separation of Powers, Liberalism, Democracy, Pluralism and Socialism, Forms of Government and Civil Society

### **POL 121 (3) Constitutional and Political Development in Sri Lanka**

Introduction, Constitutional Reforms from 1833 to 1931, Social and Political Movements in Pre and Post Independent Sri Lanka, Nationalist and Leftist Movements in Sri Lanka, Soulbury Constitution of 1948, 1972 First Republican Constitution, 1978 Second Constitution

*Field study will be an integral part of this course unit.*

### **POL 211 (3) International Relations**

Meaning and Nature of International Relations, Scope of International Relations, Main Approaches, Meaning, Causes and Classification of War, Basic Concepts, Meaning Nature and Types of Intervention, Characteristics and Aims of Propaganda,

Meaning Evaluation and Modern Usages of Diplomacy, Meaning and Sources of International Law and Its Application in the Modern Era.

**POL 212 (3) Conflict and Peace Building (Theoretical Aspect)**

Introduction to the Subject, Identification and Analysis of the Conflicts, Thinkers Who Had Explored Conflict Using Theoretical Perspectives, Theories of Conflict, Changing Dynamics of Conflicts from 1945 to Date, Understanding Peace as a Process, Conflict Resolution Approaches.

*Field study will be an integral part of this course unit.*

**POL 213 (3) Political and Social Theory I**

The Nature and Scope of Political and Social Theory, Greek and Roman Political Theory, Buddhist and Hindu Political Thought, Political and Social Theory of Medieval Period, Political and Social Theory of Renaissance and Reformation

**POL 221 (3) Conflict and Peace Building in Selected Countries**

Introduction to the Subject, Conflict of India and Pakistan, Israel and Arab, Iraq and Iran, Myanmar (Burma), Sudan, Cyprus, Northern Ireland, India and Pakistan, Afghanistan and Sri Lanka, Origin, Development and Peace Process of Abobe conflicts, Impact of Conflicts Manifested as Refugees, Displacement and Disappearances, Child Soldiers.

**POL 222 (3) Elements of Public Administration**

Introduction to Public Administration, Basic Characteristics of Public Administration, Public Administration and Private Administration, Public Administration and Other Social Sciences, Organization Theory, Principles of Organization, Theory of Bureaucracy, Critique of Bureaucracy, Public Administration: Modern Concept.

*Field study will be an integral part of this course unit.*

**POL 223 (3) Political and Social Theory II**

From 17<sup>th</sup> to 20<sup>th</sup> Century Political and Social Theory of England, France and America Marxian Political and Social Theory, New Patterns and Trends in 20<sup>th</sup> Century Political Thought

**POL 311 (3) Modern Political Ideologies**

Introduction to the Subject, Interpretation of Political Ideology, Approaches (Classical and Modern), Liberalism, Socialism, Nationalism, Conservatism, Fascism, Anarchism, Feminism, Ecologism and Religious Fundamentalism

**POL 312 (3) Comparative Politics**

Introduction to Comparative Politics and the Nature & Scope of Comparative Politics, Traditional Approaches and Modern Approaches, the Systems Analysis, Input Output Approach, Political Development, Political Modernization, Political Socialization, Political Culture and Political Participation.

### **POL 313 (3) Theories of Public Policy**

Introduction to Policy Studies, Basic Characteristics of Public Policy, Policy Process, Components of Policy Formulation, Theories of Public Policy-Policy Formulation, Policy Analysis, Policy Implementation, Public Policy Making: Problems and Issues.

### **POL 314 (3) Political Sociology**

Introduction to Political Sociology Approaches of Political Sociology, Contribution of Selected Thinkers to the Development of Political Sociology, Political Authority, Power, Legitimacy, Concept of Elites, Political Communication, Voting Behaviour, Social Stratification.

*Field study will be an integral part of this course unit.*

### **POL 315 (3) Political Terrorism**

Identification of Terrorism, Understanding the Differences Between Terrorism and Political Terrorism, Origin of Terrorism, Ideological Factors Behind Terrorism, Distinguishing Violence from Terrorism, Various Types of Terrorism; State Sponsored Terrorism, Clarification of Terrorism, Tactics of Terrorism, Emergence of Suicides, Preventive Methods of Terrorism.

### **POL 321 (3) World Politics**

Introduction to the Subject, Main Actors in World Politics, Balance of Power, The Cold War, Non-Alignment Movements, Arms Control and Disarmament, New Trends in World Politics

### **POL 322 (3) Human Rights**

Introduction to Human Rights, Theories of Human Rights, Classifications of Human Rights, Historical Development of Human Rights, International Human Rights Instruments, Protection Mechanisms of Human Rights.

*Field study will be an integral part of this course unit.*

### **POL 323 (3) Gender and Politics**

Introduction to Sex and Gender, Segregation and Discrimination, Gender and Power Relations, Gender and Politics, Feminism, Feminist Ideologies, Patriarchy, CEDAW and Other Conventions, Women, Equality and Justice, Women and Work, Women and Development, Women and Politics, Women's Empowerment and Policy Making and Improving the Situation.

*Field study will be an integral part of this course unit.*

### **POL 324 (3) Comparative Public Administration**

Meaning and Scope of Comparative Public Administration, Model and Analysis, Case studies: Sri Lanka, India, United Kingdom, United States and France

### **POL 325 (3) Comparative Politics: Institutions and Movements**

Historical Overview of Selected Countries, Unitary and Federal Systems of Governments, Executive Presidency and Cabinet System, Emergence and Evolution of Nationalism, Impact of Nationalism on Political Institutions, Emergence of Civil Societies, Black Power Movement in USA, Student Movements in South Africa, New Rights Movements in UK, Cultural Revolution and New Economic Reforms in CHINA, Democratization Process of JAPAN, Comparison with Sri Lanka.

### **POL 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **POL 411 (3) Research Methods**

Defining Research, Introduction to Research, formulating a Research Problem, Reviewing the Literature, Methods of Data Collection, writing a Research Proposal, Data Presentation, Data Interpretation, Data Analysing in Quantitative and Qualitative researches, Writing a Research Report

### **POL 412 (3) Sri Lanka in World Politics**

Introduction to the Subject, Main Factors of Foreign Policy Decision Making Process, the Post-Colonial Era, Non-Aligned Foreign Policy Under Various Governments, Sri Lanka Foreign Policy after 1977

### **POL 413 (3) Development Administration**

Scope and Field of Development Administration: Emergence of Development Administration, Elements of Development Administration, Contemporary Theorizing in Development Administration, Approaches to Development, Development of Administration and Administration of Development, Privatization, Administrative Capability, Development Planning, Decentralization, Development Administration: New Trends and Issues.

### **POL 414 (3) Constitutional Law and Politics**

Introduction to Constitutional Law, Link between Constitutional Law and Politics, Basic Principles such as Constitutionalism, Making a Constitution, Rule of Law, Elections, etc.

### **POL 415 (3) Socio Political Process and Analysis**

Identify the Political Parties and Party Systems, Political Parties in Sri Lanka, Political Culture in Sri Lanka, Caste, Class and Religion in Politics, Gender Issues in Politics, Ethnicity & Ethnic Conflict.



*Field study will be an integral part of this course unit.*

**POL 416 (3) Political Economy of Sri Lanka**

Major Approaches of Political Economy; Classical and Marxian, The Sri Lankan Economy, Society and Polity from Independence to 1977, Agrarian Reforms in Sri Lanka, Income Re-distributive Strategies in Sri Lanka, Closed and Open Economic Strategies, Social Welfare Policy Formulation in Sri Lanka

**POL 417 (3) Asian Politics**

Introduction – Nature of Asian Politics, State Building and Nation Building in Asia, Nation and Ethno – Nationalism in Asia, Conflict in Asia, Constitutionalism and Political Development, Democracy in Asia, Case Studies India, Malaysia, Korea, Thailand & Pakistan, Philippines

**POL 418 (3) Globalization and Nation State**

The Theoretical and Conceptual Discussion, Neo-Colonialism, Multi National Organizations, Globalization & Environmental Protection, Globalization Versus Regionalization

**POL 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Political Science Degree must submit a Dissertation. Students are required to select a topic in the field of Political Science 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 is available in the Department)

**or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research**

**Report** according to the guideline provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

### **Graduates Profile:**

### **Sociology**

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Bachelor of Arts Honors in Sociology, BAHons (Sociology)

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The Honors Degree Program in Sociology conducted by the Department of Social Sciences seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialization and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavours by analysing the real world incidences through sophisticated analytical platform to understand the complexities of the worlds they encounter at work and in society.

**Innovators** - Graduates of the Department have to be with a vision for future and solution focused. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

**Leaders** –Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Sociology, are:

#### **1. Disciplinary Knowledge & Practice**

<b>Descriptor</b>	<b>This theme includes the ability to</b>
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<p>Graduates are expected to understand the thinking, research, theory and practice in the field of Sociology and appreciate the role of their discipline in its contexts especially in the policy formulation process.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyse data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● do research in the field of study?</li> <li>● operate fluently in the terminology, analytic methods and practices of Sociology.</li> <li>● understand the wider trends and developments that have shaped the field of study.</li> </ul>
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## 2. Critical Thinking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, concepts, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● evaluate problems from Sociological perspectives.</li> <li>● access information and judge its pertinence.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to
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<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> </ul>
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#### 4. Communication & Engagement

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● communicate effectively using ICT skills.</li> <li>● adapt an artistic, design-based or discursive style to audience and purpose.</li> <li>● express ideas effectively in writing, speech, design, image and sound using English, Sinhala and Tamil appropriately and accurately.</li> <li>● chart and present data.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to
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<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and inability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li> <li>● understand academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● adopt sustainability principles and practices.</li> <li>● demonstrate awareness of sustainability implications of world events.</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● participate in community based projects.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Sociology offered by the Department of Social Sciences is as follows.

### 4.2.6. SOCIOLOGY

Year I Semester I		
SOC 111 (3)		Introduction to Sociology

<b>Year I Semester II</b>		
SOC 121(3)		Self, Family and Society
<b>Year II Semester I</b>		
SOC 211 (3)	H +G+M	Introduction to Psychology and Social Psychology
SOC 212 (3)	H +G	Social Inequality
SOC 213 (3)	H	Statistics for Sociology
<b>Year II Semester II</b>		
SOC 221 (3)	H +G+M	Sociological Theory
SOC 222 (3)	H +G	Sociology of Health and Illness
SOC 223 (3)	H	Sociology of Religion
<b>Year III Semester I</b>		
SOC 311 (3)	S +G+M	Methods and Techniques of Sociological Research
SOC 312 (3)	H +G*	Rural Sociology
SOC 313 (3)	H +G*	Environmental Sociology
SOC 314 (3)	H	Social Work
SOC 315 (3)	H	Urban Sociology
<b>Year III Semester II</b>		
SOC 321 (3)	H +G+M	Development Sociology
SOC 322 (3)	H +G*	Sri Lankan Society and Culture
SOC 323 (3)	H +G*	Sociology of Work and Work Organization
SOC 324 (3)	H	Counselling and Guidance
SOC 325 (3)	H	Applied Sociology
SOC 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
SOC 411 (3)	H	Computer Aided Statistical Analysis
SOC 412 (3)	H	Advanced Sociological Theory
SOC 413 (3)	H	Social Policy and Social Development
The Department has authority to offer two course units from the following.		
SOC 414 (3)	H	Sociology of Entrepreneurship
SOC 415 (3)	H	Sociology of Mass Communication
SOC 416 (3)	H	Political Sociology
<b>Year IV Semester II</b>		
SOC 421 (6)	H	Dissertation / Practical Training
<b>G* required to follow by the students who offer Sociology as the major subject in the general degree only.</b>		

### **SOC 111 (3) Introduction to Sociology**

Introduction to Sociology, The Development of Sociology, Sociology as a Science and Sociological Research, Introduction to Main Sociological Theorists, Main Concepts in

Sociology, Socialization, Culture, Social Institutions, Social Stratification, Social Change and Social Control.

### **SOC 121 (3) Self, Family and Society**

The Social Construction of Self, The Life Cycle and Life Cycle Rituals, The Family: Major Theoretical Approaches, The Family in Historical and Cross-Cultural Perspective, Kinship, Marriage and Family, Postmodern Family, The Functionalist Perspective on the Family, The Feminist Perspective on the Family, Social Change, Contemporary Marriage and the Family, Family-Related Social Problems, The Effects of Social Processes on the Family.

### **SOC 211 (3) Introduction to Psychology and Social Psychology**

Introduction to Psychology, Perception, Motivation and Emotions, Sexual Motivation, Learning and Memory, Personality, The Scope of Social Psychology, Affiliation and Conformity, Aggression, Biological basis of Behaviour and Mental Health, Attitudes and Attitude Change, Social Groups, Leadership.

### **SOC 212 (3) Social Inequality**

Social Inequality, Approaches to Understanding Social Inequality, Gender, Gender Work and Politics, Women in Sri Lanka, Race and Ethnicity, Ethnicity in Sri Lanka, Caste, Caste in Contemporary Sri Lanka, Class, Social change, Social Mobility and Social Inequality.

### **SOC 213 (3) Statistics for Sociology**

Introduction to Statistics, Measures of Central Tendency and Dispersion with Applications, Basic Statistical Descriptive Tools, Correlation and Regression, Chi Square Test, Basics of Hypothesis Testing, Basics of Non Parametric Tests.

### **SOC 221 (3) Sociological Theory**

Defining theory, Functions of Theories, History of Sociological Thought, Auguste Comte: Stage Theory, Positivism, Religion of Humanity, Herbert Spencer: Organism and the Social Evolution, The Historical Context of Classical Theories, Emile Durkhiem: The Rules of Sociological Method, The Division of Labour, The Suicide, The Elementary Forms of Religious Life, Categories of Religious Rites and Their Social Function, Karl Marx: Theory of Ideology, Historical Materialism, Theory of Alienation, Class, Class Conflict and Consciousness, Political Thought of Marx, Max Weber: The Protestant Ethics and the Spirit of Capitalism, Class, Status and Power, Social Action Theory, Bureaucracy, Methodology.

### **SOC 222 (3) Sociology of Health and Illness**

Defining Health and Illness, Introduction to History of Medicine, Perspectives on Health: The Bio-Medical Perspective, Social Science Perspective, Non Bio-Medical



Systems of Medicine, Medical Systems and Social Control, Organizing the Division of Labour on Health Care, Ethnicity and Health, Social Class/Gender and Health, Culture and Sexually Transmitted Diseases, Reproductive Health Family Planning and Primary Health Care, Medical Pluralism and Its Sri Lankan Context.

### **SOC 223 (3) Sociology of Religion**

Introduction to Religion, Magic and Religion, Rituals, Symbols, Taboos and Boundaries, Trance, Possession, Healing, Theories of Religion; Intellectualist Approach, Social Approach, Emotional Approach, Religious Change and Ritual Rebellion, Buddhism, Hinduism and Deity Tradition, Religious Change in Sri Lanka.

### **SOC 311 (3) Methods and Techniques of Sociological Research**

Defining Social Research, Research Process, Research Design, Research Ethics, Qualitative Research Method: the Interview Method; Structured Interview, Semi Structured, Unstructured Interview, Observation; Direct and Participant Observation, Case Studies, Sampling, Quantitative Research Method: The Questionnaire and Survey, Indirect Method of Data Collections: Documentary, Biographical and Content Analysis, Validity, Reliability, Precision and Accuracy of Social Research, Field Notes, Data Analysis, Data Presentation, Reporting. (As the course unit does not cover quantitative data analysis, student might consider some computer based software packages such as SPSS, Microsoft Excel to complement the course unit. Under the condition of availability of financial and human resources, a practical field research will be scheduled as a part of the fulfilment of CA requirements).

### **SOC 312 (3) Rural Sociology**

Introduction to Rural Sociology: What is Rural Sociology? History of Rural Sociology, Characteristics of Rural Community, Rural-urban Continuum, Theories in Understanding Rural Society: Robert Redfield, Eric R. Wolf, Theodor Shanin, A.V. Chayanov, M.N Sirinivas, Socio-Economic and Political Aspects of Rural Society: Rural Family, Rural Economy, Rural Politics, Aesthetic Life of Rural Community, Class and Caste Structure in Rural Society, Social Control System, Structural Changes in Rural Society: Colonial Impact on Rural Society, Incorporation, Agricultural Modernization in Rural Society, Impact of Urbanization and Globalization on Rural Society, Contemporary Issues of Rural Society Rural Poverty, Rural –Urban Migration, Rural Vulnerability and Rural Marginalization, Rural Development Programmes: Rural Poverty Alleviation Programs, Integrated Rural Development Program (IRDP) Land Allocation and Settlement Schemes.

### **SOC 313 (3) Environmental Sociology**

Introduction to Environmental Sociology: Nature-Culture Relationship, Social System and Eco System, Origins of Environment Sociology: Human Exceptional

Paradigm (HEP), New Ecological Paradigm (NEP), Theories in Environmental Sociology, Religious Views on Human-Nature Relationship, Risk Society Thesis, Ecological Marxism, Ecological Modernization Theory, Eco-Marxism, Eco-Feminism, Environment as a Social Issue with Special Reference to Sri Lanka: Global Warming, Deforestation, Water and Air Pollution, Bio-Diversity Loss, Land Degradation, Social Courses and Consequences of Environmental Problem Consumption and Materialism, Population and Development: the Malthusian Argument, the Green Revolution, Agricultural Modernization, Women-Development and Environment, Sustainable Development and Environment, Indigenous Knowledge and Environmental Conservation, Environmental Politics and Environmental Policies, Environmental Policies in Sri Lanka.

### **SOC 314 (3) Social Work**

Defining of Social Work, Social Service, Social Welfare, Social Development and Social Work, History of Social Work-Western Perspective, Theoretical Perspectives of Social Work: Ecological Perspective, Social Psychology Perspective, the Cognitive Behavioural Theory and Strength Perspective, Social Work Field of Practice, Social Work Philosophy, Basic Values of Social Work, Social Work as a Profession, Principles of Social Work, Ethics of Social Work, Social Work Methods-Social Case Management, Social Group Work, Community Organization, Social Work Research, Social Welfare Administration, Roles and Functions of a Social Worker, Field Based Individual Presentation, Social Work Practice in Sri Lanka, Importance of Professional Social Work in Sri Lanka and Present Situation.

### **SOC 315 (3) Urban Sociology**

A Brief Introduction to Urban Sociology, Theoretical Approaches in Urban Sociology: Founders of Sociology about City Life (E. Durkheim, K. Marx, M. Weber, F. Tonnies, G. Simmel), Classical Urban Sociologists (R. Park, E. Burgess, L. With), Radical Perspectives (J. Rex, R. More, R. E. Pahl, M. Castells, Understanding the City: Definition, Characteristics of Pre-Industrial City, Industrial City, Post-Industrial City, Colonial and Post-Colonial City, City Structure and Social Organization in the City: Urbanization and Sub-Urbanization, City as Community, Urban Space and Segregation, Production of Social Space, Identity in City Life, Economic Context of Urban Life: Globalization and City, Global Cities, Inequality and the Global City, Cities as Political, Economic and Social Agents, City and World-System Theory, City in the Developing World: City Failures (informal economy (e.g. pavement hawkers, women in the informal economy), Urban Poverty (e.g. low-income groups), Urban Housing Problem, Environmental Problem (e.g. waste management, pollution), Traffic, Crime, Drugs and Health of City Dwellers, Urbanization Process in Sri Lanka (the growth of cities and small towns in Sri Lanka).

### **SOC 321 (3) Development Sociology**

Defining Development, Modernization Theory, Dependency Theory, Urban Bias Theory, Post Modern Perspective on Development, Globalization and Development,

Aid and Development, Poverty and Development, Sustainable Development, Gender and Development, Non-Governmental Organization (NGO) and Development, Development Policies and Programs in Sri Lanka.

### **SOC 322 (3) Sri Lankan Society and Culture**

Society and Culture under Kingship, Kandyan Social Organization, Colonial Governance, Sri Lankan Village, Irrigation and New Settlements, Social and Political Change in Post Independent Sri Lanka, Devolution of Power, Identity Politics and Plural Society, Tamil and Islamic Culture, Minorities and Marginalized Social Communities: Veddhas, Gypsies, etc., Population Studies, Popular Culture. ***Field study will be an integral part of this course unit.***

### **SOC 323 (3) Sociology of Work and Work Organization**

Sociology, Society and Work, Theoretical Approaches of Sociology of Work and Work Organizations, The Industrialization of Society, Organization of the Work Process (Bureaucracy, Taylorism, Human relations theory, Fordism), Work Motivation, Leadership in Work Organizations, Organization of the Work Process (Organizational structures, formal & informal organization, Organizational culture, motivation), The Meaning and Experience of Work (Gender and work, waged and non-waged work), Occupation and the Social Division of Labour (sexual division of labour), Conflict and Cooperation in the Work Place (organization of conflicts, institutionalization of conflict and collective bargaining), Women and Work (Gender inequality at work, The wage gap), Globalization and the Restructuring of the Work and Society.

### **SOC 324 (3) Counselling and Guidance**

Introduction to Counselling and Guidance, History of Counselling, Importance of Counselling and Guidance, Fields of Counselling, Classification of Guidance, Approaches of Counselling, Professional Ethics of Counselling Service, Role and Functions of Counselling, The Counselling Process.

### **SOC 325 (3) Applied Sociology**

Introduction to Applied Sociology: Definition of Applied Sociology, Historical Evolution of Applied Sociology, Scope of Applied Sociology, Special Features of Applied Sociology, Role of Applied Sociologist, Framework for Application of Applied Sociology: Policy-Making Level, Planning and Designing Level of Development Programs, Project Implementation Level, Project/Program Withdrawal Level, Strategies and Approaches of Applied Sociology: Participatory Approach, Advantages of Participatory Approach, On-Participatory Approaches and Its Disadvantages, Project Driven vs. Community Driven Approach, Top-town vs. Bottom Up Approach, Capacity Building Approach (empowerment), Application of Participatory and Rapid Research in Applied Sociology: Participatory Research Techniques, Rapid Appraisals, Advantages of RRA and PRA, Limitations of RRA and

PRA Practical Experiences in the Applications of Applied Sociology in the Development Programs in Sri Lanka: Successful Applications of Applied Sociology, Failures in the Improper Application of Applied Sociology, Problems in Non-Application of Applied Sociology, Applications of Applied Sociology to Offer Alternative Solutions to Contemporary Social Problems: Applications in Prevention of Suicide, Prostitution, Alcohol and Drug Addition, Social and Ethnic Harmony, Poverty Alleviation, Population Issues, Crime, Juvenile Delinquency and Child Abuse. Students who follow this course should participate in field-training program and should make a presentation on progress in the field.

### **SOC 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**).

### **SOC 411 (3) Computer Aided Statistical Analysis**

Introduction to Spreadsheet and Databases, Data Entering Methods to Statistical Software Packages (Excel, SPSS, MINITAB), Data Manipulation, Coding, Defining and Labelling Variables, Explaining Menus in Excel, SPSS, MINITAB, Obtaining Summary Statistics, Data Exploration, Data Analysis Using Statistical Software.

### **SOC 412 (3) Advanced Sociological Theory**

Evolutionism: Unilinear Evolutionary Theory (Comte and Morgan), Universal Evolutionary Theory (Spencer), Multi Evolutionary Theory (Parsons and theories of modernization), Utilitarianism: Thomas Hobbes, Jeremy Betham, J.S Mill, System Theory: General System Theory, Models of System Analysis (mechanistic and organic model) and Structural Model, Parson's System Theory, Functionalism: {Anthropological functionalists (B. Malinowski, Radcliffe Brown), Sociological Functionalists (Talcott Parsons, Robert K. Merton)}, Conflict Theory: Karl Marx (the theory of class struggle), Ralf Dahrendorf (the ruler and the ruled), C. Wright Mills (the power elite), Exchange Theory: James Frazer, B. Malinowski, Claude Levi Strauss, Homans, Peter Blau, Merian Levy Symbolic Interactionism: the Meaning of Human Interactions, Charles Horton Cooley & Looking Glass Self, Mead & the Social Self, Self and Society, Goffman and Dramaturgical Approach, a Formalization of Symbolic Interaction Theory (Blumer and Kuhn), Structuralism: Saussure, Bakhtin: Language and Structure, Althusser: Marxist Structuralism, Levi Strauss: Deep Structure, Binary Code, Intelligence and Social Development, Giddens: Agency and Structure, Post-Structuralism: Foucault - Power and Discourse, Bourdieu: Class Structure, Critical Theory: Mannheim- Ideology, The Frankfurt School: Mass Society, Habermass: Crisis and Communicative Action, Post Modernism: Lyotard, Barths, Z. Bauman.

### **SOC 413 (3) Social Policy and Social Development**

Concept of Social Policy, Social Policy Related Ideologies, Social Development, Social Development and Social Change, Theoretical Approaches on Social Development Strategies for Social Development, Disadvantaged, Marginalized or High Risk Social Groups, Sri Lankan Welfare State, The Historical Evolutions of Sri Lankan Welfarism, Social Welfare Provisions (Education and Health).

### **SOC 414 (3) Sociology of Entrepreneurship**

The Concept of Entrepreneurship (who are entrepreneurs, characteristics of entrepreneurship), Theories in Sociology of Entrepreneurship: Max Weber, Schumpeter, McClelland, Alfred Adler, Social Entrepreneurship: definition of Social Entrepreneurship, Importance of Social Entrepreneurship, Social and Cultural Facts Influencing Entrepreneurship, Social Responsibilities of Entrepreneur in the Field of Social Development, Entrepreneurship and Capital: Human Capital, Social Capital, Cultural Capital, Organizational Environment: External Environment and Internal Environment, Decision-Making Process in the Field of Entrepreneur, Innovation Concept and Business Cycle, Small and Medium Scale Entrepreneur and Its Significance in the Social Development Context, Women Entrepreneur-Self-Employment Program, Burials for Women Entrepreneur, Social Empowerment Projects: Social Capital Improvement Program in Sri Lanka, Women-Based Micro Credit Program (Sri Lanka/Bangladesh).

### **SOC 415 (3) Sociology of Mass Communication**

Defining Communication, Mass Communication and Mass Media, Functions of Mass Communication, Communication Models; Different Components of Communication, Redundancy and Entropy, Communication as a Social Practice, Media Audience, Politics of Mass Media; Power, Regulatory Framework for Press in Sri Lanka, Media Ethics, Media and Western World; Covering Islam-Orientalism, Globalization and Mass Media, Gender: Media and Market Economy, Cyber Democracy, Theories of Information Society.

### **SOC 416 (3) Political Sociology**

Introduction to Political Sociology, Defining the State and Modern State Formation, Relationship between Society and the State, The Political Economy and State, Political Socialization, Globalization and Global Policies, Patron Client Relationship and Local Leadership, Youth in Political Participation, Political Usage of Religion, Elites and Non-Elites Politics and Gender & Politics.

### **SOC 421(6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Sociology Degree must submit a Dissertation. Students are required to select a topic in the field of Sociology 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 is available in the Department).

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guideline provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

**Graduates Profile:**

**Sinhala**

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**Bachelor of Arts Honors in Sinhala, BAHons (Sinhala)**

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The Honors Degree Program in Sinhala conducted by the Department of Languages seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** -The Department has striven to provide the country with skilled and innovative graduate equipped with a broad knowledge base and disciplinary expertise in Sinhala. They are aware of contemporary as well as historical research in the field of Sinhala and able to conduct their own research and investigation in a growing information technology based global world.

**Innovators** - Graduates in Sinhala in the Department possesses a broader vision for the country in its forward march. Imaginative, creative, and inspired by a multicultural perspective, they are capable of producing men and women with measured caliber and imaginative thinking to contribute for the national development in all the relevant levels.

**Leaders** -Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able to gain globally competitive knowledge through the discipline of Sinhala. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Sinhala, are:

#### **1. Disciplinary Knowledge & Practice**

<b>Descriptor</b>	<b>This theme includes the ability to</b>
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<p>Graduates are expected to understand the 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.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyze data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● understand 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.</li> <li>● understand the generic classification of grammar, proses, verses, drama, lyrics and cinema and etc.</li> <li>● capture the classic and modern literature.</li> <li>● appreciate and criticize the literature using its respective theories.</li> <li>● understand the ways of handling researches in Sinhala language and literature.</li> </ul>
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## 2. Critical Thinking

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● evaluate problems from multiple perspectives.</li> <li>● access information and judge its pertinence.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking



Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to apply skills, knowledge, and Language competencies to solve problems and make informed decisions. They are expected to be able to have long-term and big picture perspectives in the field.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● understand and see language-related problems in perspective.</li> <li>● assess problems from multicultural point of view; analyze, seek and select solutions in that perspective; plan and devise strategies to achieve them.</li> <li>● widen the ways of looking at problems</li> </ul>

#### 4. Communication & Engagement

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to receive, interpret information, and express ideas and share knowledge with diverse audiences through Sinhala language and literature. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● convey meaning successfully using Sinhala language accurately.</li> <li>● communicate productively using ICT skills in Sinhala language and literature.</li> <li>● express ideas effectively verbal and nonverbal communication methods appropriately.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behavior.</li> <li>● understand academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>

## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to
<p>Graduates are expected to be sensitive to cultural diversity and to be committed towards preserving the interests of the pluralistic society. They are expected to recognize a role for themselves in creating a future with the consideration of the social and cultural consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● demonstrate awareness of implications of world events</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● understand the multifaceted relationships in mankind through literature.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Sinhala, BAHons (Sinhala) offered by the Department of Languages is mentioned below.

#### 4.2.7. SINHALA

<b>Year I Semester I</b>		
SNH 111 (3)		Introduction to Sinhala Studies I
<b>Year I Semester II</b>		
SNH 121 (3)		Introduction to Sinhala Studies II
<b>Year II Semester I</b>		
SNH 211 (3)	H +G+M	The Short Story
SNH 212 (3)	H+G	The Novel
SNH 213 (3)	H	Eastern Literary Criticism
<b>Year II Semester II</b>		
SNH 221 (3)	H +G+M	Drama and Theater
SNH 222 (3)	H +G	Modern Sinhala Poetry
SNH 223 (3)	H	Western Literary Criticism
<b>Year III Semester I</b>		
SNH 311 (3)	H +G+M	Sinhala Lyrics
SNH 312 (3)	H +G*	Classical Sinhala Prose
SNH 313 (3)	H +G*	Classical Sinhala Poetry
SNH 314 (3)	H	Introduction to Linguistics
SNH 315 (3)	H	World Literature 1
<b>Year III Semester II</b>		
SNH 321 (3)	H +G+M	Publishing Methods
SNH 322 (3)	H +G*	Sri Lankan Culture and Arts
SNH 323 (3)	H +G*	Usage of Sinhala Language in Mass Media
SNH 324 (3)	H	The Electronic Media and Literature
SNH 325 (3)	H	Theory and Practice of Translation
SNH 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
SNH 411 (3)	H	Research Methodology
SNH 412 (3)	H	World Literature II
<b>The Department has authority to offer three course units from the following:</b>		
SNH 413 (3)	H	Sinhala Epigraphy and Inscription
SNH 414 (3)	H	The Historical Linguistics and the Evolution of Sinhalese Language
SNH 415 (3)	H	Modern Linguistic Theory and Sinhala
SNH 416 (3)	H	Traditional Sinhala Grammatical Studies
<b>Year IV Semester II</b>		
SNH 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Sinhala as the major subject in the general degree only.**

#### SNH 111 (3) Introduction to Sinhala Studies I

Fundamentals of Sinhala Literature, Modern Sinhala Literature: Novel, Short Story, Drama and Poetry, Classical Sinhala Literature: Verse and Prose

### **SNH 121 (3) Introduction to Sinhala Studies II**

Introduction to the Concept of Language, Introduction to Grammar, Structure and the Function of Language and the Standard Usage of Sinhala Language

### **SNH 211 (3) The Short Story**

Introduction to the Concept of Short Story, The History of Sinhala Short Story, The Evolution of Sinhala Short Story, The Artistic Value of Short Story, Foreign Influence on Sinhala Short Story, The Modern Sinhala Short Story and the Current Trends

### **SNH 212 (3) The Novel**

Introduction to the Concept of Novel, The History of Sinhala Novel, The Socio-Cultural Background of Sinhala Novel, The Evolution of Sinhala Novel, The Artistic Value of Novel, The Modern Sinhala Novel and the Current Trends.

**Guest Lecture will be an integral part of this course unit**

### **SNH 213 (3) Eastern Literary Criticism**

The Fundamental Modes of Poetic Expression, *Rasa* Doctrine in Bharata's *Natyasastra*, Theory of *Alankara*, Theory of *Riti*, Theory of *Guna*, Theory of *Wakrokti*, Theory of *Avchithya*, Theory of Dhvani, The Relevance of Sanskrit Literary Theories to Contemporary Literary Criticism in Sri Lanka

### **SNH 221 (3) Drama and Theater**

Introduction to the Concept of Drama, Origin of Drama, The Importance of Drama among Other Traditions of Performing Arts, Origin and Expansion of Sinhala Dramatic/Theatrical Tradition, Renaissance in Sri Lankan Drama and Theatre, Trends of Modern Sinhala Dramatic/Theatrical Tradition, Sanskrit Drama and Theatre, Greek Drama and Theatre, Theatre of Bertolt Brecht, Script Writing.

***Field study will be an integral part of this course unit.***

### **SNH 222 (3) Modern Sinhala Poetry**

Defining "Poetry", Characteristics of Poetry and its Appreciation, Introduction to the Beginning of Sinhala Poetry and Its Modern Trends, Free Verses/ Blank Verses-GB Senanayake and Siri Gunasinhe, Poetry of Colombo First Era, Poetry of Colombo Second Era, Poetry of *Helahaula* Movement, Poetry of Free Verses – Part-1, Poetry of Free Verses – Part 11, New Horizons of Modern Sinhala Poetry.

**Guest Lecture will be an integral part of this course unit**

### **SNH 223 (3) Western Literary Criticism**

Introduction to Literary Theory and Literary Criticism: Relationship and Function, Issues and Assumption of Literary Criticism, Classical and Medieval Criticism, Rise and Formation of the Discipline of Poetics, Concepts of Mimesis and Catharsis, Renaissance Criticism, 19<sup>th</sup> Century Criticism, Structuralism/Feminism/Post Structuralism, Modernism / Post Modernism.

**Guest Lecture will be an integral part of this course unit.**

### **SNH 311 (3) Sinhala Lyrics**

Definition of the Term “Lyrics”, 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 Visuals for Lyrics, (Television Lyrics), Difference Between Poetry and Lyrics, Western Genres of Lyrics, Lyrics as a Mass-Cultural Expression

### **SNH 312 (3) Classical Sinhala Prose**

Introduction to the Classical Sinhala Prose, The Anuradhapura Period and Sinhala Prose, The Polonnaruwa Period and Sinhala Prose, The Dambadeni Period and Sinhala Prose, Study of Selected Jataka Stories, Kotte Period and Asne Literature, The Literary Background in Mahanuwara Period.

### **SNH 313 (3) Classical Sinhala Poetry**

Beginning of Sinhala Poetry, Poetry in Anuradhapura Era, Sigiri Graffiti- Meanings and Commentary, Poetry in Polonnaruwa Era, Poetry in Dambadeni Era, Kavsilumina- Meanings and Commentary, Poetry in Gampola and Kururnegala Eras, Poetry in Kotte Era, Classroom Assessment or Test, *Sandesha Kavya- Hansa Sandeshaya, Prashasthi and Hatan Kavya- Perakumba Siritha.*

### **SNH 314 (3) Introduction to Linguistics**

Definition of Linguistics, Introduction to the Branches of Linguistics, Introduction to General and Descriptive Linguistics, Introduction to Historical Linguistics, Introduction to Applied Linguistics, Major Themes in Linguistics, Phonetics, Phonology, Morphology, Syntax.

### **SNH 315 (3) World Literature 1**

Introduction to World Literature, American Literature and Ernest Miller Hemingway, Nigerian Literature and Achebe, French Literature and Albert Camus, Russian Literature, Latin American Literature and English Literature.

### **SNH 321 (3) Publishing Methods**

Definition of Publishing, Ways of Publishing, (Paper based and electronic), Preparing Manuscripts for Publishing, Proof Reading, Copy Editing, Using Basic Softwares in the Field of Publishing (Page Maker/ Word/ Unicode/ Photo Shop), Designing Cover Page/ Layout/ Photo Editing/ Graphic, Publication Rights/ Translation Rights/ Intellectual Property Law/Censorship/ ISBN/ ISSN/ Library Cataloging/ Bar Coding, Group Assessment.

***Field study will be an integral part of this course unit.***

### **SNH 322 (3) Sri Lankan Culture and Art**

Introduction to Culture, Sinhala Cultural Tradition, The Origin of Lesser Tradition and Its Expansion, Folk Literature, Form of Rituals, Introduction to Sinhala Art Tradition, Irrigation System, Stupa tradition, Art and Murals, Sculpture, Artifacts, Popular Culture, Cultural Sports and Festivals.

***Field study will be an integral part of this course unit.***

### **SNH 323 (3) Usage of Sinhala Language in Mass Media**

Aspects and Features of Sinhala Language in a Nutshell (Alphabet, Word Order, Nouns, Verbs, Word Separation, Orthography, Gender, Articles, Punctuation Marks, and Sentence Structures) Role of Language in Mass Media, Sinhala Language and Print Media, Sinhala Language and Electronic Media, Using Sinhala Language Accurately in News Writing, Using Sinhala Language Creatively in Editing, Leadings, Head Lines, Captions, Sub-headings, Accuracy of Pronunciation in Electronic Media, Standard Language, Colloquialism, Diglossia in Mass Media, Classroom Test or Assessment, Common Grammar Errors in Mass Media.

***Field study will be an integral part of this course unit.***

### **SNH 324 (3) The Electronic Media and Literature**

Introduction to Electronic Media and Communication, Definition of Literature, Communication Possibilities and Limitations in Electronic Media, Communication Possibilities and Limitations in Literature, Electronic Media Transformation to Literature, Evaluation of and Criticism of This Transformation, Novel, Electronic Media (Television/ Radio/ Film), Short Story Electronic Media (Television/ Radio/ Film), Drama, Electronic Media (Television /Radio /Film), Lyric/ Poetry, Electronic Media (Television/ Radio/ Film), Social Feedback of This Adaptation.

***Guest Lecture will be an integral part of this course unit.***

### **SNH 325 (3) Theory and Practice of Translation**

Introduction to Translation, Typology of Translation, Step of Translation, Translation and Meaning, Syntactic Similarities and Differences between English and Sinhala, Translation of News Paper Headline, Translation of Literary Texts, Translation of Legal Documents.

***Guest lecturers are an integral part in this course unit.***

### **SNH 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **SNH 411 (3) Research Methodology**

Introduction to Research Method, Structure of a Research/Thesis, Proposal Preparation, Quantitative and Qualitative Research, Data Collection and Analysis, Research Problem Identification, Hypothesis and Proposition, Research Specific to the Study of Language and Theories Specific to Language Studies, Language-Based Research, Citation Methods and Referencing

### **SNH 412 (3) World Literature II**

Introduction to the Sanskrit Literature, Kalidasa and His Literary Work, The Malayalam Literature, The Italian Literature, The Japanese, Bengal, Indian, Chinese, Tamil and German Literature.

### **SNH 413 (3) Sinhala Epigraphy and Inscriptions**

Different Thesis on the Origin of the Sinhala Script, The Influence of Asokan Brahmi Script on Sinhala Script, The Influence of Andhra and Pallava Traditions, Ancient Brahmi Period, Study of Distinct Features of Sinhala Script of 8-10 Century AD, Study of Vowel Signs of Sinhala Script, Studying Vallipuram Gold Plates, Tonigala Rock Inscription, Nilagama Rock Inscription, Badulla Pillar Inscription, Gal Vihara Rock Inscription, Dambadeni katikavata, Epigraphy and Sinhala Society

*Field study will be an integral part of this course unit.*

### **SNH 414 (3) The Historical Linguistics and the Evolution of Sinhalese Language**

Introduction to Historical Linguistics, The History of Languages, Language Families, The Indo-European Family, Various Branches of the Indo-European Family, Indo-Aryan languages, History of Sinhalese Language, The Evolution of Sinhala Language

### **SNH 415 (3) Modern Linguistic Theory and Sinhala**

An Introduction to Modern Linguistic Theory, Function of Language, Language and Society, Configuration, Order and Grammatical Function, Colloquial Sinhalese Clause Structure, Diglossia in Sinhala

### **SNH 416 (3) Traditional Sinhala Grammatical Studies**

Introduction to Sanskrit and Pali Grammatical Tradition, General Introduction to *sidatsangarava*, Grammatical Conventions in *sidatsangarava*

### **SNH 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Sinhala Degree must submit a Dissertation. Students 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 is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**



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**Bachelor of Arts Honors in Tamil, BAHons (Tamil)**

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The Honors Degree Program in Tamil conducted by the Department of Languages seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars**–The Department has striven to provide the country with skilled and innovative graduate equipped with a broad knowledge base and disciplinary expertise in Tamil language and studies. They are aware of contemporary as well as historical research in the field of Tamil and able to conduct their own research and investigation in a growing information technology based global world.

**Innovators**-Graduates in Tamil in the Department possesses a broader vision for the country in its forward march. Imaginative, creative, and inspired by a multicultural perspective, they are capable of producing men and women with measured caliber and imaginative thinking to contribute for the national development in all the relevant levels.

**Leaders**–Tamil graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens**-Tamil Graduates who complete our degree programme are expected to be able appreciate the role of the University and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

**Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Tamil, are:

## 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to -
<p>Graduates are expected to understand the gravity and the significance of Tamil as a language and be equipped with knowledge of its evolution of grammar and literature and very rich classical, modern literary genres, Tamil language and its associations with electronic media and technology. They should appreciate the capacity of their discipline in research.</p>	<ul style="list-style-type: none"><li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li><li>● critically analyse data, make judgments and propose solution to problems.</li><li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li><li>● use practical skills and enquiry efficiently within the area of study.</li><li>● do research in the field of study?</li><li>● operate fluently in the terminology, do translation and interpretation using its methods effectively.</li><li>● use A language (Tamil), B Language(English) in Translation process effectively.</li><li>● understand the wider trends and developments that have shaped the field of study.</li></ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"><li>● think imaginatively and innovatively.</li><li>● evaluate problems from multiple perspectives.</li><li>● access information and judge its pertinence.</li><li>● introduce new dimensions to existing ones in the domestic environment.</li><li>● enrich domestic tools of thinking.</li></ul>

### 3. Solution Seeking

Descriptor	This theme includes the ability to -
Graduates are expected to be able to apply skills, knowledge, and Language competencies to solve problems and make informed decisions. They are expected to be able to have long-term and big picture perspectives in the field.	<ul style="list-style-type: none"><li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li><li>● understand and see language-related problems in perspective.</li><li>● assess problems from multicultural point of view; analyse, seek and select solutions in that perspective; plan and devise strategies to achieve them.</li><li>● widen the ways of looking at problems.</li></ul>

### 4. Communication & Engagement

Descriptor	This theme includes the ability to -
Graduates are expected to be able to receive, interpret information, and express ideas and share knowledge with diverse audiences through Tamil language and literature. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.	<ul style="list-style-type: none"><li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li><li>● demonstrate awareness of the current developments in the area of study.</li><li>● participate actively in teams and professional networks.</li><li>● communicate productively using ICT skills in Tamil language and literature.</li></ul>

### 5. Independence & Integrity

Descriptor	This theme includes the ability to -
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"><li>● participate in lifelong learning in and beyond their discipline.</li><li>● exhibit resilience, independence and personal autonomy</li><li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li><li>● understand academic integrity and professional ethics within a disciplinary context.</li><li>● learn independently and proactively.</li></ul>

### 6. Social & Environmental Responsibilities

Descriptor	–This theme includes the ability to -
<p>Graduates are expected to be sensitive to cultural diversity and to be committed towards preserving the interests of the pluralistic society. They are expected to recognize a role for themselves in creating a future with the consideration of the social and cultural consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● demonstrate awareness of implications of world events</li> <li>● exercise cultural competence and appreciate diversity.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Tamil, BAHons (Tamil) offered by the Department of Languages is mentioned below.

#### 4.2.8. TAMIL

<b>Year I Semester I</b>		
TML 111 (3)		Introduction to Tamil Studies
<b>Year I Semester II</b>		
TML 121 (3)		Introduction to Tamil Literature
<b>Year II Semester I</b>		
TML 211 (3)	H +G+M	History of Tamil Literature & Some Major Authors 1 AD - 9 AD
TML 212 (3)	H +G	Theme and Practice of Translation 1
TML 213 (3)	H	History of Tamilology and Grammar
<b>Year II Semester II</b>		
TML 221 (3)	H +G+M	Tamil Poetical Traditions
TML 222 (3)	H +G	Themes and Practice of Translation II
TML 223 (3)	H	The Grammar of the Tamil Language
<b>Year III Semester I</b>		
TML 311 (3)	H +G+M	History of Tamil Literature & Some Major Authors 10 <sup>th</sup> C to 20 <sup>th</sup> C
TML 312 (3)	H +G*	Trends in Modern Tamil Literature
TML 313 (3)	H+G*	Introduction to Tamil Linguistics
TML 314 (3)	H	Tamil Literary Criticism
TML 315 (3)	H	Folk Literature in Tamil
<b>Year III Semester II</b>		
TML 321 (3)	H +G+M	The Impact of the Electronic Media & Communications on Literature
TML322 (3)	H +G*	The Development of Tamil Literature in Sri Lanka up to the End of 20 <sup>th</sup> Century
TML 323 (3)	H +G*	Prosody in Tamil
TML 324 (3)	H	History of Tamil Drama
TML 325 (3)	H	Bharathiar's Poems
TML 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
TML 411 (3)	H	Research Methodology
TML 412 (3)	H	Upcountry Tamil Literature
<b>The Department has authority to offer three course units from the following:</b>		
TML 413 (3)	H	Feminism on Tamil Literature
TML 414 (3)	H	Technique of Creative Writings in Tamil
TML 415 (3)	H	Critical Study of Tholkaapiam
TML 416 (3)	H	Tamil Children's Literature in Sri Lanka
<b>Year IV Semester II</b>		
TML 421(6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Tamil as the major subject in the general degree only.**

#### TML 111 (3) Introduction to Tamil Studies

Introduction to Vocabulary/English Words/Tamil Words, Listening, Definition of Language, Basic Theory of Tamil Literature, Fundamentals of Tamil Language, Practical Abilities of English Words/Spelling, Simple English Comprehension, Translations from English to Tamil, Understanding the Content of Essays &Talk

### **TML 121 (3) Introduction to Tamil Literature**

Introduction to Tamil Literature, Tamil Classical Works, Content of Text Books, Poetical Structure in the Text Book, Social, Cultural Aspects in the Text Book, Techniques Adopted in the Text Book, Author & Text Evaluation

### **TML 211 (3) History of Tamil Literature &Some Major Authors 1 AD - 9 AD**

Introduction of Edduththokai and Paththuppadu, Social Aspects of Sangam Literature, Poetical Structure of Sangam Literature, Language Structure of Sangam Literature, Moral Literature-Thirukkural, Naladiyar, etc., Comparison of Sangam Literature and Pallava Literature, Bhakti Literature and the Authors.

*Field Study will be an Integral Part of This Course Unit.*

### **TML 212 (3) Theme and Practice of Translation 1**

Definitions of Translation, Translation Methods, Improving Students' Tamil, English Vocabularies, Improving Tamil Literary Vocabulary, Translations of Small Comprehensions -English/Tamil, Translation of Thirukkural, Tamil Proverbs into English.

*Field study will be an integral part of this course unit.*

### **TML 213 (3) History of Tamilology and Grammar**

Introduction in Tamilology -the Word, Mythology, Religion, Grammar and Culture, Dravidian Languages - Structure, Comparative Study, Prof. T.P.M., Pioneer Works- Prof. S. Vaiyapuripillai, Prof. T.P.M., Prof. S. Varatharasan, Main Component of Tamil Literature, Main Component of Tamil Grammar

### **TML 221 (3) Tamil Poetical Traditions**

Introduction- Main Components of Poem, Tamil Poem and Reading Patterns, Grammatical Aspects of Tamil Poem, Various Forms of Tamil Poems, Various Contents of Tamil Poems and the Background of Cultural Strength, Different Literary Works - a Comparison, Social, Cultural, Economic and Political Analysis. *Field study will be an integral part of this course unit.*

### **TML 222 (3) Themes and Practice of Translation II**

Developing Students' Ability to listen and Practically Pronounce English Words, Proportional Words of English to English, and Tamil to Tamil, Hard English Words and Understanding the Meanings, Understanding English Comprehension Passages, Essay Writing and Practice, Developing Writing Ability.

*Field study will be an integral part of this course unit.*

### **TML 223 (3) The Grammar of the Tamil Language**

Introduction to Tamil Grammar, Structure of Tamil Grammar, Writing Styles, Comparing Colloquial and Grammatical Prose Styles, Tholkappiam, Nannool, Ilakkanachurukkam-Contents, How Grammar Preserves the Language, Words and External Influence in Tamil

### **TML 311(3) History of Tamil Literature & Some Major Authors 10<sup>th</sup> C to 20<sup>th</sup> C**

Introduction to Cola Period, the Golden Era in the History of Tamil Literature, Compilation Works and Epics, Puranas, Cultural Vigilance, Temple Architects, Nayakkars Rule and Literature, British Rule and Modern Literary Traditions, Nationalism, Reading Habit, Short Stories, Novels, Plays, Creative Writings, Criticism, etc.

### **TML 312 (3) Trends in Modern Tamil Literature**

Introduction to Sri Lankan Literature, Influence of Portuguese Rule and Literature, Influence of Dutch Rule and Literature, Influence of British Rule and Literature, Up-Country Literature and Contents, Dominic Jeeva, Saralnadan, Antony Jeeva, Ganesalingam, Ms.Padma Somakanthan, Kohila Mahendran, Ruparani Joseph, Natesiar Telivatte Joseph, Kailasapathy, Sivathamby, Mahakavi, Murugaian, Muslim Writers, etc.

### **TML 313 (3) Introduction to Tamil Linguistics**

Comparison of Traditional and Modern Linguistics, Basic Components of Traditional Grammar, Modern Linguistics–Terms and Definitions, Modern Theories and Interpretations, Advanced Reading and Modern Linguistics, Introducing Books, Eminent Authors and Their Works, Modern Linguistics and the Development of Tamil Language

### **TML 314 (3) Tamil Literary Criticism**

Introduction to Literary Criticism and Theory, Literary Criticism in Tamil, Pioneers' Contribution to Tamil Literary Criticism, Modern Literary Criticism, Kavithaiyum Thiranaivum, Fiction and Criticism.

### **TML 315 (3) Folk Literature in Tamil**

Introduction to Folk Literature, Folk Literature in Tamil, Common Aspects of Indian & Sri Lankan Folk Traditions, Indian Folk Songs, Batticaloa Nadduk Kuththu, Folk Literature in Mannar and Jaffna, Comparative Study of Indian & Sri Lankan Folk Traditions.

*Field study will be an integral part of this course unit.*

### **TML 321 (3) The Impact of the Electronic Media & Communications on Literature**

Defining Communication, Mass Media and Society, Radio Media Programs, Defining Journalism, TV and the Papers, Communication and Literature, Drama, Films, etc.

*Field study will be an integral part of this course unit.*

### **TML 322 (3) The Development of Tamil Literature in Sri Lanka up to the End of 20<sup>th</sup> Century**

Introduction to Sri Lankan Tamil Literature, Ariyachakaravarthies Period, Portuguese and Dutch Period, 19<sup>th</sup>Century Tamil Literature, 20<sup>th</sup>Century Tamil Literature, History of Tamil Drama, Criticism.

*Field study will be an integral part of this course unit.*

### **TML 323 (3) Prosody in Tamil**

Defining Prosody, Grammatical Structure of Tamil Poems, Units of Prosody in Tamil, Poems & Rhymes, Poems and the Anihal, Venpa, Vanchipa, Kalipa, Ahavatpa, Thirukkural, Nalavenpa, Kamparamayanam and Bharathi Padal

### **TML 324 (3) History of Tamil Drama**

Introduction to Tamil Drama, Muththamil Theory and Drama, Indian Plays and Their Significance, Paa Nadakankal, Batticaloa, Mannar Kooththtukkal, Developing Tamil Drama Songs and Writing Ability in the Classroom, Dancing Naadduk Kooththu

### **TML 325 (3) Bharathiar's Poems**

Autobiography of Bharathiar, 20<sup>th</sup>Century Poetical Traditions, Bharathi's Mupperum Paadalhal, Bharathiar's Songs and Modern Poems, Usage of Language in Bharathiar's Poems, Women's Liberation & Bharathiar's Ideals

### **TML 326 (3) \* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **TML 411 (3) Research Methodology**

Introduction to Research Method, Structure of a Research/Thesis, Proposal Preparation, Quantitative and Qualitative Research, Data Collection and Analysis, Research Problem Identification, Hypothesis and Proposition, Research Specific to the Study of Language and Theories Specific to Language Studies, Language-Based Research, Citation Methods and Referencing

### **TML 412 (3) Upcountry Tamil Literature**

Up-Country Labourers and Their Arrival from India, Up-Country labourers under the British Rule, Political Vigilance & Labour Unions, Social Status Struggle, Pioneer Literary Works on Up-Country Writers, Socio-Economic, Political Problems in Up-Country Literature, Content of Creative Writings, Poems, Short Stories & Novels.

*Field study will be an integral part of this course unit.*



### **TML 413 (3) Feminism on Tamil Literature**

Comparison of Eastern Culture and Western Concepts, Theories of Social Status and Maintaining Stable Values, the Nature of the World/Earth, Understanding Barriers for Women to Come Up and in Social Equality, Poets' and Creative Writers' Description of Feminism in Their Literature, Comparison of Classical Literature and Modern Literature, Studying Bharathiar, Thiruvalluvar and Auvaiaar.

### **TML 414 (3) Technique of Creative Writings in Tamil**

Classical Literature and Poetical Traditions, 20<sup>th</sup> Century Educational Changes and Creative Writing, Multi-Language Combinations, Change in Social Life and Modern Life Style, Language Concepts, Prose Patterns through Commentaries.

### **TML 415 (3) Critical Study of Tholkaapiam**

Grammatical Tradition in Tamil, Tholkapiyar's School of Thought, Understanding Nachinarkiniyars Prose Commentary and Other's Commentary on Works, Tholkapiyar's Theories and Quotations, Comparative Grammatical Analysis

### **TML 416 (3) Tamil Children's Literature in Sri Lanka**

Learning and Understanding Age Groups, Psychological Analysis, Maturity, Intelligent, Skilled Children and Normal, Average Students, Defining, Understanding and Classifying the Wisdom of a Student, Natural Talents, Creative Writers and Their Contributions.

*Field study will be an integral part of this course unit.*

### **TML 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Tamil Degree must submit a Dissertation. Students are required to select a topic in the field of Tamil 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 is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

The Honors Degree Program in English conducted by the Department of Languages seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars**

The Department has, for over two decades, striven to provide the country with graduates with higher English-related academic achievements, who, in their turn display their intellectual/scholarly capacity in varying spheres. As the English language enables them to be beneficiaries of and participants in key intellectual discourses, the students' future life as graduates is essentially invested with a scholarly orientation.

**Innovators**

As English is the global language of research, the Department strongly encourages its undergraduates of English to develop their research-related skills through the undergraduate dissertation/project report. Research methods and print/electronic referencing skills are introduced early in the students' career at the Department under teaching-learning and assessment. The outcome of these measures amounts not only to conventional output but also innovation since the undergraduates are constantly encouraged to address new global trends of language use through research and suggest alternative avenues of meeting language-related stakeholder needs. Furthermore, they are provided with opportunities to publish research on such innovation in English at academic conferences/research sessions.

**Leaders**

The instilling of academic, hands-on and people skills within undergraduates is an integral feature of English studies. This aim, while addressing the immediate employment-related concerns, extends to the producing of knowledgeable, competent, sensitive and receptive leaders who confidently guide the destinies of those they come in contact with in the society locally and in given international contexts. Empowered by the English language with its global outreach, they, as leaders, seek in turn to empower others through continued and committed effort.

**Global Citizens**

Students of English at the Department are trained from the entry-level (First Year) to function with skill in all teaching-learning activities. The academic input provided by the teachers dwells on the need to be well-grounded in subject-knowledge and hands-on experience in benefiting from English language and literature studies. Consequently, our undergraduates of English look towards a future that would see them a cut above the rest in securing high-end jobs in diverse English related fields, local and international. This essentially paves the way for them to become global citizens, capable and confident in connecting with the rest of the world through the English language, interacting with world communities for the betterment of many spheres.

### Graduate Capabilities

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in English, are:

#### 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to -
<p>Graduates are expected to possess clear awareness of the global significance of English as a discipline and be thorough with the theoretical and practical aspects of its role in the several related spheres.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyze data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● do research in the field of study?</li> <li>● assess the capacity of English Studies to cater to global as well as local language-related needs.</li> <li>● understand the manner in which the university input on the subject can be linked with the wider developmental needs of the diverse stakeholders.</li> <li>● apply the theoretical, analytical and practical grounding received at the University to the world of work successfully.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to -
Graduates are expected to possess the reflective capability to assess situations and needs in the wider society as relevant to the discipline of English and critically implement and evaluate the relevant solutions.	<ul style="list-style-type: none"><li>● think imaginatively and innovatively.</li><li>● decide on and implement solutions that are capable of effectively addressing stakeholder needs through multiple approaches.</li></ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to -
Graduates are expected to possess the capacity to provide clear, logical solutions to the English language-related problems and needs. They are expected to think holistically and imaginatively in such contexts.	<ul style="list-style-type: none"><li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li><li>● understand and see language-related problems in perspective.</li><li>● assess problems from multicultural point of view; analyse, seek and select solutions in that perspective; plan and devise strategies to achieve them. widen the ways of looking at problems.</li></ul>

## 4. Communication & Engagement

Descriptor	This theme includes the ability to -
Graduates are expected to possess excellent communication skills in the English language with receptivity to all stakeholders. They are expected to engage in effective inter-personal, group and other forms of communication in addressing wider societal needs.	<ul style="list-style-type: none"><li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li><li>● demonstrate awareness of the current developments in the area of study.</li><li>● participate actively in teams and professional networks.</li><li>● employ print, electronic, virtual and other forms of communication in addressing personal and larger-than-personal needs/requirements of stakeholders.</li><li>● make available time and accessibility in effectively engaging with stakeholder problems.</li></ul>

## 5. Independence & Integrity

Descriptor	This theme includes the ability to -
Graduates are expected to be confident, independent individuals and leaders with a high degree of integrity and commitment in serving the wider society through their thoroughness with the discipline of English.	<ul style="list-style-type: none"><li>● maintain an unwavering character in the face of multiple challenges that arise in the world of work and the personal spheres.</li><li>● be leaders equipped with strength of character and knowledge in safeguarding stakeholder interests.</li><li>● be proactive in reaching out to address the needs of stakeholders effectively and on time.</li></ul>

## 6. Social & Environmental Responsibilities

Descriptor	-This theme includes the ability to -
Graduates are expected to be committed towards upholding and protecting the interests of a pluralistic society at all times. They are expected to be sensitive adherents of the democratic language-related values promoted by the English language which links individuals and groups locally and globally.	<ul style="list-style-type: none"><li>● actively participate in programs and activities that bring people together through the English language.</li><li>● intervene on behalf of stakeholders with genuine understanding of their problems in providing them with timely and effective solutions.</li><li>● be receptive towards the unique cultural, socio-economic diversity of all peoples in addressing societal needs.</li></ul>

The curriculum of the Bachelor of Arts Honors in English, BAHons (English) offered by the Department of Languages is mentioned below.

#### 4.2.9. ENGLISH

<b>Year I Semester I</b>		
ENG 111 (3)		Introduction to English Studies I
<b>Year I Semester II</b>		
ENG 121 (3)		Introduction to English Studies II
<b>Year II Semester I</b>		
ENG 211 (3)	H +G+M	The Foundations of Modern Society
ENG 212 (3)	H +G	The English Language: History and Development
ENG 213 (3)	H	The English Novel (From Austen to Forster)
<b>Year II Semester II</b>		
ENG 221 (3)	H +G+M	English Poetry (Elizabethan to Romantic)
ENG 222 (3)	H +G	Modern Short Stories
ENG 223 (3)	H	Literature and Society
<b>Year III Semester I</b>		
ENG 311 (3)	H +G+M	Modern Literature
ENG 312 (3)	H+G*	Shakespeare and the Renaissance
ENG 313 (3)	H +G*	English Poetry (Victorian to Post-colonial)
ENG 314 (3)	H	20 <sup>th</sup> Century Theatre
ENG 315 (3)	H	Sri Lankan English (SLE): A Survey
<b>Year III Semester II</b>		
ENG 321 (3)	H +G+M	Teaching English in Sri Lanka
ENG 322 (3)	H +G*	World Literature in Translation
ENG 323 (3)	H +G*	English for Practical Purposes
ENG 324 (3)	H	Sri Lankan Writing in English
ENG 325 (3)	H	Communication Theory and Web Communication
ENG 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
ENG 411 (3)	H	Research Methodology
ENG 412 (3)	H	Literary Theory and Criticism
<b>The Department has authority to offer three course units from the following:</b>		
ENG 413 (3)	H	Gender in Literature
ENG 414 (3)	H	Discourse Analysis
ENG 415 (3)	H	Modern Cinematic Narration
ENG 416 (3)	H	African- American Literature
<b>Year IV Semester II</b>		
ENG 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer English as the major subject in the general degree only.**

### **ENG 111 (3) Introduction to English Studies I**

An introduction to English Literature will be given through comparison across genres and writers. Students should familiarize themselves with vocabulary and syntax and comprehend common themes in selected works by the following writers; Charles Kingsley, Rudyard Kipling, Robert Southey, Edward Lear, Christopher Marlowe, Sylvia Plath, Emily Dickinson, Gwendolyn Brooks, Carlos Williams, Anne Ranasinghe, Simon and Garfunkel, Arjuna Parakrama, Oscar Wilde, Anton Chekhov, Ernest Hemingway, D.H. Lawrence, Katherine Mansfield, Nadine Gordimer, Yasunari Kawabata, Punyakante Wijenaike and Neil Fernandopulle

### **ENG 121 (3) Introduction to English Studies II**

The main themes of the selected works will be explored in relation to the periods and the contexts in which they were written. Works of the following writers will be studied: Lord Tennyson, Wilfred Owen, Isaac Rosenberg, William Blake, Robert Southey, Walt Whitman, Thomas Hardy, W.H. Auden, James Joyce, Nathaniel Hawthorne, Naguib Mahfouz, Jack London, Sinclair Lewis, E.M. Forster, Isak Dinesen, Virginia Woolf, Nirmali Hettiarachchi, Ayathurai Santhan

### **ENG 211 (3) The Foundations of Modern Society**

Introducing the foundations of modern society, Political and philosophical ideas contributed to the modern nation state, Overview of the social and cultural progress of Western Society, Philosophical and cultural achievements of the Greeks, Political and social developments under the Roman Republic and Empire, Contribution of the Islamic World to European Culture, Achievements of the Renaissance and the Age of Exploration, Examination of the Enlightenment and the Age of Revolution, The modern period and the impact of colonialism

### **ENG 212 (3) The English Language: History and Development**

The history and evolution of the English Language together with knowledge of the varieties of English within the international context, Old English, Middle English, Early and Late Modern English, Influence of Colonization and Globalization on the Evolution of the Language.

**Field study and guest lecture will be an integral part of this course unit.**

### **ENG 213 (3) The English Novel (From Austen to Forster)**

Understanding the evolution of novels as a popular art form that changed its scope over years through discussion of novels representing different authors, genres and periods, The portrayal of individuals, Social and cultural realities in narrative fiction and exploring what role they play as historical evidence, Study the works of the following writers: Jane Austen, Emily Bronte, Charles Dickens, George Eliot, Joseph Conrad, E.M. Forster



### **ENG 221 (3) English Poetry (Elizabethan to Romantic)**

Areas considered and poets to be studied will include: Elizabethans and Beyond (Shakespeare, Donne, Marvell, Lovelace, Herrick, Shakespeare, Milton, Pope, Dryden) and Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats)

### **ENG 222 (3) Modern Short Stories**

Writers to be studied: Henry James, Stephen Crane, Scott Fitzgerald, O Henry, Jack London, Edgar Allan Poe, Faulkner, Kipling, Joyce, Katherine Mansfield, Somerset Maugham, Saki, Graham Greene, Hemingway, etc.

### **ENG 223 (3) Literature and Society**

Introduction to a range of prose both fiction and non-fiction which deals primarily with biography, politics and society. The Selections will deal with different topics as well as countries, Students will be expected to understand the background to the texts. The following authors will be studied; V S Naipaul, Michael Ondaatje, Salman Rushdie, Arundhati Roy, Wiliam Ivor Jennings, George Orwell, Carl Muller, Kiran Desai

### **ENG 311 (3) Modern Literature**

Introduction to significant works in 20<sup>th</sup> Century Literature written in English with special emphasis on works by Americans. Students will be expected to respond to the terms of the important social and philosophical currents of the periods they represent. The writers to be studied: William Golding, Fitzgerald, D.H. Lawrence, Philip Roth, Coetzee, Hemingway Bernard Shaw

### **ENG 312 (3) Shakespeare and the Renaissance**

The Elizabethan Theatre and Literature will be introduced to students and as a 'Significant Shift' which started producing more secular plots instead of religious celebrations. The Impact that emergence of professional playwrights, players and producers had on theatre is discussed to illuminate the basis for modern drama. The major plays of this era would be studied to elaborate the socio-political background of the Post-Medieval Theatre and the Elizabethan stagecraft. The plays studied are; Macbeth, Romeo and Juliet, Julius Caesar, Hamlet, Anthony and Cleopatra, As You like It, A Midsummer Night's Dream, Dr. Faustus, The Jew of Malta and the Movie Shakespeare in Love

**Guest lecturers are an integral part in this course unit.**

### **ENG 313 (3) English Poetry (Victorian to Post-colonial)**

Poets to be studied will include: Tennyson, Browning, Matthew Arnold, Kipling, Hardy, Brooke, Yeats, Eliot, Frost, Auden, Kamala Das, Ondaatje, Derek Wolcott, Wole Soyinka.

### **ENG 314 (3) 20<sup>th</sup> Century Theatre**

Students will be exposed to a comprehensive selection of English and American Drama, Students will be expected to understand the different genres involved, The following writers will be studied; Bernard Shaw, J.M. Synge, Arthur Miller, Tennessee Williams, Samuel Becket, Wole Soyinka, Ernest MacIntyre

### **ENG 315 (3) Sri Lankan English (SLE): A Survey**

The development and functions of Sri Lankan English as a new variety shall be studied in relation to the following: History and Linguistic Development, Uniqueness in relation to the 'Standard', Formal and informal use of SLE, SLE's role in the present day society, Attitudes towards SLE

### **ENG 321 (3) Teaching English in Sri Lanka**

Teacher's role as a facilitator in the teaching – learning process, Problems encountered by the teacher in a child-centred approach, Importance of the teacher's role as a facilitator of learning, The Development of language teaching, Principles of language teaching, The IPA articles, Approaches and Methods in ELT, Criteria of tests- validity, Face, Content, Construct, Criterion Related, Reliability: Making tests reliable, Backwash Effect, Discrimination, Practicality, Group work in ELL classroom: The role of group work in ELT, The advantages and disadvantages of group work, Features of a successful and unsuccessful group, Managing group work, Questioning in ELL classroom: Introduction, Significance of questioning -Some definitions, Objectives of questioning, Variety in question Forms, Different kinds of questions. Questioning skills, Features of effective questioning, Reactions of teacher to student questioning, Lesson planning and micro teaching practice.

*Field study will be an integral part of this course unit.*

### **ENG 322 (3) World Literature in Translation**

Major writers whose works have been translated into English will be studied with reference to their particular genres, themes and how they respond to social transition as applicable to their contexts, The writers to be studied; Camus, Kafka, Marquez, Ibsen, Lorca, Brecht, Chekhov, Flaubert

### **ENG 323 (3) English for Practical Purposes**

Read and write for different purposes, News reports, Appreciations, Film Reviews, Internal correspondence, Memos, Circular Letters etc. Understand the organization and style of written English, Narrative, Descriptive, Analytical Informational, Argumentative, Travelogue, Cause and Effect, Hypothesis, Auto/biography, Paraphrase different varieties of texts, Take notes on different text, Study the language in journalism, Political/Academic Journals, Popular/Business Magazines, Report Writing- Language in Reports, Planning and Editing, Writing for different readership, Identify, Comprehend, Interpret information in figures and tables, Participate in formal peer group discussions on academic topics with sufficient interaction, Make seminar or research paper presentations.

### **ENG 324 (3) Sri Lankan Writing in English**

Students will be introduced to a representative selection of contemporary writing in English inclusive of Novels, Short Stories and Poetry by Sri Lankans. The writers considered shall be Punyakante Wijenaike, Jean Arasanayagam, Neil Fernandopulle, Rajiva Wijesinha, Gunadasa Amarasekera, Sunethra Rajakarunanayake, Ediriweera Sarachchandra, K. Jayatilaka, Romesh Gunasekera, Martin Wickramasinghe, Shyam Selvadurai, Romesh Gunasekera, Richard de Zoysa, Patrick Fernando, Lakdas Wickramasinha, Anne Ranasinghe, Yasmine Gooneratne

### **ENG 325 (3) Communication Theory and Web Communication**

Since world wide web has become the most attractive, efficient and entertaining way of communication in the current world context, the students are expected to be familiar with the foundation to internet communication. They are expected to learn basic theories in communication and journalism and use internet to get access to fast information and utilize the cyber space for news journalism. Popular use of internet and the design of an interactive webpage (or a blog) using modern hyper tools and techniques will be taught under this course unit.

### **ENG 326 (3)\* Scientific Report Writing**

Selection of appropriate title and subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **ENG 411 (3) Research Methodology**

Introduction to research methods, Structure of a research/thesis, Proposal preparation, Quantitative and qualitative research, Data collection and analysis, Research problem identification, Hypothesis and proposition, Research specific to the study of language, Theories specific to language studies, Language-based research, Citation methods and referencing

### **ENG 412 (3) Literary Theory and Criticism**

Literary theories will be studied with pragmatic applications in the classroom. Classical theories such as Aestheticism, Realism, Naturalism, Structuralism, American Hyper-Realism, Existential Criticism, Marxist Literary Theories and Formalism, Structuralism, Psychoanalysis, Semiotic Theories, Post-Structuralism, Post-Modernist Approach and Post-Marxist Theories will be discussed with appropriate local and international examples. In addition, Characterization, Voice, Style, Theme, Setting, Technical Qualities (artistry, style, use of language), will also be taught. Interpreting complex ideas and problems in relation to social, historical and political trends will also be explained.

### **ENG 413 (3) Gender in Literature**

This unit will investigate the possibilities of looking at world literature with the help of modern gender perspectives. The Gender bias and issues that are traditionally associated with woman and her existence, Sex Roles, Marriage, Domesticity, Power Relationships, Hierarchies, Inequalities, Resistance, and Social Place and Protest will be studied in relation to selected literary masterpieces. This will also consider more explicit literary issues such as representations of domesticity, creativity and imagination, Social and Psychological Conflicts, and the ways in which racial, religious and class affiliation affect women. The writers and filmmakers to be studied are Sophocles, Charlotte Bronte, Virginia Woolf, Nathaniel Hawthorne, Bertha Harris, Angela Carter, Joanna Russ, Taslima Nasreen, Punyakante Wijenayake, Sita Kulathunga, Steven Spielberg, Jonathan Kaplan, Peter Weber and Deepa Mehta

### **ENG 414 (3) Discourse Analysis**

Introduction to the development of the study of discourse analysis, Acts of discourse, Discourse Typology, Contextualization, Extralinguistic Determiners, Culture-Specificity, Speech Acts and Speech Events, Bilingualism in Sri Lanka and elsewhere, Scope for further research

### **ENG 415 (3) Modern Cinematic Narration**

Modern art and commercial cinema after the 1960s, the language used in it as a political and cultural vehicle to convey deeper messages, masterpieces on the subjects such as love, history and politics, the role played by cinema in a visual mass media world, Non-Classical Mode of Art, Enhancement of Literature, Language and Social Themes. The Works of the Following Directors shall be studied: Spielberg, Sidney Pollack, Kubrick, Ron Howard, Robert Zemeckis, George Cukor, Frank Darabond, Hanif Kureishi.

*Guest Lectures are an integral part of this course unit.*

### **ENG 416 (3) African- American Literature**

Poetry, Novels and Short Stories of the following writers shall be studied; Alice Walker, Jean Toomer, Richard Wright, Toni Morrison, Maya Angelou, Gwendolyn Brooks, Paul Laurence Dunbar, Langston Hughes

### **ENG 421(6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in English Degree must submit a Dissertation. Students are required to select a topic in the field of English 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 is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfill two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

## **Graduates Profile:**

**German**

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Bachelor of Arts Honors in German, BAHons (German)

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The Honors Degree program in German conducted by the Department of Languages seeks to produce scholars, innovators, leaders and global citizen in the following manner.

**Scholars** - Graduates produced by the Department have a comprehensive knowledge and expertise in field of German language, literature, culture and society. And they are aware of the ways this knowledge and expertise is applied in the Sri Lankan and international contexts.

**Innovators** - Graduates in German in the Department possesses a broader vision for the country in its forward march. Imaginative, and inspired by a multicultural perspective, they are capable of producing men and women with measured caliber and imaginative thinking to contribute for the national development in all the relevant levels.

**Leaders** – Graduates, produced by the Department are leaders with ability to operate in all the challenging social and professional environments. Their level of self-confidence put them well ahead of their competitors.

**Global Citizens** – Our Graduates are obviously global citizens. They are capable of operating in both the national and international levels, giving the country and the world the much needed vision in the 21<sup>st</sup> century.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in German, are:

## **1. Disciplinary Knowledge & Practice**

<b>Descriptor</b>	<b>This theme includes the ability to -</b>
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<p>Graduates are expected to acquire advanced communication skills, knowledge of culture and history of German speaking countries, linguistic theory and practice in the field of German Studies and appreciate the role of German Language and culture in building effective intercultural communication relationships.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyse data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● conduct research in the field of study.</li> <li>● operate with ease in the language, create a better understanding between the two related societies through successful communication.</li> </ul>
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## 2. Critical Thinking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to respond and act critically in decisive situations, using the language itself and new ways of thinking acquired from the German culture, thought and philosophy.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● evaluate issues from multiple perspectives.</li> <li>● cater to the stakeholder's needs of German as a foreign language</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking</li> </ul>

## 3. Solution Seeking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to apply skills, knowledge, and cultural competencies to solve problems and make informed decisions.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● understand and see language-related problems in perspective.</li> <li>● assess problems from multicultural point of view; analyze, seek and select solutions in that perspective; plan and devise strategies to achieve them.</li> <li>● widen the ways of looking at problems.</li> </ul>

## 4. Communication & Engagement

Descriptor	This theme includes the ability to -
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<p>Graduates are expected to be able to communicate with German speaking people, express ideas and share Sri Lankan knowledge with them in various formats. They are expected to be able to help build social, cultural and business relationships with Germans.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● employ print, electronic, virtual and other forms of communication in addressing personal and larger-than-personal needs/requirements of stakeholders.</li> <li>● make available time and accessibility in effectively engaging with stakeholder problems.</li> <li>● help German speaking people better appreciate Sri Lanka and its culture.</li> <li>● be the bridge between Sri Lanka and Germany in multiple fields.</li> </ul>
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## 5. Independence & Integrity

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to work independently without compromising accepted ethical standards. Properly understand the difference between Sri Lankan and German cultures and act harming neither.</p>	<ul style="list-style-type: none"> <li>● get things done independently.</li> <li>● show leadership, personal characteristics and attitudes that conforms to ethical behaviour.</li> <li>● appreciate different cultural sensitivities and act in accordance.</li> </ul>

## 6. Social & Environmental Responsibilities

Descriptor	-This theme includes the ability to -
<p>Graduates are expected to be able to contribute to social, cultural and attitudinal development of Sri Lankan society. Share progressive, constructive and developmental characteristics of German society with the Sri Lankan counterpart.</p>	<ul style="list-style-type: none"> <li>● help Sri Lanka gain social and economic benefits from Europe's largest linguistic community as German.</li> <li>● introduce developmental and progressive tools in practice in Germany, where necessary, for the development of Sri Lanka as a nation.</li> <li>● present multiple issues contrastively and persuasively.</li> </ul>

The curriculum of the Bachelor of Arts Honors in German, BAHons (German) offered by the Department of Languages is mentioned below.



#### 4.2.10. GERMAN

<b>Year I Semester I</b>		
GMN 111 (3)		German Language Studies I
<b>Year I Semester II</b>		
GMN 121 (3)		German Language Studies II
<b>Year II Semester I</b>		
GMN 211 (3)	H +G+M	German Language Studies III
GMN 212 (3)	H +G	Interactive German
GMN 213 (3)	H	Germany Overview
<b>Year II Semester II</b>		
GMN 221 (3)	H +G+M	German Language Studies IV
GMN 222 (3)	H +G	German Fables, Anecdotes and Fairytales
GMN 223 (3)	H	German Text Production
<b>Year III Semester I</b>		
GMN 311 (3)	H +G+M	Structure of German Language
GMN 312 (3)	H +G*	Business German
GMN 313 (3)	H +G *	Creative Writing
GMN 314 (3)	H	German Text Analysis (Prose & Verse)
GMN 315 (3)	H	Reading German Media
<b>Year III Semester II</b>		
GMN 321 (3)	H+G+M	Theory and Practice of Translation I [German → English/Sinhala]
GMN 322 (3)	H +G*	German for Tourism
GMN 323 (3)	H +G*	German Short Stories
GMN 324 (3)	H	German through Film
GMN 325 (3)	H	Approaches to German Literature
GMN 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
GMN 411 (3)	H	Research Methodology
GMN 412 (3)	H	Theory and Practice of Translation II English/Sinhala → German)
<b>The Department has authority to offer three course units from the following:</b>		
GMN 413 (3)	H	Teaching German as a Foreign Language: Theory and Practice
GMN 414 (3)	H	Theatre of Bertolt Brecht
GMN 415 (3)	H	Friedrich Nietzsche: <i>Also sprach Zarathustra</i>
GMN 416 (3)	H	German Novella: <i>Bahnwarterthiel</i>
<b>Year IV Semester II</b>		
GMN 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer German as the major subject in German (3) German Language Studies I**

*Rehearsing phonetics* [The Alphabet, Sounds of German, Spelling and punctuations, Capitalization, Punctuation, Syllabication], *revising fundamental elements of German grammar* [Articles (definite and indefinite), Noun Gender, Personal Pronouns, Noun Plural, Cases (nominative and accusative), Prepositions with Accusative], *conjugation of Verbs and variations in Verbs* [Conjugation of German Verbs (weak and strong)– Infinitive and Present tense, verbs to have (*haben*) & to be (*sein*)], *Syntax of a German sentence and formation of questions, More German Verbs* [Verbs with separable and inseparable prefixes], *Dative case, Perfect Tense.* and practicing reading, listening, speaking and writing skills.

### **GMN 121 (3) German Language Studies II**

Future I, Two way prepositions, Genitive case, Adjective declination, Simple past, Subordinate clauses and infinitive constructions and practicing reading, listening, speaking and writing skills.

### **GMN 211 (3) German Language Studies III**

Comparison of adjectives, Variation of German past tenses, Verbs with prepositions, relative clauses, Present tense of the General Subjunctive (Konjunktiv II), Passive voice and practicing reading, listening, speaking and writing skills.

### **GMN 212 (3) Interactive German**

Reading, listening and practicing correct German pronunciation and speech, Introducing an issue or a person, Reporting a heard story, Retelling a read story, Making a small speech, Acting daily situations, acting a dramatic situation. Depicting day today situations through dialog, listening and summarizing texts, presentation, summarizing (oral expression)

### **GMN 213 (3) Germany Overview**

Demography, Geography, History, Literature, famous characters, Germany today, film and Drama, Comprehension and reproduction of texts relating to topics above.

### **GMN 221 (3) German Language Studies IV**

Future II, more subordinate clauses, Subjunctive I (Konjunktiv I), Participle constructions, use of modal verb constructions Introduction to the style and structure of essay writing, how to write simple essays, general expressions, discussion of chosen themes and extending vocabulary and practice writing.

### **GMN 222 (3) German Fables, Anecdotes and Fairy tales**

Introduction to the genre of fables, anecdotes and fairy tales, extending vocabulary and written and oral practice through reading Fables, Anecdotes and Fairy tales and reproducing in German language.

### **GMN 223 (3) German Text Production**

Introduction to the style and structure of essay writing, general expressions of making statements and opinions, discussion of chosen themes and extending vocabulary and practice writing skills by writing small reports and articles of chosen themes.

### **GMN 311 (3) Structure of German Language**

Entry into the structures of German Language, Linguistic terminology, German Syntax, Comparative study of the structure of German and Sinhala Syntax

### **GMN 312 (3) Business German**

Introduction to the structure of official letters, composition of an official letter in a German context, General expressions, Official Style, Abbreviations in German, General Letters Requests, Replies, Offers, Reservations and Complaints. Development of writing official Letters, Reports, and Presentations in German, application for a job/visa and compilation of a curriculum vitae

### **GMN 313 (3) Creative Writing**

Creating story on a free context and imagination, building characters, locating characters in a situation, composing free poems and poems for given themes, short stories, converting narrative perspectives, writing small dramas on chosen Sri Lankan folklore and writing picture stories.

### **GMN 314 (3) German Text Analysis (Prose & Verse)**

Introduction to various literary genre, abstracts of their related texts, analysing and interpreting chosen texts and poems.

### **GMN 315 (3) Reading German Media**

Indirect Quotation and Special Subjunctive (Konjunktiv I), listening to news and different media programs, criticizing, analysing and summarizing, presentation of newspaper reports, radio and television programs.

### **GMN 321 (3) Theory and Practice of Translation I**

**[German → English/Sinhala]**

Introduction to the theory of Translation, observing difficulties in Translation. Practicing translation with abstracts from Literary, Scientific, Technical, Legal, and Religious texts (from German to English/Sinhala).

### **GMN 322 (3) German for Tourism**

Greeting forms (Imperative contd.), Polite Form (Konjunktiv II contd.), Recommendation and Reservation of a hotel, Customs and table Manners, ordering Food, Describing roads directions, Booking tours, Writing e-mails and letters, Composition of a mini thesis about a place of interest in Sri Lanka at the end of the Semester. In the course of the unit German for Tourism students should participate in field tour/excursions into selected Hotels and places of interest in Sri Lanka where their presentation and mini project is based on.

### **GMN 323 (3) German Short Stories**

Introduction to the chosen authors and their style of writing / Contents of the short stories / Discussion / Comprehension Exercises / Interpretations / Analysis.

### **GMN 324 (3) German Film**

Introduction to reading films / enhancing skill of understanding listening while seeing / observing the technique of subtitles and its method of translating / writing small reviews and summaries on Films.

### **GMN 325 (3) Approaches to German Literature**

Approach into the history of German Literature prominent authors and works from Middle age to the modern times.

### **GMN 326 (3) Scientific Report Writing**

Selection of appropriate title and subtitle, objectives, tables, comparative analysis, research methodology, technical writing, prediction and conclusions (this is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination.)

### **GMN 411 (3) Research Methodology**

Introduction to research method, structure of research/thesis, proposal presentation, quantitative and qualitative research, data collection and analysis, research problem identification, hypothesis and proposition, research specific to the study of language and theories specific to language studies, language based research citation methods and referencing.

### **GMN 412 (3) Theory and Practice of Translation II (English/Sinhala → German)**

Introduction to the theory of Translation, observing difficulties in Translation, Practicing translation with abstracts from Literary, Scientific, Technical, Legal, and Religious texts (from German to English/Sinhala).

### **GMN 413 (3) Teaching German as a Foreign Language Theory and Practice**

What is teaching German as a foreign language?, Literature and theories of DaF, Intercultural Language Teaching, Theories of development of skills, Practice of Teaching German as a foreign Language.

### **GMN 414 (3) Theatre of Bertolt Brecht**

The Theory of Epic Theatre and principles of construction, Discussion of the chosen drama by Brecht and identifying the theatrical features, Characterization and the role of the Singer in the play, Application of *Verfremdungseffekt*, compare and contrast of epic and realistic Dramas.

### **GER 415 (3) Friedrich Nietzsche: *Also sprach Zarathustra***

The Philosopher Friedrich Nietzsche (biographical introduction) and introduction to Zarathustra, influence of the orient and its thought, reading of reading of the text and discussion.

### **GMN 416 (3) German Novella: *Bahnwärterthiel***

Introduction to the period of Naturalism in the history of German Literature. The Author Gerhard Hauptmann, *Bahnwärterthiel* and features of a novella. Different aspects (symbolical, natural, psychological, sociological etc.) of the *Bahnwärterthiel*.

### **GMN 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in German Degree must submit a Dissertation. Students are required to select a topic in the field of German 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 is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfill two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

The Honors Degree Program in Japanese conducted by the Department of Languages seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a comprehensive knowledge and expertise in field of Japanese language, literature, culture and society. And they are aware of the ways this knowledge and expertise is applied in the Sri Lankan and international contexts.

**Innovators** - Graduates in Japanese in the Department possesses a broader vision for the country in its forward march. Imaginative, and inspired by a multicultural perspective, they are capable of producing men and women with measured caliber and imaginative thinking to contribute for the national development in all the relevant levels.

**Leaders** –Graduates, produced by the Department are leaders with ability to operate in all the challenging social and professional environments. Their level of self-confidence put them well ahead of their competitors.

**Global Citizens** - Our Graduates are obviously global citizens. They are capable of operating in both the national and international levels, giving the country and the world the much needed vision in the 21<sup>st</sup> century.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Japanese, are:

## 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to
<p>Graduates are expected to acquire knowledge of Japanese Language and Japanese Studies and appreciate the capacity of their discipline in research. They are expected to have an advanced communication skill in Japanese and appreciate the role of Japanese Language and culture in building effective intercultural communication relationships.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyse data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● conduct research in the field of study.</li> <li>● operate with ease in the language, create a better understanding between the two related societies through successful communication.</li> <li>● translate formal and informal writings and interpret Japanese speeches in education, tourism and in relevant professional fields.</li> <li>● demonstrate historical, geographical, sociological and cultural awareness of Japan.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● evaluate problems from multiple perspectives.</li> <li>● access information and judge its pertinence.</li> </ul>

### 3. Solution Seeking

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● understand and see language-related problems in perspective.</li> <li>● assess problems from multicultural point of view; analyse, seek and select solutions in that perspective; plan and devise strategies to achieve them.</li> <li>● widen the ways of looking at problems.</li> </ul>

### 4. Communication & Engagement

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● employ print, electronic, virtual and other forms of communication in addressing personal and larger-than-personal needs/requirements of stakeholders.</li> <li>● make available time and accessibility in effectively engaging with stakeholder problems.</li> <li>● help Japanese speaking people better appreciate Sri Lanka and its culture.</li> <li>● be the bridge between Sri Lanka and Japan in multiple fields.</li> </ul>



## 5. Independence & Integrity

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li> <li>● understand academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>

## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● help Sri Lanka strengthen ties with Japan and gain social and economic benefits.</li> <li>● introduce developmental and progressive tools in practice in Japan, where necessary, for the development of Sri Lanka as a nation.</li> <li>● present multiple issues contrastively and persuasively.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Japanese, BAHons (Japanese) offered by the Department of Languages is mentioned below.

#### 4.2.11. JAPANESE

<b>Year I Semester I</b>		
JPN 111 (3)		Preparation for Japanese Studies
<b>Year I Semester II</b>		
JPN 121 (3)		Japanese Language Studies II
<b>Year II Semester I</b>		
JPN 211 (3)	H+G+M	Japanese Grammar and Vocabulary I
JPN 212 (3)	H +G	Japanese Literature/Kanji/Translation I
JPN 213 (3)	H	Japanese Lifestyle and Society
<b>Year II Semester II</b>		
JPN 221 (3)	H +G+M	Japanese Grammar and Vocabulary II
JPN 222 (3)	H +G	Japanese Literature/Kanji/Translation II
JPN 223 (3)	H	Japanese History
<b>Year III Semester I</b>		
JPN 311 (3)	H +G+M	Japanese Grammar and Vocabulary III
JPN 312 (3)	H +G*	Japanese Literature/Kanji/Translation III
JPN 313 (3)	H +G*	Japanese Traditional and Modern Culture
JPN 314 (3)	H	Japanese Language Teaching Methodology I (Theory)
JPN315 (3)	H	Theory and Practice of Translations
<b>Year III Semester II</b>		
JPN 321 (3)	H +G+M	Japanese Grammar and Vocabulary IV
JPN 322 (3)	H+G*	Japanese Literature/ Kanji/Translation IV
JPN 323 (3)	H +G*	Japanese Politics/Economy/Education
JPN 324 (3)	H	Japanese Language Teaching Methodology II (Practice)
JPN 325 (3)	H	Japanese Language Proficiency Test Level II
JPN 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
JPN 411 (3)	H	Research Methodology
JPN 412 (3)	H	Japanese Literature/Kanji/Translation V
<b>The Department has authority to offer three course units from the following:</b>		
JPN 413 (3)	H	Japanese Scientific Letter Writing
JPN 414 (3)	H	Japanese Language in Print Media
JPN 415 (3)	H	Listening to Japanese News in Electronic Media
JPN 416 (3)	H	Business Japanese
<b>Year IV Semester II</b>		
JPN 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Japanese as the major subject in the general degree only.**

**JPN 111 (3) Preparation for Japanese Studies**

Chukyu e ikou Lesson 1-5, New Mainichi no kikitōri 50 nichi Lesson 1- 15, Kanji in Context Level 1-18, Listening

**JPN 121 (3) Japanese Language Studies II**

Chukyu e ikou Lesson-Lesson 6 - 10, New Mainichi no kikitōri 50nichi Lesson 16- 30, Kanji in Context Level 19-30

**JPN 211 (3) Japanese Grammar and Vocabulary I**

Comprehension (passage with 600 letters), Intermediate Level Grammar, Writing, Reading and Simple Discussions

**JPN 212 (3) Japanese Literature/Kanji/Translation I**

Characteristics of Japanese and Sri Lankan Culture, Koten to Minwa (Lesson1-12), Composition 1-6, Translation 1(from Japanese to Sinhalese/English), Kanji in Context (26-38), Composition, Acquisition of 156 Kanji

**JPN 213 (3) Japanese Lifestyle and Society**

General Knowledge of Japan, Japanese Geography, Japanese Customs, Japanese Life through Electronic Media

**JPN 221 (3) Japanese Grammar and Vocabulary II**

Comprehension (passage with 900 letters), Intermediate Level Grammar, Writing, Reading and Simple Discussions

**JPN 222 (3) Japanese Literature/Kanji/Translation II**

Introduction to Modern Novels and Short Stories and Literary Characteristics Reflected in Them, Acquisition of 143 Kanji Characters, Translation (from Sinhalese/English to Japanese), Composition

**JPN 223 (3) Japanese History**

Japanese History: From the Pre-Historic Period to Modern Period

**JPN 311 (3) Japanese Grammar and Vocabulary III**

Comprehension: Intermediate Level Grammar, Writing, Reading, Role Plays, Speeches and Advanced Discussions, Listening: Practice Daily Life Conversation in Advance, News, Lectures and Interviews, Field Trip: Visit Japanese School and Japanese Company for Further Understanding of Japanese Society

**JPN 312 (3) Japanese Literature/Kanji/Translation III**

Japanese Drama, Classical and Modern Literature: Selected Japanese Poetry, Short Stories, etc. 145 Kanji, Translation and Composition will be Included

**Guest lecturers are an integral part in this course unit.**

### **JPN 313 (3) Japanese Traditional and Modern Culture**

Japanese Religions, Traditional/ Modern Culture and Sports

### **JPN 314 (3) Japanese Language Teaching Methodology I (Theory)**

The Way of Teaching Japanese Basic Linguistics, Grammar and Vocabulary will be Taught, Practical Work in the Class

### **JPN 315 (3) Theory and Practice of Translations**

Review of Japanese Language, How to Use Proper Words for Translation, Newspapers, Japanese Literatures, and the Other Articles

### **JPN 321 (3) Japanese Grammar and Vocabulary IV**

Comprehension: Intermediate Level Grammar, Writing, Reading, Role Plays, Speeches and Advanced Discussions, Listening: Practice Daily Life Conversation in Advance, News, Lectures and Interviews

### **JPN 322 (3) Japanese Literature/Kanji/Translation IV**

Modern Japanese Short Stories. 144 Kanji, Translation and Composition

**Guest lecturers are an integr.course unit.**

### **JPN 323 (3) Japanese Politics/Economy/Education**

Japanese Education, Economic Issues, Industries and Current Social Problems. **Field study will be an integral part of this course unit.**

### **JPN 324 (3) Japanese Language Teaching Methodology II(Practice)**

Learn Teaching Methods for Specific Purposes or Items Evaluations, Analysis and Use of Teaching Materials. Perform Practice Teaching with Real Learners

### **JPN 325 (3) Japanese Language Proficiency Test Level II**

Learn Vocabulary, Kanji Character, Grammar, Listening and Reading, Model Papers will be Included

### **JPN 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **JPN 411 (3) Research Methodology**

Introduction to Research Method, Structure of a Research/Thesis, Proposal Preparation, Quantitative and Qualitative Research, Data Collection and Analysis, Research Problem Identification, Hypothesis and Proposition, Research Specific to the Study of Language and Theories Specific to Language Studies, Language-Based Research, Citation Methods and Referencing

### **JPN 412 (3) Japanese Literature/Kanji/Translation V**

Modern Japanese Long Stories, 139 Kanji, Translation and Composition will be Included.

### **JPN 413 (3) Japanese Scientific Letter Writing**

Learn Japanese Literary Language-Letters, Resumes, Requesting Letters, etc. Practical Lessons (writing or E-mail to acquaintances) will be Included.

**Guest lecturers are an integral part in this course unit.**

### **JPN 414 (3) Japanese Language in Print Media**

Read Many Kinds of Issues from Japanese Society Today-Lifestyle Topics such as Clothing, Food and Housing; the Economy; and Education. Conversational Exercises will be Included in Order to Improve Speaking Skills.

### **JPN 415 (3) Listening to Japanese News in Electronic Media**

Listen to Many Kinds of Issues from Japanese Society Today. Conversational Exercises will be Included in Order to Improve Speaking Skills

### **JPN 416 (3) Business Japanese**

Japanese Business Conversations-Request, Refusal, Greeting and Telephone Conversations will be Included. Students are Expected to do Role-Play, Presentation and Interviews

### **JPN 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Japanese Degree must submit a Dissertation. Students are required to select a topic in the field of Economics Japanese 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 is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

The Honors Degree Programme in Chinese conducted by the Department of Languages seeks to produce Scholars, Innovators, Leaders and Global Citizens in the following manner:

**Scholars** - Graduates produced by the Department have a comprehensive knowledge and expertise in field of Chinese language, literature, culture and society. And they are aware of the ways this knowledge and expertise is applied in the Sri Lankan and international contexts.

**Innovators** - Graduates in Chinese in the Department possesses a broader vision for the country in its forward march. Imaginative, and inspired by a multicultural perspective, they are capable of producing men and women with measured caliber and imaginative thinking to contribute for the national development in all the relevant levels.

**Leaders** – Graduates, produced by the Department are leaders with ability to operate in all the challenging social and professional environments. Their level of self-confidence put them well ahead of their competitors.

**Global Citizens** – Our graduates are obviously global citizens. They are capable of operating in both the national and international levels, giving the country and the world the much needed vision in the 21<sup>st</sup> century. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Chinese, are:

## **1. Disciplinary Knowledge & Practice**

Descriptor	This theme includes the ability to
<p>Graduates are expected to acquire knowledge of Chinese Language and Chinese Studies and appreciate the capacity of their discipline in research. They are expected to have an advanced communication skill in Chinese and appreciate the role of Chinese Language and culture in building effective intercultural communication relationships.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyse data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● conduct research in the field of study.</li> <li>● operate with ease in the language, create a better understanding between the two related societies through successful communication.</li> <li>● translate formal and informal writings and interpret Chinese speeches in education, tourism and in relevant professional fields.</li> <li>● demonstrate historical, geographical, sociological and cultural awareness of China.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● cater to the stakeholder's needs of Chinese as a foreign language</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

## 3. Solution Seeking



Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● understand and see language-related problems in perspective.</li> <li>● assess problems from multicultural point of view; analyse, seek and select solutions in that perspective; plan and devise strategies to achieve them.</li> <li>● widen the ways of looking at problems.</li> </ul>

#### 4. Communication & Engagement

Descriptor	This theme includes the ability to
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● employ print, electronic, virtual and other forms of communication in addressing personal and larger-than-personal needs/requirements of stakeholders.</li> <li>● make available time and accessibility in effectively engaging with stakeholder problems.</li> <li>● help Chinese speaking people better appreciate Sri Lanka and its culture.</li> <li>● be the bridge between Sri Lanka and China in multiple fields.</li> </ul>

#### 5. Independence & Integrity

Descriptor	This theme includes the ability to
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<p>Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.</p>	<ul style="list-style-type: none"> <li>● participate in lifelong learning in and beyond their discipline.</li> <li>● exhibit resilience, independence and personal autonomy</li> <li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li> <li>● understand academic integrity and professional ethics within a disciplinary context.</li> <li>● learn independently and proactively.</li> </ul>
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## 6. Social & Environmental Responsibilities

<b>Descriptor</b>	<b>This theme includes the ability to</b>
<p>Graduates are expected to be sensitive to cultural diversity and to embrace difference. Our graduates are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.</p>	<ul style="list-style-type: none"> <li>● consider the wider implications of local and global issues.</li> <li>● exercise cultural competence and appreciate diversity.</li> <li>● help Sri Lanka strengthen ties with China and gain social and economic benefit.</li> <li>● introduce developmental and progressive tools in practice in China, where necessary, for the development of Sri Lanka as a nation.</li> <li>● present multiple issues contrastively and persuasively.</li> </ul>

The curriculum of the Bachelor of Arts Honors in Chinese, BAHons (Chinese) offered by the Department of Languages is mentioned below.

## 4.2.12. CHINESE

<b>Year I Semester I</b>		
CHN 111 (3)		Chinese Language Studies I
<b>Year I Semester II</b>		
CHN 121 (3)		Chinese Language Studies II
<b>Year II Semester I</b>		
CHN 211 (3)	H +G+M	Chinese Language Studies III
CHN 212 (3)	H +G	Listening and Reading
CHN 213 (3)	H	Chinese Studies I
<b>Year II Semester II</b>		
CHN 221 (3)	H +G+M	Chinese Language Studies IV
CHN 222 (3)	H +G	Comprehension and Composition
CHN 223 (3)	H	Chinese Studies II
<b>Year III Semester I</b>		
CHN 311 (3)	H +G+M	Chinese Language Studies V
CHN 312 (3)	H +G*	Oral and Written Communication
CHN 313 (3)	H +G*	Chinese Essay Writing
CHN 314 (3)	H	Chinese Literature and Criticism
CHN 315 (3)	H	Chinese Studies III
<b>Year III Semester II</b>		
CHN 321 (3)	H +G+M	Composition and Translation I
CHN 322 (3)	H +G*	Chinese Language Studies VI
CHN 323 (3)	H +G*	Chinese Language Proficiency Test
CHN 324 (3)	H	Appreciation of Chinese Performing Art
CHN 325 (3)	H	Chinese Studies IV
CHN 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
CHN 411 (3)	H	Research Methodology
CHN 412 (3)	H	Composition and Translation II
<b>The Department has authority to offer three course units from the following:</b>		
CHN 413 (3)	H	Business Chinese
CHN 414 (3)	H	Chinese in Print Media
CHN 415 (3)	H	Chinese for Tourism
CHN 416 (3)	H	Chinese Language and Society
<b>Year IV Semester II</b>		
CHN 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Chinese as the major subject in the general degree only.**

### CHN 111 (3) Chinese Language Studies I

Chinese phonetics (Pinyin, Initials-Finals Combinations and Tones, Spelling Rules and Basic Strokes Order of Chinese Characters, 'Shi' and 'You' Sentences, Sentences with an Adjective as Predicate, Introduction of 300 Chinese Words.

### **CHN 121(3) Chinese Language Studies II**

Introduction to Basic Grammar, Syntax, Complements, The Pivotal Sentences, The Progression of an Action, Complement of State, Introduction of 450 Chinese Words, Additional Vocabulary from HSK Level II Prescription.

### **CHN 211 (3) Chinese Language Studies III**

Grammar: Past Sentences, Passive Sentences Using 叫- jiào, 让 - ràng, Comparative Sentences, Past Experience-Aspect Particle- 过, The Simple Complements, (Complement of Result, Complement of Duration, Complement of Quantity), Introduction of 550 Chinese Words.

### **CHN 212(3) Listening and Reading**

Introduction of 300 New Vocabulary, Their Usage and Conversation Development, Reading Comprehension of Simple Conversations and Paragraphs, Listening to Standard Chinese Pronunciation of Multisyllabic Liaison in Model HSK level III Examination Material.

### **CHN 213 (3) Chinese Studies I**

Geography, Climate, Administrative Divisions, Nationalities and Population Structure of China, Special Cultural Aspects 春节- chūnjié, 中秋节- zhōngqiūjié, 端午节- duānwǔjié, 元宵节- yuánxiāojié etc.

**Guest lecturer on 'china & Chinese Language' will be an integral part in this course unit.**

### **CHN 221(3) Chinese Language Studies IV**

**Grammar Components:** The Complement of Direction Part 1, Continuation of an Act, a State Verb+'Zhe' , 'Ba' Sentences and 'Bei' Sentences, The Complement of Potentiality, Complement of State, Introduction of 500 Chinese Words.

### **CHN 222(3) Comprehensions and Composition**

Compositions of Comment, Opinion, Reading Comprehension, writing in Chinese, concentrate on the Way of Writing Simple Compositions Using Especially Prepared Topics.

### **CHN 223(3) Chinese Studies II**

History of China (The Primitive Period, Middle Age, The Modern Period) Chinese Culture, Important Wars between Clans in China, Dynasty Division and Leaders and Changes, Civilization and Important Inventions of Chinese Printing, Pulp Paper, Compass, Gun Powder and Their Evolution.

**Field visit to areas in Sri Lanka in relation to Chinese culture and history will be an integral part of this course unit**

### **CHN 311(3) Chinese Language Studies V**

Introduction of Compound Sentence Patterns, Aspect Particles, Future Forms with Their Usage, Comparatives, 'le' as a Modal Particle – Indicating Change, Phrases, Grammatical Knowledge of Chinese, Passages in Chinese, Introduction of 780 Chinese Words.

### **CHN 312(3) Oral and Written Communication**

The Oral and Written Communication Skills, Writing a Note, Personal Letters, Invitations, Notices, Official Letters, Writing Techniques and Rules Related to Formal Writing in Chinese, Phrases and Patterns Important for Daily Communication, Vocabulary from HSK Level 3.

**Guest Lecture on spoken Chinese will be an integral part of this course unit**

### **CHN313 (3) Chinese Essay Writing**

Writing Skills in Chinese, Special Methodology Related to Writing in Chinese Language, Usage of 原稿纸 - yuán gǎozhǐ (Standard Writing Paper), Content Arrangement Specialized to Chinese such as 作文的开头, 内容zuòwén de kāitóu , nèiróng etc, Creative Writing using Topic Sentences.

### **CHN 314 (3) Chinese Literature and Criticism**

Introduction to Chinese Literature, Poetry, Prose

Li Bai	- Waking From Drunkenness on a Spring Day A Quiet Night Thought etc.
báijūyì	- 草 - Grass , 惜牡丹花 - xī mǔdānhuā etc.
dù fǔ	- 春望 - Spring Scene , etc.

### **CHN 315 (3) Chinese Studies III**

Chinese Culture and Art, The Basic Concepts of Chinese Calligraphy and Painting, Tea Culture, Ceramic Art and Silk Production, Relevant Readings from the Book “通向汉语之路-现代汉语阅读教程 –第一册下-Text: Ways to Chinese Volume 1 book 2”Jiangsu Peoples Publishing Press

### **CHN 321 (3) Composition and Translation I**

Introduction to Translation, Typology of Translation, Sentence and Utterance Translation, Selected Material from Daily Conversations, Letters, Simple Poems, Folklore, Advertisements, Translation of Short Paragraphs from Chinese to Sinhala/English and vice versa.

### **CHN 322 (3) Chinese Language Studies VI**

The Upper Intermediate Level Grammar Components, 越来越, 越.....越, 把 Sentences, Passive voice Using 被, 叫 and 让 Complement of Potentiality, Compound Complement of Direction, and Compound Complement of Result, Complex Sentences without Connectives, Rhetorical Questions

### **CHN 323 (3) Chinese Language Proficiency Test**

HSK level IV Examination Vocabulary (introduction of 600 words), Their Usage, Listening, Reading, Writing and Comprehension, Idioms of Chinese Language and Their Usage in Communication, Phrases and Drilling.

### **CHN 324 (3) Appreciation of Chinese Performing Art**

Introduction of Chinese Beijing Opera, Its History, Clothing, Facial Mask, Opera Songs and Its Language, The Development and Trends of Chinese Beijing Opera, Chinese Performing Arts during the Song Dynasty and Tang Dynasty.

### **CHN 325(3) Chinese Studies IV**

The Evolution of Chinese Society, Teachings of Confucius, Mao Tse Tong, The Changes in the Society after the Introduction of the Free Economy (改革改放- gǎigé gǎi fàng), The Composition of Chinese Society with Minority Nationalities, Special Customs, Religion and Belief System, Early Lifestyle and Present Lifestyle of Chinese People.

### **CHN 326 (3) Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Prediction and Conclusions. (This is a taught course and evaluation of the course consists of 40% for the production of a scientific project report **(independently developed by the student)** and **60% from the final examination**)

### **CHN 411(3) Research Methodology**

Introduction to Research Method, Research Problem Identification, Hypothesis, Special Areas of Research Related to Chinese Language and Chinese Language Studies, Proposal Preparation, Quantitative and Qualitative Methods, Data Collection and Analysis, Theories and Methodologies Specific to Language Studies, Citation and Referencing.

### **CHN 412 (3) Composition and Translation II**

Methods of Translation, Translation of Formal Writings, (Reports, Selected Articles from Newspapers and Web Articles) Translation of Selected Short Films and Documentaries from Chinese to Sinhala and vice versa.

### **CHN 413 (3) Business Chinese**

Introduction of Vocabulary Related to Business and Trade, Technical Words with Their Usage, Useful Phrases for Business Communication, Telephone Communications, Interviews, and Writings Related to Business.

### **CHN 414(3) Chinese in Print Media**

News Articles from Chinese Newspapers with Special Attention to the Language Used in Them and Related Vocabulary, Writing of Simple News Articles, Study of Chinese Magazines and Cartoon Books, Current Affairs in China and Expressing Them Using Appropriate Language.

### **CHN 415(3) Chinese for Tourism**

Vocabulary Related to Chinese Tourism and Important Phrases and Utterances, Special Chinese Tourist Attractions in Sri Lanka (Kandy, Sigiriya, Dambulla, Southern Coastline etc. and Vocabulary Related to This) Special Attractions in China, Gem Tourism and Vocabulary and Gem Trade Vocabulary with Basic Competency of Communication Related to This, Field Visit to Chinese Tourist Attractions is an Integral Part in This Course Unit.

**Guest Lecture will be an integral part of this course unit**

### **CHN 416 (3) Chinese Language and Society**

Origins of Chinese Language and Evolution at a Glance, Dialect Geography, Sayings and Idiomatic Expressions Used in Communication, Socio- Cultural Influence on Language, Issues and Emergencies and Related Vocabulary.

### **CHN 421(6) Dissertation/Practical Training**

Under the Guidance of a Supervisor, Students Following BA Honors in Chinese Degree must submit a Dissertation. Students are required to select a topic in the field of Chinese and get the approval of the Subject Coordinator and the Head of the Department Under the guidance of the supervisor the students should initially develop a research proposal and then complete the research. It is required to submit a research containing a maximum of 15000- 20000 words (guidelines for the research component is available in the department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors Degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**



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**Bachelor of Arts Honors in Hindi, BAHons (Hindi)**

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The Honors Degree program in Hindi conducted by the Department of Languages seeks to produce scholars, innovators, leaders and global citizen in the following manner.

**Scholars** - Graduates produced by the Department have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in the field of Hindi Language, Teaching, Translation and Literature and able to conduct their own research and investigations. They are aware of the ways this knowledge and expertise is applied in the Sri Lankan and international contexts.

**Innovators** - Graduates in Hindi in the Department possesses a broader vision for the country in its forward march. Imaginative, and inspired by a multicultural perspective, they are capable of producing men and women with measured caliber and imaginative thinking to contribute for the national development in all the relevant levels.

**Leaders** – Graduates, produced by the Department are leaders with ability to operate in all the challenging social and professional environments. Their level of self-confidence put them well ahead of their competitors.

**Global Citizens** - Our graduates are obviously global citizens. They are capable of operating in both the national and international levels, giving the country and the world the much needed vision in the 21<sup>st</sup> century. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

**Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Hindi, are:

## 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to -
<p>Graduates are expected to acquire knowledge of Hindi Language and Chinese Studies and appreciate the capacity of their discipline in research. They are expected to have advanced communication skills in Hindi and appreciate the role of Hindi Language and culture in building effective intercultural communication relationships.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyze data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● conduct research in the field of study.</li> <li>● operate with ease in the language, create a better understanding between the two related societies through successful communication.</li> <li>● translate formal and informal writings and interpret speeches in Hindi in education, tourism and relevant professional fields.</li> <li>● demonstrate historical, geographical, sociological and cultural awareness of India.</li> <li>● understand the wider trends and developments that have shaped the field of study.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively in Hindi Language.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● cater to the stakeholder's needs of Hindi as a foreign language.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking.</li> </ul>

### 3. Solution Seeking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions.</p> <p>They are expected to be able to consider long-term and big picture perspectives, to systematically address complex problems and to be imaginative in their solution seeking.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● understand and see language-related problems in perspective.</li> <li>● assess problems from multicultural point of view; analyse, seek and select solutions in that perspective; plan and devise strategies to achieve them.</li> <li>● widen the ways of looking at problems.</li> </ul>

### 4. Communication & Engagement

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats in Hindi Language. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups who help to expand Hindi Language.</p>	<ul style="list-style-type: none"> <li>● participate actively in teams and professional networks.</li> <li>● communicate effectively using ICT skills.</li> <li>● adopt an artistic, design-based or discursive style to audience and purpose.</li> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● employ print, electronic, virtual and other forms of communication in addressing personal and larger-than-personal needs/requirements of stakeholders.</li> <li>● make available time and accessibility in effectively engaging with stakeholder problems.</li> <li>● help Hindi speaking people better appreciate Sri Lanka and its culture.</li> <li>● be the bridge between Sri Lanka and India in multiple fields.</li> </ul>

## 5. Independence & Integrity

Descriptor	This theme includes the ability to -
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"><li>● participate in lifelong learning in and beyond their discipline.</li><li>● exhibit resilience, independence and personal autonomy</li><li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behaviour.</li><li>● understand academic integrity and professional ethics within a disciplinary context.</li><li>● learn independently and proactively.</li></ul>

## 6. Social & Environmental Responsibilities

Descriptor	This theme includes the ability to -
Graduates are expected to be sensitive to cultural diversity and to embrace difference. They are expected to recognize a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.	<ul style="list-style-type: none"><li>● consider the wider implications of local and global issues.</li><li>● exercise cultural competence and appreciate diversity.</li><li>● help Sri Lanka strengthen ties with India and gain social and economic benefit.</li><li>● introduce developmental and progressive tools in practice in India, where necessary, for the development of Sri Lanka as a nation.</li><li>● present multiple issues contrastively and persuasively.</li></ul>

The curriculum of the Bachelor of Arts Honors in Hindi, BAHons (Hindi) offered by the Department of Languages is mentioned below.

#### 4.2.13. HINDI

<b>Year I Semester I</b>		
HND 111 (3)		Hindi Language Studies I
<b>Year I Semester II</b>		
HND 121 (3)		Hindi Language Studies II
<b>Year II Semester I</b>		
HND 211 (3)	H +G+M	Hindi Language: Written and Oral Expression I
HND 212 (3)	H +G	Theory and Practice of Translation I
HND 213 (3)	H	Hindi Language: Written & Oral Expression II
<b>Year II Semester II</b>		
HND 221 (3)	H +G+M	Indian Poetics and Selected Hindi Poems I
HND 222 (3)	H +G	Modern Hindi Prose I
HND 223 (3)	H	History of Hindi Literature I
<b>Year III Semester I</b>		
HND 311 (3)	H +G+M	Modern Hindi Prose II
HND 312 (3)	H +G*	Hindi Language in Practice I
HND 313 (3)	H +G*	Hindi for Tourism I
HND 314 (3)	H	Modern Hindi Prose III
HND 315 (3)	H	History of Hindi Literature II
<b>Year III Semester II</b>		
HND 321 (3)	H +G+M	Hindi Language in Practice II
HND 322 (3)	H +G*	Hindi for Tourism II
HND 323 (3)	H +G*	Indian Poetics and Selected Hindi Poems II
HND 324 (3)	H	History of Hindi Literature III
HND 325 (3)	H	Theory and Practice of Translation II
HND 326 (3)	G*	Scientific Report Writing
<b>Year IV Semester I</b>		
HND 411 (3)	H	Research Methodology
HND 412 (3)	H	Hindi Language: Written and Oral Expression III
<b>The Department has authority to offer three course units from the following:</b>		
HND 413 (3)	H	Teaching Hindi as a Foreign Language
HND 414 (3)	H	North Indian Cultural Tradition
HND 415 (3)	H	Origin and Development of Hindi Language
HND 416 (3)	H	North Indian Folk Literature
<b>Year IV Semester II</b>		
HND 421 (6)	H	Dissertation / Practical Training

**G\* required to follow by the students who offer Hindi as the major subject in the general degree only.**

### **HND 111 (3) Hindi Language Studies I**

Hindi Alphabet and Pronunciation, Vowel Signs, Conjunct Consonants, The Anuswara, Nasalization, Days of the Week and Kinship Names, Months and Colours, Numerals, Ordinals, Fractions, Aggregative, Multiplicative and Time, Imperative Mood, Indeclinable-Post-Positions, Present Tense, Question, and Negative Forms, Future Tense, Question and Negative Forms

### **HND 121 (3) Hindi Language Studies II**

Case Endings and Declension of Nouns, Transitive and Intransitive Verbs Forms, 'NE' Rule, Past Tense, Question and Negative Forms, Synonyms and Antonyms, Conversation Writing, Food Grain or Flour, Fruits and Nuts, Herbs & Spices, Vegetables, The Uses of Compound Verbs in Hindi such as Padna, Chahiye, Lagna, The Uses of Auxiliary Verbs in Hindi such as Chahna, Sakna, Chukna, Pana

### **HND 211 (3) Hindi Language: Written and Oral Expression I**

Indeclinable-Adverbs, Indeclinable-Conjunctions and Interjection, Group of Verbs of Related Stem and Causative Verbs, Passive and Impersonal Voice, Letter Writing, One Word Substitution for a Group of Words, Story Writing, Adjectives, Comparison and the Noun of Agency, Analysis and Synthesis of Sentences

### **HND 212 (3) Theory and Practice of Translation I**

Introduction to Translation and Theories, Classification of Translation, Shortcoming and Solutions, Short Sentences Translation into Sinhala and Hindi, Small Paragraphs Translation into Sinhala and Hindi, Advertisements Translation into Sinhala and Hindi, One Act Plays and Short Stories Translation into Sinhala, Hindi Songs Translation into Sinhala

### **HND 213 (3) Hindi Language: Written and Oral Expression II**

The Absolute, Particles, Reduplicative Expressions and Reflexive Pronouns, The Subjunctive, The Infinitive, Direct Narration, Repetition, Punctuation, Describing the Pictures through Printed Materials (*Two Cats, Smart Crow, Goats, Crow and Fox Stories etc.*), Summarizing the Stories through Printed Materials (*Vanya Pashu Vanon Ki Shan, Ganga, Vriksha Hare Jeevan Saathi etc.*), Common Errors of Sentences.

### **HND 221 (3) Indian Poetics and Selected Hindi Poems I**

Theory of *Rasa, Alankara, Dvani, Vakrokti* and Relevant Hindi Poems

### **HND 222 (3) Modern Hindi Prose I**

Introduction to Short Stories and Its Origin, Selected Short Stories, Introduction to Novel and Its Origin, Selected Novels, Introduction to One Act Play and Stage Plays - Their Origins, Selected One Act Plays, Stage Plays

### **HND 223 (3) History of Hindi Literature I**

Various Classifications done by Various Research Persons Regarding the History of Hindi Literature, Economic, Social, Religious, Political, Cultural and Literary Background of Adikal, Special Literary Features of Adikal and Chandabardai and Raso Literature, Selected Poems from Pritviraj Raso and Vidyapathi's Padavali, Economic, Social, Religious, Political, Cultural and Literary Background of Bhaktikal, Special Literary Features of Bhaktikal and Poets of Medieval Part-1-Kabeer, Jaisi, Tulsi, Sur, Meera, Selected Poems. Economic, Social, Religious, Political, Cultural and Literary Background of Reetikal, Special Literary Features of Reetikal and Poets of Medieval Part-2-Chinthamani, Bihari, Ghananand, Keshav, Bhushan, Dev, Selected Poems.

### **HND 311 (3) Modern Hindi Prose II**

Introduction to Nibandh (*Holi Hen, Magh Ka Prabata* Warnan and *Akhiri Chattan*), Selected Nibandh and Continuation of Stage Plays (*Ajathshartu* and *Rajani*Ki Rath), Introduction to Rekhachitra and Continuation of Novels (*Sevasadan, Suhag Ke Nupur*) Selected Four Rekhachitra and Continuation of Novels (*Rajiya, Ruupa Ki Aji, Sarju Bhaiyya, Baldev Singh*)

### **HND 312 (3) Hindi Language in Practice I**

Relative-Correlative Constructions, Hindi Proverbs and Idioms, Subordinate Conjunctions and Clauses, Comprehension from Anubhuti-A Complete Classic Collection of Hindi Poetry, Letter Writing-Contd., Akalan (Reckoning) from Abhivyakti-Classic Hindi Magazine; Dictation from Balbharati Magazine. Conversation Writing, Essay Writing and Comprehension.

### **HND 313 (3) Hindi for Tourism I**

Introduction to Tourist Industry, Terms and Definition, Understanding Indian Tourists' Needs, Wants and Interests, Promoting Sri Lanka in India for Tourists, Accommodations, Foods, Transportation Facilities, Attractive Places in Sri Lanka and Describing Them in Hindi, Guiding and Developing Hindi Speaking Skills Relevant to the Tourist.

### **HND 314 (3) Modern Hindi Prose III**

Goodan-Premchand, *Kitane*Pakistan-Kamaleshwar, Weshali Ki Nagar Wadu-Chatursen Sahastri, Aapka Banti-Mannu Bandan, Meila Aanchal, Renu Ugrataranagarjan.

### **HND 315 (3) History of Hindi Literature II**

Economic, Social, Religious, Political, Cultural and Literary Background of Adhunikkal, Special Literary Features of Bharatendu Period and Poets of Bharatendu Period- Bharatendu, Premghan, Pratapnarayan Mishra, Ambikadathvyas, Hindi Prose of Bharatendu Period, Special Literary Features of Dvivedi Period and Poets Dvivedi Period-Dvivedi, Ramnaresh Tripathi, Sridhar Pathak, Hariaodh, Meithilisharan Gupt, Hindi Prose of Dvivedi Period, Special Literary Features of Chayavadi Period and Poets of Chayavadi Periods-Panth, Prasad, Nirala, Mahadevi Varma, Makhanlal Chaturvedi. Selected Poems by Them, Hindi Prose of Chayavadi Period

### **HND 321 (3) Hindi Language in Practice II**

Effect of Other Languages on Hindi Songs, Newspapers and Magazines, Hindi Films and Other Hindi Programs.

### **HND 322 (3) Hindi for Tourism II**

Introduction to Places of Tourist Interest; Nature, Culture, Parks, Monuments, Events and Sports, Accessibility and Accommodations, Tour Organization and Handling, Preparing Tours for Indian Tourists, Presentation in Hindi, Sri Lanka in India, Promotional Messages -Design, Selection of Effective Media. (electronic/print), Airline Reservation Information, Tour Agencies, Designing Tour Package in Hindi, Protecting Tourist Industry. ***Field study will be an integral part of this course unit.***

### **HND 323 (3) Indian Poetics and Selected Hindi Poems II**

Theories of *Auchithya*, *Reeti*, *Imagination and Images*, *Symbols* and Relevant Hindi Poems.

### **HND 324 (3) History of Hindi Literature III**

Special Literary Features and Poets of Pragathivadi Period -Dinkar, Bachchan, Narendra Sharma, Nagarjun, Siyaramsharan Gupt, Rangeya Raghav, Ramvilas Sharma, Shivmangal Singh, Special Literary Features and Poets Prayogvadi Period-Muktibodh, Agyeya, Nemichdra Jain, Girijakumar Mathur and Selected Poems, Special Literary Features and Poets of Naikavitha Period- Lakshmeekanth Varma, Madan Vaathsyayan, Dharmaveer Bharti, Srveshvardayal Saksena, Balkrishna Sharma 'Naveen' and Selected Poems, Categories of Sathoththari Kavita-Nishedhmulak, Sangharshmulak, asthamulak- and Their Special Literary Features and Poets of Sathoththari Kavita- Sri Sudama Pande 'Dhumil', Kuarnarayan, Kedarnath Singh, Keerti Chaodhari and Selected Poems.



### **HND 325 (3) Theory and Practice of Translation II**

Translating Simple Paragraphs into Sinhala and Hindi, Translating Poems into Sinhala and Hindi, Translating Short Stories into Sinhala and Hindi, Translating Selected Paper Articles into Sinhala and Hindi, Translating Advertisements into Sinhala and Hindi, Translating Certificates into Sinhala and Hindi, Translating Novels into Sinhala and Hindi, Translating Films into Sinhala and Hindi

### **HND 326 (3)\* Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

### **HND 411 (3) Research Methodology**

Introduction to Research Method, Structure of a Research/Thesis, Proposal Preparation, Quantitative and Qualitative Research, Data Collection and Analysis, Research Problem Identification, Hypothesis and Proposition, Research Specific to the Study of Language and Theories Specific to Language Studies, Language-Based Research, Citation Methods and Referencing.

### **HND 412 (3) Hindi Language: Written and Oral Expression III**

Orthography-Vowels and Consonants: Pronunciation and Methods of Writing, Orthography-Points of Enunciation, Orthography-Joining Letters, Etymology- Noun and Gender, Etymology- Numbers, Etymology- Pronouns and Adjectives, Formation of Words-Suffix and Prefix, Formation of Words- Compound, Picture Describing, Comprehension and Dictation.

### **HND 413 (3) Teaching Hindi as a Foreign Language**

Introduction to Teacher (responsibilities and qualities of a Teacher), Information on Student-Centered Learning, Planning a Lecture, Program and Materials Design Levels of Learning (based on Blooms and SOLO Taxonomy), the Alignment between Learning Methods and Learning Outcomes), Teaching Content through a Second Language, Preparing a Question Paper, Details on Assessment methods-Formative/Summative).

### **HND 414 (3) North Indian Cultural Tradition**

Varna Dharm, Asram Dharam, Tribes of Northern India, Festivals of Northern India, The National Emblem, National Anthem and National Song, The Duty/Profession of the Particular Caste, Brahmacharya-Charity as a Student of Vedas; Grihasta- as a Householder; Vanaprastha- as Abandoner of Worldly Things, Sanyas- as Anchorite, 16 Sanskars, Foods, Drinks and Sports in North India, Dressers and Jewellery in North India. Northern Indian Sports, Ancient India Education System and Universities, National Anthem, Flag and Meddles, Ancient Indian Women.

### **HND 415 (3) Origins and Development of Hindi Language**

Introduction to the Origin of Hindi Language, Ancient Indo-Aryan Languages, Description of Medieval Indo-Aryan Languages, Modern Indo-Aryan Languages, Dialects of Hindi Language, Differences of Hindi, Urdu and Hindustani, Introducing Hindi as National Language, Standardization of Hindi Language, New Trends of Hindi Language, Loan Words of Hindi Language.

### **HND 416 (3) North Indian Folk Literature**

Introduction to Folk Literature, Classification of Folk Literature, Introduction to North India Folk Literature, Introduction to North Indian Folk Song, Introduction to North Indian Folk Ballads, Introduction to North Indian Folk Tales, Introduction to North Indian Folk Drama, Introduction to North Indian Folk Sayings

### **HND 421 (6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following a BA Honors in Hindi Degree must submit a Dissertation. Students are required to select a topic in the field of Hindi 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 is available in the Department)

**or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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).

The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guide line provided by the PTU in order to complete the practical training component.

**In case a suitable place for training will not be found, student should do the dissertation.**

The Honors Degree program in Translation Studies conducted by the Department of Languages seeks to produce scholars, innovators, leaders and global citizen in the following manner.

**Scholars** -The Department has striven to provide the country with skill translators and interpreters equipped with a broad knowledge base and disciplinary expertise in Translation Studies. They are aware of contemporary research in the field of Translation Studies and able to conduct their own research and investigation in a growing communication based global world.

**Innovators** - Graduates in Translation Studies in the Department possesses a broader vision for the country in its forward march. Imaginative, and inspired by a multicultural perspective, they are capable of producing men and women with measured caliber and imaginative thinking to contribute for the national development in all the relevant levels.

**Leaders** -Our graduates take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.

**Global Citizens** - Graduates who complete our degree program are expected to be able to gain global knowledge through translation. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.

### **Graduate Capabilities**

There are six clusters of generic capabilities which the Department seeks to foster in all of its graduates through teaching and learning in the respective Honors Degree Programs of study. These, as relevant to the Honors Degree Program in Translation Studies, are:

## 1. Disciplinary Knowledge & Practice

Descriptor	This theme includes the ability to -
<p>Graduates are expected to understand the significance of the linguistic theory of Translation, practice and research in the field of Translation Studies and appreciate the role of their discipline in its contexts especially in the policy formulation process.</p>	<ul style="list-style-type: none"> <li>● demonstrate an advanced knowledge and understanding of the core aspects of the area of study.</li> <li>● critically analyze data, make judgments and propose solution to problems.</li> <li>● construct and sustain arguments use these arguments, ideas and techniques in problem solving.</li> <li>● use practical skills and enquiry efficiently within the area of study.</li> <li>● conduct research in the field of study.</li> <li>● understand the typology of translation and use A Language (Sinhala), B Language(English) and C Language (Tamil) in Translation process accurately.</li> <li>● understand the wider trends and developments that have shaped the field of Translation Studies.</li> </ul>

## 2. Critical Thinking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</p>	<ul style="list-style-type: none"> <li>● think imaginatively and innovatively.</li> <li>● evaluate problems from multiple perspectives.</li> <li>● access information and judge its pertinence.</li> <li>● introduce new dimensions to existing ones in the domestic environment.</li> <li>● enrich domestic tools of thinking</li> </ul>

### 3. Solution Seeking

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to apply skills, knowledge, and Language competencies to solve problems and make informed decisions.</p> <p>They are expected to be able to have long-term and big picture perspectives in the field.</p>	<ul style="list-style-type: none"> <li>● construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.</li> <li>● consider long-term and big picture perspectives including, where applicable, sustainability and social, economic and environmental impact.</li> <li>● assess problems from multicultural point of view; analyze, seek and select solutions in that perspective; plan and devise strategies to achieve them.</li> <li>● widen the ways of looking at problems</li> </ul>

### 4. Communication & Engagement

Descriptor	This theme includes the ability to -
<p>Graduates are expected to be able to receive, interpret information, express ideas and share knowledge with diverse audiences through translation. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</p>	<ul style="list-style-type: none"> <li>● communicate/present information, ideas, issues and solution efficiently and effectively.</li> <li>● demonstrate awareness of the current developments in the area of study.</li> <li>● participate actively in teams and professional networks.</li> <li>● convey meaning successfully using Sinhala, English and Tamil as source and target languages.</li> <li>● communicate productively using ICT skills in translation and interpretation.</li> </ul>

## 5. Independence & Integrity

Descriptor	This theme includes the ability to -
Graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactively and an ability to make principled decisions in academic and professional spheres.	<ul style="list-style-type: none"><li>● participate in lifelong learning in and beyond their discipline.</li><li>● exhibit resilience, independence and personal autonomy</li><li>● demonstrate leadership, personal characteristics and attitudes that are consistent with ethical behavior.</li><li>● understand academic integrity and professional ethics within a disciplinary context.</li><li>● learn independently and proactively.</li></ul>

## 6. Social & Environmental Responsibilities

Descriptor	-This theme includes the ability to -
Graduates are expected to be sensitive to cultural diversity and to be committed towards preserving the interests of the pluralistic society. They are expected to recognize a role for themselves in creating a future with the consideration of the social and cultural consequences of national and international issues.	<ul style="list-style-type: none"><li>● consider the wider implications of local and global issues.</li><li>● demonstrate awareness of implications of world events</li><li>● exercise cultural competence and appreciate diversity.</li></ul>

The curriculum of the Bachelor of Arts Honors in Translation Studies offered by the Department of Languages is mentioned below.

#### 4.2.14. TRANSLATION STUDIES

<b>Year I Semester I</b>		
TRL 111(3)		Language A Writing Techniques I
<b>Year I Semester II</b>		
TRL 121 (3)		Language B Preparatory Skills for Translation
<b>Year II Semester I</b>		
TRL 211(3)	H+G+M	Language C Listening
TRL 212(3)	H+G	Language C Writing I
TRL 213(3)	H	Awareness of Language: Linguistic Approach
<b>Year II Semester II</b>		
TRL 221(3)	H +G+M	Language A Writing Techniques II
TRL222(3)	H +G	Language C Listening and Speaking
TRL 223(3)	H	Specialized Translation I: Academic Translation
<b>Year III Semester I</b>		
TRL 311(3)	H +G+M	General Translation I
TRL 312(3)	H	Language B Advanced Writing Skills
TRL 313(3)	H	Language C Reading I
TRL 314(3)	H	Specialized Translation into Language B
TRL 315(3)	H	Computer Skills for Translation
<b>Year III Semester II</b>		
TRL 321(3)	H +G+M	General Translation II
TRL 322 (3)	H	Specialized Translation II: Technical Translation
TRL 323(3)	H	Language C Writing II
TRL324(3)	H	Translation Theories and Ethics
TRL 325(3)	H	Computer Assisted Translation
<b>Year IV Semester I</b>		
TRL 411(3)	H	Research Methodology
TRL 412(3)	H	Specialized Translation III: Subject wise Translation
<b>The Department has authority to offer three course units from the following:</b>		
TRL 413(3)	H	Introduction to Audio Visual Translation
TRL 414(3)	H	Specialized Translation IV: Literary Translation
TRL 415(3)	H	Introduction to Interpretation
TRL 416(3)	H	Language A Editing and Proof Reading
<b>Year IV Semester II</b>		
TRL 421(6)	H	Dissertation / Practical Training

**G – required to select by the students who follow Translation Studies as the minor subject in General Degree Only.**

### **TRL 111(3) Language A: Writing Techniques I**

a) Developing Reading Skills: Distinguish between Different Text Types: e.g.: Newspaper and Academic Reports, Feature Articles and Academic Writing, Interviews and Descriptive Texts, Narratives and Reviews etc. Analyzing and Paraphrasing Complex Sentences.

b) Developing Writing Skills: Application of Basic Grammatical Rules of Written Variety of Language A to Write Shorter Pragmatic Texts, Elucidating Common Errors in Writing, Developing Thematic Paragraphs on the Basis of Given Topic Sentences.

### **TRL 121 (3) Language B: Preparatory Skills for Translation**

a) Developing Listening Skills in Language B. Taking Notes and Gathering Information while Lecture is going on. Discussing the Main Points of Lectures. Evaluating Critically the Content of Lectures

b. Developing Speaking Skills in Language B: Presenting Key Points, a Summary, and a Critical Evaluation of a Selected Texts/Video Clips

c. Developing Reading Skills in Language B: Reading and Comprehension; Identifying Difficult Words, New Concepts etc. and Gathering Definitions and Further Information from Online/Printed Resources

d. Developing Writing Skills in Language B: Identifying and Practicing the Standards of British English on Morphological, Syntactic, Semantic, and Pragmatic Levels of Language Analysis

- The Extent of Emphasis on Each Aspect will be determined by the proficiency level of the students.

### **TRL 211(3) Language C: Listening**

Orthography, Pronunciation and Basic Vocabulary, Breaking up Utterances (strings of sounds) into Meaningful Units (words) while Listening to Simple Dialogues, Songs etc. Producing Words with Correct Spelling in Dictation, Reading Words and Phrases on Sign-boards, Notice-boards, Advertisements etc., Asking Simple Questions and Give Responses in Language C.

### **TRL 212(3) Language C: Writing I**

Formation of Words and Phrases, Writing Simple, Compound and Complex Sentences in Language C, Writing Small Paragraph on Given Topics, Writing Personal Letters to Friends or Relatives, keeping a Diary to Indicate Daily Activities, Preparing Materials such as Recipes, Classified Advertisements etc.



### **TRL 213(3) Awareness of Language: Linguistic Approach**

Definition of Language as a Universal Phenomena, Outlining How Language Works as a System of Communication; i.e. Mediums of Expressions- Speech and Writing; Comparison between the Two Media; The Effective Use of Dialects and Registers etc. Evaluating the Distinctive (define) Features of Language as Compared with Animal Communication Systems, Deliberate on the Functions of Language as Discussed in Functional Linguistics and how Different Functions Decide the Mode of Translation; Examining the **diglossic** Situation in Language A and Manipulating It in Translation.

### **TRL 221(3) Language A: Writing Techniques II**

- a) Developing Reading Skills in Language A: Discriminating between Stylistic Variations in Genres, Registers etc. of Language A, Specific Linguistic Usages Relative to Text Types, Appropriate Use of Words and Phrases Appeared in Different Contexts.
- b) Developing Writing Skills in Language A: Applying Advanced (or archaic) Grammatical Rules Appropriately in Formal Writing, Constructing Articles, Reports, Creative Writings etc., with Compatible Style. Translation of Selected Classical Texts of Language A into Modern Phraseology. (Intra-lingual translation).

### **TRL222(3) Language C: Listening and Speaking**

Conversation with Native Speakers or Bi-linguals who Speak Language C, Study of Cultural Expressions (e.g. Greetings, Apologizing, Requesting etc.) in Dialogues, Responding in Language C to Questions, Requests etc., Making Sense of Simple Straightforward Utterances Heard through Electronic Media or in Public Places.

### **TRL 223(3) Specialized Translation I: Academic Translation**

An Introduction to Translation of Academic Texts, Language of Academic Writing, Translation of Text Books in Various Fields, Translation of Scholarly Articles, Research into Technical Terms, Elucidation of the Meaning of Technical Terms and Determining their Counterparts in A Language.

### **TRL 311(3) General Translation I**

An Introduction to Translation, Differentiate between Types of Translation, Methods of Translation; Demonstration of the Applicability of this Knowledge in Practical Translation, Inter-lingual Translation and Comparing these with Intra-Lingual Translation, International Norms of Translation, Research Methods of Translation and Putting them into Action.

### **TRL 312(3) Language B: Advanced Writing Skills**

Dichotomy of British and American Varieties; Sri Lankan Variety of English; Introduction to Syntax, Composing Sentences, Introduction to Composition, Composing Small Essays Articles etc. Developing Thematic Paragraphs on the Basis of a Given Topic Sentence, The Nature and the Elements of Academic Writing, Punctuation Marks, IPA Transcription, Compilation of a Own Dictionary Including Synonyms, Homonyms, Homophones etc. with Definitions and Illustrations.

### **TRL 313(3) Language C: Reading I**

Reading as a Discipline, Familiarizing with Basic Rules of Written Language, Reading Selected Texts in Language C and Interpret them in Language A, Comprehending and Producing Similar Utterances in Speech.

### **TRL 314(3) Specialized Translation into Language B**

Comparing Original and Translated Versions to Learn Structural Differences between Language A and B, Translating Selected General Texts into Language B, Usage of Back Translation Technique to Enhance Writing Skills.

### **TRL 315(3) Computer Skills for Translation**

Introduction to Word Processing, Spreadsheet and Presentation Software (MS Word, MS Excel and MS PowerPoint and Open Source Versions), Basic Introduction to DTP Desktop Publishing Software (Adobe InDesign), Professional Typesetting Skills (up to 40 Words per minute) in Target Languages, Internet and email Skills for Communication, Accessing Online Resources such as Dictionaries and Encyclopedias, Participating in Online Professional Communities such as Forums and Web Based Translator Registries.

*Field study will be an integral part of this course unit.*

### **TRL 321(3) General Translation II**

Translation of Different Kinds of General Texts (e.g. Official Letters, Invitation, Agenda, and Reports etc.) to Language A, Using Appropriate Register and Convenient Phraseology, Appropriate Methods and Linguistic Usages to be adopted in Translation of Different General Texts, Creating own Glossaries and Term Files.

### **TRL 322 (3) Specialized Translation II: Technical Translation**

Introduction to Technical Translation Features of Language in Technical Document, Identifying the Kinds of Institutional Texts and their Linguistic Norms, Compiling Words, Technical Terms and Phrases Used in these Documents in Terms of Glossaries and Term Files, Translation of Relevant Documents Paying Attention to Phraseology, Structures and Conventions.

**Guest Lectures will be an integral part of this course unit.**

### **TRL 323(3) Language C Writing II**

Filling Application Forms, Completing Quizzes etc, and Writing Personal Letters to Friends or Relatives, Keeping a Diary to Indicate Daily Activities, Preparing Materials such as Recipes, Classified Advertisements etc.

### **TRL 324 (3) Translation Theories and Ethics**

An Introduction to the Linguistic Theories of Translation, Distinguish between Communicative Translation and Semantic Translation, Relate the above Methods to Underlying Theories, Relevance of Componential Analysis and Discourse Analysis in Translation, Awareness of Ethics and Code of Conduct of Translation in Real Work.

### **TRL 325(3) Computer Assisted Translation**

Computer Assisted Translation, How Does Computer Assisted Translation Work? Computer Assisted Translation Tools, Benefits of Using Computer Assisted Translation, Application of Open Source CAT (Computer Assisted Tools) such as Omega T and CAT Tool Developed by LTRL (Language Technology Research Lab of Colombo University), Trial Versions of Commercial Translation Software such as SDL Trados. **Guest Lectures will be an integral part of this course unit.**

### **TRL 411(3) Research Methodology**

Introduction to Research Methods, Structure of a Research /Thesis, Proposal Preparation, Quantitative and Qualitative Research, Data Collection and Analysis, Research Problem Identification, Hypothesis and Proposition, Research and Theories Specific to Translation Studies and Translation Based Research, Citation Methods and Referencing.

### **TRL 412(3) Specialized Translation III: Subject wise Translation**

An Introduction to Subject wise Translation, Legal, Science, Economics, Banking etc. Usage of Language in Subject wise Translation, Study the Characteristics of Relevant Register. Bring in Terminological Research Relevant to the Selected Subject Area and Compiling Glossaries and Term File.

**Guest Lectures will be an integral part of this course unit**

### **TRL 413(3) Introduction to Audio Visual Translation**

An Introduction to Audio Visual Translation, Lip Synchronization and Semantic Translation in Dubbing, Techniques Used in Dubbing, Sub Titling, Transcription.

**Guest Lectures/Field study will be an integral part of this course unit.**

### **TRL 414(3) Specialized Translation IV: Literary Translation**

Introduction to Literary Translation, Different Literary Text Types and Different Translation Approaches in Accordance with them. Ways and Means to Translate Cultural Expressions, Amalgamation of Theoretical, Linguistic Knowledge and Cultural Awareness in Translation, Evaluation of Literary Texts Translated into Language A by Means of Cultural and Linguistic Norms.

### **TRL 415(3) Introduction to Interpretation**

Understanding the Theoretical Aspect of Interpretation and Translation Process, Types of Interpretation, Modes of Interpreting, Community Interpretation, Oral Translation of Appropriate Texts, The Style of Oral Interpretation, Translation of Appropriate Passages from Hansards, Translation of Court Proceedings.

**Guest Lectures /Field study will be an integral part of this course unit.**

### **TRL 416(3) Language A: Editing and Proof Reading**

An Introduction to the Process of Editing and Proof Reading, Practice of Proof Reading and Copy Editing. Comparison of Edited Articles with the Originals, Correct Spelling, Grammar and Word Order of Given Texts According to the Conventions of Language A and B, Use of Conventional Symbols in Editing and Proofreading.

### **TRL 421(6) Dissertation / Practical Training**

Under the guidance of a supervisor, students following BA Honors in Translation degree must submit a dissertation. Students are required to select a topic in the field of Translation 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 (Guideline for the preparation of the Dissertation is available in the Department)

**Or**

The purpose of the practical training component is to provide students with an opportunity to relate their theoretical knowledge pertaining to their Honors degree programs with its application in the real work setting. In order to achieve this objective, the 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). The 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.

Students should fulfil two requirements; **a.** The completion of the **Training Record Book** provided by PTU and **b.** Preparation of the **Independent Training Research Report** according to the guideline provided by the PTU in order to complete the practical training

**In case a suitable place for training will not be found, student should do the dissertation.**

## 5. MAJOR/MINOR SUBJECT

In addition to the subjects mentioned above, Teaching English as a Second Language (TESL) could be studied as a minor subject in any Honors Degree and major or minor in General Degree Programs. Further details are as follows.

### 5.1. TEACHING ENGLISH AS A SECOND LANGUAGE

This course is designed to enhance the different English language competencies of graduates. Most of the existing English Degree programs offering for the Bachelor of Arts Degrees have not specifically been designed to produce teachers of English since those programs have their own unique objectives. Consequently, ELT-related course units are not prioritized in such curriculum. However, the syllabi for TESL include practical as well as theoretical units. Hence, it will create skillful graduates who can cater to the requirements in the field in addition to the teaching of English.

<b>Year I Semester I</b>		
TESL 111 (3)		Advanced Grammar and Reading
<b>Year I Semester II</b>		
TESL 121 (3)		Second Language Acquisition
<b>Year II Semester I</b>		
TESL 211 (3)	G+M	Introduction to the Structure of English Language
TESL 212 (3)	G	The Use of Literature in ELT
<b>Year II Semester II</b>		
TESL 221 (3)	G+M	Practicum in English Teaching
TESL 222 (3)	G	An Overview of Approaches and Practices in ELT
<b>Year III Semester I</b>		
TESL 311 (3)	G+M	Classroom Practices in Sri Lanka
TESL 312 (3)	G*	Curriculum Development for ESP
TESL 313 (3)	G*	Pronunciation for English Language Teachers
<b>Year III Semester II</b>		
TESL 321 (3)	G+M	Testing and Evaluation
TESL 322 (3)	G*	Research Methods in ELT
TESL 323 (3)	G*	Teaching Academic Writing
TESL 326 (3)	G*	Scientific Report Writing

**G\* required to follow by the students who offer TESL as the major subject in the General Degree only.**

### **TESL 111(3) Advanced Grammar and Reading**

Differentiate, Analyze and Extract Relevant Information from a Text, Differentiate Main Idea from Supporting Details in Complex Texts, Understand the Function of Discourse Markers and Internal Cohesion, Understand Cause and Effect, Definitions, Comparisons and Contrast, Understand Implicit Information in Complex Texts by Making Inferences, Distinguish between Facts, Suppositions, Opinion, Arguments etc., Use Contextual, Structural and Morphological Clues to Deduce the Meaning of Unfamiliar Words and Phrases, Understand the Arguments of Analytical Texts, Seek and Gather Information from Reference Materials, Understand Longer and more Complex Texts, Understand Writer's Intention, Attitude and Tone, Understand Abstracts and Concepts in Complex Texts, Convey Reasoned Judgments, Critical Comments and Evaluate Complex Academic Texts Critically. Identify and Understand Complex Grammatical Structures at Phrase and Clause Level, Understand Negation, Passive Structures and the Modals in Given Texts

### **TESL 121 (3) Second Language Acquisition**

Basic Principles and Theories of First and Second Language Learning, Introduction to Environmentalist Theories, the Nativist Theories, The Theories of Language Acquisition: Skinner's Verbal Behavior, Piaget's View of Language Acquisition, Cognitive Theory, Constructivist Theory, Vygotsky's Zone of Proximal Development, The Monitor Model; The Acquisition Learning Hypothesis, The Natural Order Hypothesis, The Input Hypothesis, The Affective Filter Hypothesis, The Interlanguage Theory, The Universal Grammar Theory, Child Language Acquisition: the Role of Native Language- Historical Overview, the Role First and Second Language. Three Periods of SLA Research: 1960's Behaviourism and Audiolingualism: Language as a Habit, 1970's Interlanguage: Language as Cognitive System, 1980's SLA Theory Refinement: Multiple Perspectives. Input, Intake, Interaction and Output in SLA: Sociocultural Perspective Input, Intake, the Role of Input in SLA, Comprehensible Input, Negotiating of Meaning, Interactionist Principles, Negative Evidence, Comprehensible Output, Vygotsky's Sociocultural Theory. Introduction to Non-language Influences in SLA: Individual Differences (ID) Role of ID: Personality, Temperament, Mood, Language Aptitude, Motivation and Self-Motivation, Learning Styles and Cognitive Styles, Age, Other Learner Characteristics: Anxiety, Creativity, Willingness to Communicate, Self Esteem, Learner Beliefs

### **TESL 211 (3) Introduction to the Structure of English Language**

Introduction to Linguistics, Brief Introduction to Different Branches of Linguistics: Historical, Comparative, Socio, Psycho, Geographical, Structural, Applied. Defining Phonetics; Classification of the English Sounds-Segmental: Vowels, Consonants, Diphthongs, Triphthongs, Suprasegmental aspects: Pitch, Stress, Tone, Intonation. Branches in Phonetics: Articulatory, Acoustic and Auditory, Phonetic Transcription; Defining Phonology. Principles of Structural Linguistics, Identification of Speech Sounds and Study of Their Production, English Morphology- Identification of Morphemes, Allomorph, Free and Bound Morphemes, Affixes (Prefixes and Suffixes) Derivational & Inflectional, Defining Syntax, Place of Syntax in Linguistic Analysis, Identity of Syntax, Various Approaches to Syntax

### **TESL 212 (3) The Use of Literature in ELT**

What is Literature, Why Use Literature in ELT, Different Models of Teaching Literature in Class: The Language Model, The Cultural Model, The Personal Growth Model, Using Poems, Using Short Stories and Extracts from Stories, Using Idioms, Using Novels, Using Drama and Adaptive Films, Using Songs in Primary ELT, Using Story Books in Primary ELT, Potential Problems in the Use of Literature in ELT: Guidance Where to Find Materials, Guidance How to Choose Materials

### **TESL 221 (3) Practicum in English Teaching**

The Importance of Reading, Changes in the Concept of Reading, Principles and Techniques for Teaching Reading & Vocabulary, Intensive Reading, Teaching Comprehensive Skills, Selecting Appropriate Materials for Reading, Difference between Speaking & Writing, Approaches to Teaching Writing, Principles and Techniques for Teaching Writing, Selecting Appropriate Tasks/Activities for Writing, How to Deal with Errors, Importance of Teaching Speaking, Communicative Language Theory & Speaking Competence, Principles and Techniques for Teaching Speaking, Reasons for Listening, The Characteristics of Spoken Language, Principles and Techniques for Teaching Listening, Problem Encountered in Learning to Listen, Selecting Appropriate Materials for Listening

### **TESL 222 (3) An Overview of Approaches and Practices in ELT**

History of Methods in ELT: Grammar Translation Method; Direct Method; Audiolingual Method; Cognitive-Code Learning Method; Community Language Learning; Silent Way; Suggestopedia; Total Physical Response; ELT in the “Post-Method” Age; Move toward a Better Assessment of the Learner-Centered Classroom; Theories of Teaching in ELT; Current Approaches to Teaching: Theory-Based Approaches; Values-Based Approaches; Constructivist Approach (the Five E’s); View of Teaching as an Art or Craft; Employing a Tested Model of Teaching and the Important Skills of Teaching; Learning Strategies and Learner Strategy Training; Classroom Dynamics: Implementing Cooperative Learning Techniques; Mixed-Level Teaching: Activities; Classroom Management; Task-Based Language Teaching;

Project Work; Group Projects Addressing Language and Culture; Lesson Planning: How to Develop a Lesson Plan Using the Constructivist Approach (the 5 E's); Creating Lesson Plans: Pronunciation, Speaking, and Listening, Grammar; Vocabulary; Reading; Writing; Syllabus Design: Creating a Flexible Model; The Communicative Syllabus; Curriculum Policy and Needs Analysis; Developing Instructional Materials: Tailoring the Materials to Suit the Needs of the Target Audience; Technology in the Classroom (Exposing Students to the Following: Web quests, Weblogs, Blogging, Designing Websites, Using Soundwaves, etc.); Creating a Multi-Media Project

### **TESL 311 (3) Classroom Practices in Sri Lanka**

Teacher's Role as a Facilitator in the Teaching-Learning Process: Introduction, Importance of the Teacher's Role as a Facilitator of Learning, Problems Encountered by the Teacher in a Child-Centered Approach, The Development of Language Teaching: Introduction, Development of Language Teaching. Principles of Language Teaching: The IPA Articles, Criteria of Tests- Validity: Face, Content, Construct, Criterion Related, Reliability: Making Tests Reliable, Backwash Effect, Discrimination, Practicality, Group Work in ESL classroom: The Role of Group Work in ELT, The Advantages & Disadvantages of Group Work, Features of a Successful and Unsuccessful Group, Managing Group Work, Questioning in ESL Classroom: Introduction, Significance of Questioning -Some Definitions, Objectives of Questioning, Variety in Question Forms, Different Kinds of Questions. Questioning Skills, Features of Effective Questioning, Reactions of Teacher to Student Questioning, Lesson Planning and Micro Teaching Practice.

***Field study will be an integral part of this course unit.***

### **TESL 312 (3) Curriculum Development for ESP**

The Development of ESP: Historical and Theoretical Perspective, The Historical Development of ESP, The Distinctions Between the Absolute and Variable Characteristics of ESP, Types of ESP, Characteristics of ESP Courses, and the Meaning of the Word 'Special' in ESP, Needs Analysis: English for Specific Purposes (ESP): Tailoring Courses to Students' Needs/Wants and to the Outside World, ESP Course Design: Issues Related to Planning, Conceptualizing, Developing, Implementing and Evaluating ESP Programs, Utilize the Results of Needs Analysis in Setting the Parameters of ESP Course Design, Assessment and Testing in ESP: Discussing Evaluation Methods, Issues Related to the Evaluation of the ESP Courses, Issues Involved in ESP Materials Development, Factors Involved in the Identification of ESP Materials and Preparing Materials for the Specific Areas of ESP for Business and Economics, ESP for Science and Technology, ESP for Social Sciences, etc. Technology as a Resource for ESP: Issues Related to Technology in Teaching ESP, and Important Points to be Considered When Integrating Technology into Classroom Practice



### **TESL 313(3) Pronunciations for English Language Teachers**

Emphasizing the Teachers' Responsibility to Use Correct Pronunciation in English, Acquiring a Sound Theoretical and Practical Basis for Learning English Pronunciation through Three Components: Theory, Practice of English Pronunciation in Classroom Activities and Individual Work in the Language Laboratory, Working on Articulatory Setting, Consonants, Sounds in Connected Speech, Vowels, Sounds and Spelling, Stress and Rhythm, Sentence Stress and Intonation and Paralinguistics, Identifying Common Errors in English Pronunciation, Assessing Speaking and Pronunciation.

### **TESL 321 (3) Testing and Evaluation**

Introduction: Teaching, Assessing, and Testing; Approaches to Language Testing: A Brief History; New Views on Intelligence; Traditional Testing; Formative and Summative Assessment; Different Kinds of Language Tests; Communicative Language Testing; Performance-Based Assessment; Norm-Referenced and Criterion-Referenced Tests; Standardized Testing; Standards-Based Assessment; Principles of Language Assessment; Designing Classroom Language Tests; Relevant Issues in Classroom Testing; Techniques for Testing; Alternative Assessment; Assessing Writing; Genres of Written Language; Types of Writing Performance; Micro- and Macro skills of Writing; Designing Assessment Tasks: Imitative Writing and Intensive Writing; Designing Assessment Tasks: Responsive and Extensive Writing; Scoring Methods for Responsive and Extensive Writing; Holistic, Analytic, and Primary Trait Scoring; Creating Suitable Rubrics and Tests (Summative Assessment in the Sri Lankan Context); Understanding the Importance of Inter-Rater Reliability (Exposure to the Pearson Test of Correlation); Assessing Speaking; Basic Types of Speaking; Micro- and Macro skills of Speaking; Designing Assessment Tasks: Imitative Speaking; Phone Pass Test; Designing Assessment Tasks: Intensive Speaking; Designing Assessment Tasks: Responsive Speaking; Test of Spoken English; Designing Assessment Tasks: Interactive Speaking; Oral Proficiency Interview (OPI); Designing Assessment: Extensive Speaking; Oral Presentations; Debates; Retelling a News Event or Story; Translation of Extended Prose; Developing Appropriate Tests and Rubrics (in the Sri Lankan Context); Types of Reading; Micro skills, Macro skills, and Strategies for Reading; Designing Assessment Tasks: Perceptive Reading, Selective Reading, Interactive Reading, and Extensive Reading; Writing Appropriate Multiple Choice Items and Common Violations; Developing Tests Using Multiple Choice Items; Basic Types of Listening; Micro- and Macroskills of Listening; Designing Assessment Tasks: Intensive Listening, Responsive Listening, Selective Listening, and Extensive Listening; Developing Tests Using True/False Format

### **TESL 322 (3) Research Methods in ELT**

What is Research?, Four Types of Knowledge Found in Second Language Research, Kinds of Research in TESL: Theoretical (Basic), Applied, and Practical Research, Four Parameters for Second Language Research-Analytic and Synthetic Approaches, Deductive and Heuristic Objectives, Control and Manipulation of the Research Context, Data and Data Collection -The Stages of Research, Contextualizing the Research Study, Finding the Appropriate Sources for the Literature Review, Reading the Literature, Organizing the Body of Research and Reporting the Background Information, The Components of Research; the Research Plan and Determining the Type of Research, Controlling Variables and Making Valid Predictions to Make the Research more Effective, Types of Data and Variables, External Validity and Internal Validity, Research Design: Qualitative Research, Multivariate and Correlational Research, Research Design: Experimental Research, The Major Components of Quantitative Research, Sample Designs, Data and Data Collection Procedures, The Design of the Study and Data Analysis, Analyzing Qualitative and Quantitative Research Data, Using the Computer to Analyze the Data.

### **TESL 323(3) Teaching Academic Writing**

Developing and Expanding the Skills Required to Write Reports, Abstracts, Articles, Dissertations and Books in English, Developing the Usage of Appropriate and Effective English Language in Academic Writings, Structuring Information Effectively, Linking Ideas and Arguments Smoothly to Create a Coherent and Logical Text, Writing Clear and Concise Texts, Developing the Key Issues in Writing Research Papers: Evaluating, Finding and Referring to Relevant Literature, having a Critical Overview of One's Own Writings.

### **TESL 326 (3) Scientific Report Writing**

Selection of Appropriate Title and Subtitle, Objectives, Tables, Comparative Analysis, Research Methodology, Technical Writing, Predictions and Conclusions (**This is a taught course and evaluation for the course consists of 40% from the production of a scientific project report (independently developed by the student), and 60% from the final examination**)

## **6. EXAMINATION CRITERIA**

Examination criteria define under this section can be revived with the approval of the Faculty board and the Senate.

### **6.1. GENERAL CONDITIONS**

The following conditions should be satisfied to be awarded a Bachelors degree.

- a) A student should be registered at the University as a candidate for the Bachelors degree program.
- b) The program of studies has to be completed according to the criteria satisfactory to the University Senate.
- c) Completion of the program of studies requires satisfactory attendance at lectures, fulfilment of assignments and other assessment criteria including examinations as required by each course unit.
- d) Each registered student should submit an application in the appropriate form within the stipulated period for semester examinations.
- e) The admission card issued for each eligible student by the examination division should be submitted together with the Student Identity Card or Student Record Book at the examination hall.
- f) Every candidate should sit for all examinations required in respect of courses studied during the semester. In cases of ill-health or misadventure, written evidence should be produced.
- g) At the examination a candidate will be given a question paper of appropriate duration and structure for each course unit for which written answers have to be furnished.
- h) The examination contains 60% of the final marks of each unit. 40% consists of continuous assessments.

## 6.2. SCHEME OF GRADING

The result of each course unit will be issued according to the following system of grading. Corresponding marks are provided only as a guide for evaluators, and for students to be aware of their performance level. The grade will be converted to a point as indicated below for the purposes of calculating eligibility for a degree and the appropriate class.

% Marks	Grade	Grade Point
80-100	A+	4.0
70-79	A	4.0
65-69	A-	3.7
60-64	B+	3.3
55-59	B	3.0
50-54	B-	2.7
45-49	C+	2.3
40-44	C	2.0
35-39	C-	1.7
30-34	D+	1.3
25-29	D	1.0
00-24	E	0.0

## 6.3. EVALUATION

- A grade will be awarded for each course unit. Where grades are based on final examinations as well as continuous assessments, the end semester examinations will generally contribute 60% to the final grade, while the rest (40%) will be contributed by the continuous assessment. The time duration for each paper in the end semester examination will be either two or three hours.
- Minimum Grade of a 'C' should be obtained by a candidate to pass a course unit. This grade contains marks of both continuous assessments and examinations. If a candidate fails to achieve one aspect of evaluation (40% for final examinations as well as 40% for continuous assessments) maximum of 'C-' grade should be given for such course unit. **However, a performance slightly below a 'C' in either aspect may be compensated for by a better performance in the other aspect, considering the accepted minimum marks agreed upon by the Faculty and maximum 'C' grade should be provided.**
- Students who obtain grades below 'C' (i.e. only C-, D+, D and E) have the chance to upgrade the relevant course unit by sitting for a repeat exam. The maximum grade for such examination shall be 'C' and a GP of 2.0 will be considered to

calculate the final GPA. Where course units are evaluated only by examination, the grades will be awarded on the examination marks alone. **Chances for repeating will be given only twice.**

- The maximum grade for an examination repeated shall be 'C'. In granting a grade at a successful repeat examination 'C-, D+, D and 'E' grades will be eliminated and a pass grade of 'C' will be awarded for the successful attempt and a GP of 2.0 will be considered to calculate the final GPA.
- Under regulation 6.5, students who have submitted a medical certificate for any examination and have not obtained the required grade for Continuous Assessment will be given a maximum of 'C' grade for the particular paper when they take such examination.
- Students who have not completed the CA requirement and the examination **in a semester or in an academic year** due to punishment, they have to miss the batch and complete the whole requirement (CAs and Examination) at the relevant semester/s of the next academic year with the next batch of students.

#### 6.4. GRADE POINT AVERAGE (GPA)

The GPA will be calculated by taking the value of the GP for each course unit obtained by the student throughout the degree course. This will be multiplied by the number of credits awarded for each course unit to calculate the total value. Then the sum will be divided by the total number of credits obtained.

The following formula will be adopted, as in the example given below.

$$GPA = \frac{\sum_{i=1}^n (GP)_i C_i}{\sum_{i=1}^n C_i}$$

Where,

- $(GP)_i$  = Grade Point of  $i^{\text{th}}$  course unit
- $C_i$  = Number of Credits allocated for  $i^{\text{th}}$  course unit
- $n$  = Total number of course units

Students' Results Course Units	Credits	Grade	GP	GP x Credits
Course Unit 1	3 credits	A-	3.7	11.1
Course Unit 2	3 credits	A	4.0	12.0
Course Unit 3	6 credits	B	3.0	18.0
Course Unit 4	3 credits	B+	3.3	9.9
Course Unit 5	3 credits	C+	2.3	6.9
Course Unit 6	2 credits	C-	1.7	3.4
Course Unit 7	2 credits	B-	2.7	5.4
<b>Total</b>	<b>22credits</b>			<b>66.7</b>

$$\begin{aligned}
 \text{GPA} &= \frac{[(3.7 \times 3) + (4.0 \times 3) + (3.0 \times 6) + (3.3 \times 3) + (2.3 \times 3) + (1.7 \times 2) + (2.7 \times 2)]}{22} \\
 &= \frac{(11.1 + 12 + 18 + 9.9 + 6.9 + 3.4 + 5.4)}{22} \\
 &= \frac{66.7}{22} \\
 &= \underline{\underline{GPA = 3.03}}
 \end{aligned}$$

## 6.5. SEMESTER EXAMINATIONS

- A candidate registered for a particular semester should sit for the appropriate examination at the end of that semester. In case of illness the candidate should submit a medical certificate from a medical practitioner, recognized by the University, within seven days of the last date of such examination. This has to be approved by the Senate, in which case the examination when taken will not be considered as a repeat.
- Absence of a candidate from an examination on account of bereavement in the family (death of parent, brother or sister, or spouse or child) will be excused if covering approval is obtained from the Senate by submission of death certificate and appropriate proof of relationship.
- Grades to be awarded in each subject area in each semester shall be finalized at a meeting chaired by the Dean of the Faculty, and comprising the Heads of all Departments in the Faculty, and all lecturers in that subject area involved in teaching and examination of all course units in that subject offered in that semester. The results for the Faculty should be recommended to the Senate by an Examination Board chaired by the Vice-Chancellor and comprising the Dean of the Faculty and all Heads of Department as well as the Registrar in charge of the subject of examinations. Subject Coordinators may attend that meeting if invited.

## 6.6. ELIGIBILITY FOR THE AWARD OF A DEGREE

It is a requirement that a student should obtain 97 credits to be qualified for a three year general degree and 127 credits for a four year Honors degree. Each course unit has a credit value as indicated within bracket in the unit codes of each syllabus. **The credit value for each course unit will be calculated without considering the relevant grade. Even if a student gets E, D, D+, C- grades, the credit value for each course unit will be considered.**

A student should complete the necessary requirement for the awarding of the degree **within six (6) years** of registration.

Students are required to complete **B- and above grades for 16 course units** from the major subject including its relevant course units in the first year for the award of a class for Honors degree.

Students are required to complete **B- and above grades for 8 course units** from the major subject including its relevant course units in the first year for the award of a class for General degree.

The following FGPA (Final Grade Point Average) system is applied in awarding degrees (both four year Honors & three year General):

<b>FGPA</b>	<b>Pass and Class Awarded</b>
3.70 - and above	First Class
3.30 - 3.69	Second Class (Upper Division)
3.00 - 3.29	Second Class (Lower Division)
2.00 - 2.99	Pass

## **7. BY-LAW NO. 03 OF 1996 PERTAINING TO EXAMINATIONS**

By-law No. 03 of 1996 concerning examinations approved by the Council of the Sabaragamuwa University of Sri Lanka instituted under section 29 of the Universities Act No 16 of 1978.

### **7.1. RULES & REGULATIONS GOVERNING THE HOLDING OF EXAMINATIONS**

- 1 Candidates should be at the examination hall 15 minutes before the commencement of the relevant examination. They should enter the examination hall only when informed to do so by the supervisor.
- 2 After entering the examination hall, the candidates should be seated at the desk/table bearing their Index No.
- 3 Candidates are permitted to bring useful items such as pens, pencils, erasers, ink, rulers, geometrical instruments, coloured pencils etc. to the examination hall. No candidate is allowed to bring in any written paper or notes or any other item, which may be misused at the examination.
- 4 Candidates are not allowed to enter the examination hall 30 minutes after the commencement of an examination and they will not be allowed to leave the examination hall before the lapse of 30 minutes from the commencement of the examination and during the last 15 minutes of the examination.
- 5 Every candidate must bring the Examination Entry Form, Student Record Book and the Student Identity Card to the examination hall. While the Student Record Book and the Identity card should carry the student's photograph and signature, it should also be certified either by the Registrar or an officer authorized by the Registrar. If the names appearing in the Student Record Book/ Identity card and those in the Examination Entry form differ, the candidate has to submit an affidavit to the Registrar. In the event of such certification not being available, the candidate has to submit either the National Identity Card or a recent photograph certified by an authorized officer.
- 6 When requested by the Supervisor of the examination, candidates must surrender all documents in their possession.
- 7 No candidate should ask another for anything, exchange anything, engage in conversation, copy from another or help or encourage another candidate to copy.
- 8 Candidates should write their answers in the answer sheets or answer books issued on the particular date of the examination.



- 9 Writing paper such as answer sheets, graph paper, drawing paper, ledger and journal sheets required by the candidates will be issued to them at the examination centre. Candidates are advised not to tear, bend crumple or destroy any paper or answer sheet given to them. Writing paper issued only by the supervisor should be used at the examination. Log tables should be used carefully and left on the table after use. All stationery supplied to the candidates, both used and unused, should be left on the desks when candidates leave the examination hall.
- 10 Before answering the question paper, candidates should write their Index No. and the name of the examination in the relevant place in the answer script. The Index No. should also be written in all other sheets used for answering questions. No candidate should write his/her name or place any identification mark on the answer script. It should also be noted that using the Index No. of another is a breach of examination rules.
- 11 All paper used for rough work should be crossed with a line and annexed to the answer script. Rough work should not be done on the Examination Entry Form, timetable or question paper.
- 12 All candidates must maintain strict silence both inside and outside the examination hall and not disturb the supervisor, invigilators and other candidates.
- 13 Except for a practical or field note book or assignment written by himself/ herself, no candidate is allowed to submit any other document written partly or wholly by someone else, with the answer script.
- 14 Impersonation of any kind is strictly prohibited.
- 15 The supervisor or the invigilators have the authority to call for a written statement from a candidate regarding any incident that takes place in the examination hall. Candidates should not refuse to make such a statement or sign such a statement.
- 16 Answer scripts should be personally handed over to the Supervisor or an Invigilator. Answer scripts should not be handed over to anyone else for whatever reason. All candidates should remain seated until all answer scripts are collected.
- 17 Candidates must make sure that they don't have in their possession any document, note or device which can be misused at the examination. They must also ensure that they do not indulge in acts, which can give rise to their being suspected of misconduct at the examination.

## **7.2. SUBMISSION OF MEDICAL CERTIFICATES FOR ABSENCE AT EXAMINATION**

Internal candidates who are absent themselves for the whole or part of an examination due to ill health should report to the Medical Officer of the University about it either before the commencement of the examination or during the examination time and a medical certificate from the medical officer along with a written request through the respective head of the Department should be submitted to the Dean of the Faculty.

Candidates who have failed to do so due to unavoidable circumstances must submit a medical certificate from a District Medical Officer or a Medical Officer attached to a government hospital, within 14 days of the commencement of the relevant examination or part of the examination with the authentication and the recommendation for medical leave by University medical officer. Medical certificates issued by private medical officers; Ayurvedic physicians or Homeopaths are not accepted.

## **7.3. EXAMINATION MALPRACTICES**

Examination malpractices are classified as follows:

1. Possession of unauthorized documents.
2. Copying
3. Cheating
4. Removal of examination stationery from the examination hall.
5. Inappropriate behaviour
6. Impersonation
7. Gaining or attempting to gain unlawful access to the contents of a question paper
8. Aiding or abetting someone to cheat or receiving assistance from someone to cheat
9. Using undue influence on supervisors, invigilators and other examination officials
10. Any other action considered as an examination malpractice by the University Senate

## **7.4. PROCEDURE FOR INVESTIGATING EXAMINATION MALPRACTICES**

The supervisor should report any examination malpractice to the Asst. Registrar (Examinations) who will investigate into the matter and submit a report to the sub-committee appointed by the Senate. On the recommendations submitted by the sub-committee, the Senate will impose appropriate punishment on the offenders.

## **7.5. PUNISHMENT FOR EXAMINATION MALPRACTICES**

### **1. Possession of unauthorized documents.**

#### **Punishment:**

Banning examination candidacy for a period of two years or imposing alternative punishment considered appropriate by the Senate.

### **2. Copying.**

#### **Penalty:**

Invalidating examination candidacy for a period of 3 years or imposing alternative punishment considered appropriate by the Senate.

### **3. Cheating.**

#### **Penalty:**

Cancellation of examination candidacy, debarring candidate from sitting for University examinations for a specific period or imposing any other punishment considered appropriate by the Senate.

### **4. Removing examination stationery belonging to the University.**

#### **Penalty:**

Cancellation of examination candidacy and debarring candidate from sitting for University examinations for a period specified by the Senate.

### **5. Inappropriate conduct.**

#### **Penalty:**

Cancellation of examination candidacy, debarring candidate from sitting for University examinations for a period not exceeding 05 years and imposing any other punishment considered appropriate by the Senate.

### **6. Impersonation.**

#### **Penalty:**

Annulment of candidacy for a period not less than 05 years and not exceeding 10 years and the imposition of any other punishment considered appropriate by the Senate.

- 7. Gaining illegal access or attempting to gain such access to the contents of a question paper.**  
**Penalty;**  
Cancellation of examination candidacy and imposing any other punishment considered appropriate by the Senate.
- 8. Aiding and abetting examination malpractices and receiving assistance to commit such malpractices.**  
**Penalty;**  
Cancellation of examination candidacy and imposing any other punishment considered suitable by the Senate.
- 9. Attempting to unduly influence examination supervisors and other officials.**  
**Penalty;**  
Any punishment prescribed by the Senate.
- 10. Being guilty of an examination malpractice for the second time.**  
**Penalty:**  
Cancellation of registration as a student of the University.

## **7.6. COMPULSORY PUNISHMENTS**

In addition to the punishments listed above, the following will also be imposed on the recommendation of the Senate:

1. Withholding a class for the degree
2. Limiting the maximum marks obtainable to 40% when re-sitting cancelled question papers
3. Either cancelling or withholding scholarships and bursaries.
4. Withdraw residential facilities
5. Withholding invitation to graduation ceremony
6. Delaying graduation and the release of degree results by one year

**The Senate will decide on the punishments to be imposed for any examination malpractice not mentioned above.**

# Handbook 2020-2021



