

**FACULTY OF ARTS, UNIVERSITY OF JAFFNA**  
**Centre for Open and Distance Learning (CODL)**

**BACHELOR OF ARTS DEGREE PROGRAM**

**Structure of the Degree programme**

**1.0 Introduction**

In accordance with the re-structuring of existing External Degree Program as per the Commission Circular no 932, Faculty of Arts, University of Jaffna, proposing a new structure, incorporating the provisions of the credit valued system.

The new regulations shall be effective for the new entrants of the forthcoming academic year 2011/2012 onwards.

**2.0 Structure of study program**

All study programs have designed to suit the semester based course unit system and Grade Point Average (GPA) evaluation and marking scheme.

**2.1 Degrees**

The Faculty of Arts offers the following Degree programs.

2.1.1 B.A general Degree program of 03 years duration. (SLQF level – 05)

2.1.2 B.A special degree program of 04 years duration. (SLQF level – 06)

The General Degree program offers a minimum of 90 credits, to be completed within a period of 03 years. (06 semesters of 20 weeks duration including examination period), with provision to extend up to a maximum of 06 years, depending on the students choice.

The Special Degree program offers minimum of 120 credits, to be completed within a period of 04 years. (08 semesters of 20 week duration including examination period), with provision to extend maximum of 08 years, depending on the students choice.

One credit is equivalent to 30 hours of contact hours (face to face instructions, tutorial, lab classes, if any, online or computer based learning, independent learning and examinations).

If the students registers for maximum of 15 credits per semester in order to complete the degree in 06 semesters he/she requires 450 contact hours and examination per semester.

However, the student has the option to follow the courses with a lesser amount of Units; such a student is required to register for a minimum workload of 08 credits per semester (minimum 02 courses). This should consist of at least one core and one supplementary/foundation course per semester. Such a student requires a minimum number of 225-250 study hours per semester and would have to forgo the grace period and hence is required to complete within 06 years.

The 03 year degree programme is named as Bachelor of Arts (General) Degree.

The 04 year degree programme is named as Bachelor of Arts (Special) Degree.

The 04 year Special Degree in Arts is named according to the subjects that are supplicated.

The abbreviation of the degree will contain a parenthesis that will reflect the subjects the student supplicated and completed.

For example B.A. (Economics)  
 B.A. (History)  
 B.A. (Tamil)

## 2.2 The Subject area

**The study program consists of Foundation course Units, Core courses in Principal subject area/s, and Supplementary courses in subjects of emerging importance.**

**Foundation Courses:** These courses are compulsory for all students and consist minimum of 20% weightage (24 credits for 4year course and 18 credits for 3 year course) of the study program.

**Core Courses:** The compulsory courses (Core) are defined by the study program for the general/special degree. The core/compulsory courses consist minimum of 65% weightage (78 credits for 4year course and 58 credits for 3 year course) of the study program.

**Supplementary Courses:** The courses consisting minimum of 15% weightage (18 credits for 4year course and 14 credits for 3 year course) of the study program and supplement the study program based on the student choice. Supplementary courses are given in the basket 1

## 2.3 Students Course Load

**Table:1**

**Credit value of Core course units of principal subjects, Foundation and Supplementary subjects for General Degree**

In the third year, students are expected to present a research oriented project. This

Year	Semester	Number of Core Units	Total Credits	Number of Foundation Course units	Total Credits	Number of Supplementary Course units	Total Credits	Total
First	1st semester	3	9	2	4	1	2	15
	2nd semester	3	9	2	4	1	2	15
Second	1st semester	3	9	2	4	1	2	15
	2nd semester	3	9	2	4	1	2	15
Third	1st semester	3	9	1	2	2	4	15
	2nd semester	3	9	-	-	1	2	11
Project								04
<b>Total</b>								<b>90</b>

project carries of 04 credit value. This study project will be treated as core course unit and compulsory to all students. The students are expected to select the project in the major subject only.

**Table:2**

**Credit value of Core course units of principal subjects , Foundation and Supplementary subjects.**

**Special Degree**

Year	Semester	Core	Credit(3)	Foundation	Credit (2)	Supplementary	Credit(2)	Total
First	1st semester	3	9	2	4	1	2	15
	2nd semester	3	9	2	4	1	2	15
Second	1st semester	3	9	2	4	1	2	15
	2nd semester	3	9	2	4	1	2	15
Third	1st semester	3	9	2	4	1	2	15
	2nd semester	3	9	2	4	1	2	15
Forth	1st semester	3	9	-	-	3	6	15
	2nd semester	3	9	-	-	-	-	9
Project								06
<b>Total</b>								<b>120</b>

**2.3.1 Credit value of a principal subject**

**General Degree course**

Year		Core from major subject A(minimum Credits to be earned)	Core from minor subject B(minimum Credits to be earned)	Core from another subject A/B/C(minimum Credits to be earned)	Foundation (Credits)	Supplementary (Credits)	Project report (Credits)	Total Credits
1 <sup>st</sup> year Semester	1 <sup>st</sup>	06	03	-	04	02	-	15
1 <sup>st</sup> year Semester	2 <sup>nd</sup>	03	06	-	04	02		15

2nd year Semester	1 <sup>st</sup>	06	03	-	04	02	-	15
2 <sup>nd</sup> year Semester	2 <sup>nd</sup>	03	03	03	04	02	-	15
3rd year Semester	1 <sup>st</sup>	06	03	-	02	04	-	15
3rd year Semester	2 <sup>nd</sup>	03	03	03		02	04	15
		<b>27</b>	<b>21</b>	<b>06</b>	<b>18</b>	14	<b>04</b>	90

### Special Degree Course (Arts)

Year		Core from major subject A(minimum Credits to be earned)	Core from minor subject B(minimum Credits to be earned)	Foundation (Credits)	Supplementary (Credits)	Project report (Credits)	Total Credits
1 <sup>st</sup> year Semester	1 <sup>st</sup>	06	03	04	02	-	15
1 <sup>st</sup> year Semester	2 <sup>nd</sup>	03	06	04	02		15
2nd year Semester	1 <sup>st</sup>	09	-	04	02	-	15
2 <sup>nd</sup> year Semester	2 <sup>nd</sup>	06	03	04	02	-	15
3rd year Semester	1 <sup>st</sup>	09	-	04	02	-	15
3rd year Semester	2 <sup>nd</sup>	06	03	04	02	-	15
4th year Semester	1 <sup>st</sup>	09	-	-	06	-	15
4th year Semester	2 <sup>nd</sup>	09	-	-	-	06	15
		<b>57</b>	<b>15</b>	<b>24</b>	<b>18</b>	<b>06</b>	<b>120</b>

## **2.4 Selection of Course Unit**

### **2.4.1 First year in Arts**

In the first year, the Arts students offer course units aggregating to **thirty** credits in the following manner

- (a) Foundation course units, aggregating to **eight** credits and
- (b) Supplementary course units, aggregating to **four** credits and
- (c) Core units in one principal subject (Major subject) having total credit value **nine** & in another principal subject (Minor subject) having total credit value **nine**

### **2.4.2 (a) Second year in Arts (General Degree)**

In the Second year, the Arts students offer course units aggregating to **thirty** credits in the following manner

- (a) Foundation course units, aggregating to **eight** credits and
- (b) Supplementary course units, aggregating to **four** credits and
- (c) Core units in one principal subject (Major subject) having total credit value **nine** , from another principal subject (Minor subject) having total credit value **six** and from other principal subject having credit value **three**

### **2.4.2 (b) Second year in Arts (Special Degree)**

In the Second year, the Arts students offer course units aggregating to **thirty** credits in the following manner

- (a) Foundation course units, aggregating to **eight** credits and
- (b) Supplementary course units, aggregating to **four** credits and
- (c) Core units in one principal subject (Major subject) having total credit value **fifteen** , & from another principal subject (Minor subject) having total credit value **three**

### **2.4.3 (a) Third year in Arts (General Degree)**

In the third year, the Arts students offer course units aggregating to **thirty** credits in the following manner

- (a) Foundation course units, aggregating to **two** credits and
- (b) Supplementary course units, aggregating to **six** credits and
- (c) Core Course unit for Project work having credit value **Four** and
- (d) Core units in one principal subject (Major subject) having total credit value **nine** , from another principal subject (Minor subject) having total credit value **six** and from other principal subject having credit value **three**

### **2.4.3 (b) Third year in Arts (Special Degree)**

In the third year, the Arts students offer course units aggregating to **thirty** credits in the following manner

- (a) Foundation course units, aggregating to **eight** credits and
- (b) Supplementary course units, aggregating to **four** credits and
- (c) Core units in one principal subject (Major subject) having total credit value **fifteen** , & from another principal subject (Minor subject) having total credit value **three**

## **2.4.4 Fourth year in Arts (Special Degree)**

In the fourth year, the Arts students offer course units aggregating to **thirty** credits in the following manner

- (a) Supplementary course units, aggregating to **six** credits and
- (b) Core Course unit for Project work in the principal subject which offered for special Degree having credit value **six** and
- (c) Core units in the principal subject which offered for special Degree having total credit value **eighteen**

### **2.4.4(a) Project report/Dissertation**

The student has to consult the respected Head of the department to assign a supervisor when selecting the title for the Project/Dissertation. After the approval for the title the student shall start the project work and submit it to the External Examination unit on or before the schedule date that will be notified for them. It will be evaluated by two examiners.

## **2.5 Foundation Courses**

Foundation courses are compulsory to all students.

Foundation courses are given below

### **1<sup>st</sup> year 1<sup>st</sup> Semester**

- EX. AEGF 11012 Lower Intermediate English language skills
- EX. ABFF 11012 Basic Knowledge of the French Language
- EX. ACGF 11012 Career Guidance

### **1<sup>st</sup> year 2<sup>nd</sup> Semester**

- EX. ACLF 12012 Computer Literacy and application level I
- EX. ACOF 12012 Principles of Management

### **2<sup>nd</sup> year 1<sup>st</sup> Semester**

- EX. AEGF 21012 Advanced reading and writing
- EX. ABFF 21012 Elementary knowledge of the French language
- EX. ASMF 21012 Environmental Studies/ Basic Sciences and Mathematics

### **2<sup>nd</sup> year 2<sup>nd</sup> Semester**

- EX. ARMF 22012 Research Methodology
- EX. ACLF 22012 Computer Literacy and applications Level II

### **3<sup>rd</sup> year 1<sup>st</sup> Semester**

- EX. ASHF 31012 Social Harmony (Only for the Special Degree students)
- EX. AEGF 31012 Listening and Speaking
- EX. AEGF 31012 Advanced knowledge of the French language

### **3<sup>rd</sup> year 2<sup>nd</sup> Semester**

EX. ACRF 32012 Comparative Religion (Only for the Special Degree students)

EX. APCF 32012 Conflict and Peace Studies (Only for the Special Degree students)

## **2.6 Supplementary Courses**

These courses will supplement the study program, based on the student choice.

(Foundation courses are given in the basket 2)

## **2.7 Admission criteria**

Minimum qualification for entry is as follows:

- a. at least three passes in all three approved subjects in one sitting and
- b. a minimum mark of 30% for the Common General Paper.

Eligibility of students for consideration for the next stage of selection should be determined on the basis of rank order on average Z – Scores obtained by candidates at the GCE A/L Examination

UGC will decide minimum Z- Score required to become eligible for consideration for various courses of study after finalizing the number of students that can be accommodated to the course of study.

Any other qualification for the admission of few percentages of students for the B.A degree programme shall be considered by the Senate

Some of the other requirements/qualifications are given below

- I. Diploma holders of the National College of Education
- II. Teachers from government Schools who were trained in the Training Colleges
- III. Any other relevant and equal qualifications determine by the Senate

## **2.8 Selection of Four Year Degree Programme (Special Degree)**

Students are admitted to **Special Degree Programme in Arts** course at the beginning of the Second year of studies. The admission to the above course will be given based on the performance of the students in course units of first year and the availability of places. Students may apply for Special Degree programme that he/she wishes to follow at the end of the First year

### **2.8.1 The minimum requirement for Selection to Special Degree Programmes in Arts**

- a) Should have obtained a GPA of not less than 3.0 calculated for the Four course units in the subject of specialization in the First year and obtain no “E” grades in the course units in the subject of specialization.
- b) Should have obtained a GPA of not less than 2.0 calculated for all the course units of the principal subject/s in the First year other than the course units in the subject of specialization.

The number of students that could be allowed to do special degree programme shall be determined based on the recourse availability of the department. When competition is high for a subject the selection will be made on the basis of Merit of the GPA.

### 3.0 Student Assessment:-

The assessment consists of formative and summative components. Final evaluation would be a combination of summative and formative assessments.

#### A) Formative Assessments (30%)

The formative assessments carry 30% of total marks of the course unit

- 1) Continuous assessments (such as Quizzes, Discussion forums, take home assignments and Small projects.)
- 2) Continuous Assessments are compulsory component to all students.
- 3) 40% of formative assessment (i.e minimum of 12 marks) are essential to all students to sit the end Semester Examination.

#### B) Summative Assessment (End Semester examination)

The Summative assessments carry 30% of total marks of the course unit

### 3.1 Grading Scale

Student performance is graded on a 4 point scale, which ranges from A (Excellent) to E (Fail). The grading scale is shown in following table.

Range of Marks	Grade	Grade point Value (G.P.V)
80 and above	A+	4.0
75 - 79	A	4.0
70 - 74	A-	3.7
65 - 69	B+	3.3
60 - 64	B	3.0
55 - 59	B-	2.7
50 - 54	C+	2.3
45 - 49	C	2.0
40 - 44	C-	1.7
35 - 39	D+	1.3
30 - 34	D	1.0
00 - 29	E	0

### 3.2 Grade Point Average

The Grade Point Average (GPA) is a numerical representation of a student's overall academic achievement. The grade point average is the quotient obtained by dividing the total number of Grade Point earned by the total number of credit hours in which students receive a letter grade. Decimals beyond two places are truncated, not rounded, in computing the Grade Point Average.



The formula for GPA calculation is given below.

$$\text{GPA} = \frac{\sum_{i=1}^N (\text{Credit Hours}) \times (\text{Grade Point Value})}{\sum_{i=1}^N (\text{Credit Hours})}$$

Where i= Course number

N= the total number of Courses considered

### Illustration of GPA Calculation

Course	Grade	Credit value	Grade Point Value	Number of Grade Point values Earned=Credit hours X Grade Point per hour
EX.AECC 21013	A	3	4.0	12.00
EX.AECC 21023	A-	3	3.7	11.1
EX.APSC 21033	B+	3	3.3	9.9
EX.ATCC 21013	C	3	2.00	6.00
EX.ATAC 21023	D	3	1.00	3.00
EX.AHYS 21012	B	2	3.0	6.0
Total		17		48.00

$$\text{G.P.A} = \frac{48.00}{17.00} = 2.82$$

### 4.0 End Semester Examinations

Each Course requires a Final Examination at the end of each Semester. The duration of the examination can vary depending on the requirement for each subject.

For Course units having Credit value of three and above - Three hours duration.

For Course units having Credit value of two and less - Two Hours duration.

#### Number of questions to be answered

For three hour papers - Answer five questions out of eight questions.

For two hour papers - Answer three questions out of five questions.

#### **4.1 Eligibility requirements to sit for an End Semester Examination**

All students are expected to follow the regulations specified by the Faculty, and the Senate to sit for each end – Semester examination. No student shall be permitted to sit for an examination unless the Coordinator / Coordinators of the relevant course/ courses has/have certified that he/she has completed the course of study for the Examination.

Students who fail to sit for an examination without authorization or without valid reason shall be given grade in “E” that examination and shall forfeit all credit for that course.

A student who is absent at an Examination on medical reasons shall submit a Medical certificate. The Medical certificate be recommended by the Government Medical Officer. This must be submitted to the Senior Assistant Registrar of the External examination unit within two weeks of ending the examination for the particular paper to be presented to the Faculty Board of the Faculty of Arts and the Senate for approval. Students who absent himself from a whole end semester examination on medical grounds should sit the examination at the next earliest opportunity and this will be treated as his/her first attempt

A student who absent from a whole end semester examination without any valid reason shall be treated as he/she has used one chance.

#### **4.4 Dissertation/ Project Report**

Students offering Special Degree Course in Arts should carry out the Dissertation/ Project work at their third/Fourth year of study. The title of the Dissertation shall be made available to the General Degree and Special Degree students at the beginning of the third / fourth year respectively . The students are expected to commence their research activities from the beginning of the Fourth year First Semester course.

The Dissertation will be assessed continuously and marks will be allocated as follows:

Conduct of and Projects Preparation of the Project Report	60%
Proposal Presentation	20%
Final presentation	20%

The Dissertation should be submitted to the Examination Branch at the end of the Third/Fourth year second Semester academic programme and the Oral examination will be conducted by the respective Department during the Third/Fourth year Second Semester examination period.

#### **4.5 Title of the Examinations and Releasing of Results**

##### **4.5.1 Title of Semester Examinations**

The Examinations conducted for the Degree of Bachelor of Arts shall have the following titles

- a) First Examination in Arts(External) (Year) – First/Second Semester
- b) Second Examination in Arts (General Degree) (External) (Year) – First / Second Semester

- c) Second Examination in Arts (Special Degree) (External) (Year) – First / Second Semester
- d) Third Examination in Arts (General Degree) (External) (Year) – First / Second Semester
- e) Third Examination in Arts (Special Degree) (External) (Year) – First / Second Semester
- f) Fourth Examination in Arts (Special Degree) (External) (Year) – First / Second Semester

#### **4.5.2 Releasing of Examination Results**

#### **4.5.3 Semester Examinations**

**\* The Administrative structure for Admission, Examination and other functions of the Centre in relation to the degree programme shall be submitted later**

#### **4.6 Repeating a course**

No end semester examination conducted by the faculty will be repeated. A repeat student must complete all requirements for that course in which it is repeated.

### **5. Completion of Degree**

#### **5.1 Requirements for Graduation**

Requirement for graduation in order to graduate with the Bachelor's Degree from the faculty of Arts a student shall have

1. The minimum total number of credit to be earned by appearing Examinations for all course units stipulated in section 2, for general and special degree courses should be 90 and 120 respectively. and
2. Earn a minimum overall GPA of not less than 2.0 for the entire Degree program and
3. Earn a minimum overall GPA of not less than 1.7 for the all foundation course units and,
4. Not more than two Fail grades (E) ,obtained in the entire Degree program and
5. Fulfilled the entire requirement mentioned above, within a maximum of 6 academic years to general degree and 7 academic years to special Degree program from the academic year of original enrollment in the university other than approved medical withdrawal.

#### **5.2 Award of Class**

A student shall fulfill all the following requirements in order to be awarded a Degree with Class.

##### **5.2.1 First Class**

The student shall have earned an overall **GPA 3.7** and above

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

The student shall have earned an overall **GPA 3.30 – 3.69**

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

The student shall have earned an overall **GPA 3.0 – 3.29**

### **5.2.4 Pass**

The student shall have earned an overall **GPA 2.0** and above

**5.2.5** Students offering Special Degree Programme shall have fulfilled these requirements within four academic years and Students offering General Degree Programme shall have fulfilled these requirements within three academic years from the first academic year of registration for eligibility of Class, other than approved valid reason.

### **5.3 The effective date of Degree**

The effective date of Degree shall be the last date of the stipulated examination period on which 3rd/4th year Second Semester examination concludes, for General and Special Degree respectively. For the repeat candidates the effective date of the Degree shall be the last date of the completion of the failed course unit.

### **5.4 Opting for General degree**

if a student who has been admitted to a special degree programme in arts wishes to exit with general degree after completing the course up to the third year programme and earned 90 credits may be awarded the B.A General degree with the appropriate class of honours as prescribe in sections 5.1, 5.2 and 5.3. However the students have to submit the project Report aggregating the credit value of four.

No student shall be awarded both the B.A. (General) and B.A. (special) degrees.

**Dean/Arts**

**19.03.2013**

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## FOUNDATION COURSE UNITS

### 1<sup>st</sup> year 1<sup>st</sup> Semester

#### **EX.AEGF.11012 Lower Intermediate English Language Skills (ESL I) / EX. AFGF 11012 Basic French**

**Objectives:** This course aims to: provide the participants a basic knowledge in English grammar; create the ability to read and comprehend simple texts; develop the ability to write short descriptions; promote the ability to communicate information on familiar topics orally and develop the ability to listen to simple instructions/ statements / questions with basic conjunctions and understand the main idea(s) of a short spoken text –focuses on all basic skills.

**Contents:** Word classes, simple sentences, tenses and their uses, identifying and understanding the general meaning of a short text; understanding the functions of basic punctuation; finding answers to simple questions; identifying & understanding the main ideas of a simple text; linking simple sentences using basic conjunctions; writing short descriptions on personal/familiar topics using simple sentences and basic punctuation; comprehending simple instructions/ statements / questions with basic conjunctions and understanding the main idea(s) of simple short spoken texts.

**Teaching and Learning Methods:** Illustrated lectures, presentations and group discussion.

**Formative Assessment :** Take Home Assignment-10%, Mid Semi Exam - 10%, Listening and Speaking 10%)

**Learning Outcome:** one who completes this course successfully will be able to: Read and comprehend simple texts; Write simple sentences; write short descriptions; communicate information on familiar topics orally and listen to simple instructions and understand the contents

#### **Recommended Readings.**

1. Thomson, A.V. & A. J. Martinet (2009) A Practical English Grammar. ELBS.
2. Adrian, D.& J. Christopher (2004) Listening 1 AND 2 (Ninth Imprint). CUP.
3. Joanne, C & S. Stephen (2003) Speaking 1 and 2 (eleventh imprint.) CUP.

#### **EX .ABFF 11012: Basic Knowledge of the French Language.**

**Objectives:** This course will provide the students with basic skills in French intended towards a working proficiency, especially in going through elementary documentation in French (books, Internet, documents...).

**Course Contents:** Introducing oneself; alphabet, pronunciation, numbers; elementary questions; verbs (morphology, basic tenses); auxiliaries; basic translation; basic text and data reading; morphological gender; uses of the gender/number-marking articles.

**Teaching and learning methods:** Lectures, Practicals in common, Personal research.

**Formative assessments:** Assignment 10 marks, Short exams 2x10 marks

**Learning outcomes:** The students should become able to understand basic information and to express themselves with elementary sentences; they should also become familiar with aspects related to French culture and society.

#### **Recommended readings :**

1. Delatour, Y., D. Jennepin, M. Léon-Dufour, B. Tessier. *Nouvelle Grammaire du Français – Cours de Civilisation Française de la Sorbonne*, Paris : Hachette Français langue étrangère, 2004.
2. Bescherelle. *La Conjugaison pour tous*, Paris : Hatier, 1997.
3. *Dictionnaire Hachette junior*, Paris : Hachette Education, 1998.

## **EX. ACGF 11012 Career Guidance**

**Objectives:** Understand the concepts related to lifelong learning, interpersonal relationships, and career planning, Develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals, and apply this learning to their lives and work and the community.

**Course Contents:** Technology and Career Information, The Career-Planning Process, Career exploration, Job Search Techniques including the use of Social Media, Employer expectation, communication skills and other soft skills, Emotional intelligence, CVs, Cover Letters and Interviews, Working in partnership, Current trends in the world of work

**Teaching and Learning Methods:** Lectures, Tutorials, Group work and presentation

**Formative Assignments:** Mid semester exam- 10%, Group Presentation-10% and Independent project-10%.

**Learning Outcomes:** Understand work performed by graduates and the value of their skills and abilities for employment in a variety of professions; Gain ability to work across disciplinary boundaries; Understand the relationships between education and employability, workplace cultures and environments, and key issues facing the industries and organizations that hire graduates; Gain skills for career planning and design, employability and entrepreneurship; Acquire skills for teamwork, relationship building, information management, time management adaptability and self-awareness.

### **Recommended Readings:**

1. Epstein, S.A. and Lenz, J.G. (2008).Developing & managing career resources.NCDA.USA.  
Hoyt, K.B. (2005). Career education: history and future. NCDA.USA.
2. Niles, S.G. (2002). Adult Career Development: Concepts, Issues, and Practices (3<sup>rd</sup> Edition). NCDA, USA.
3. Osborn, D.S., Dikel,M.R. and Sampson,J.P. (2011). The Internet: A tool for career planning (3<sup>rd</sup> Edition). NCDA, USA.
4. Suddarth, B.H. and. Reile, D.M. (2012).Career development facilitator curriculum (3rd Edition), NCDA.USA.
5. UNESCO.(2002). Handbook on career counseling.Author, UNESCO, Paris.

## **1<sup>st</sup> year 2<sup>nd</sup> Semester**

### **EX. ACLF 12012: Computer Literacy & Application- Level 1**

**Objective:** Objective is to provide basic understanding and skills of using: Computer system and Information and Communication (ICT) Tools and devices; The benefits in using ICT tools and devices; Components of a computer system and their functions; Input, Output and Peripheral devices, ports and storage devices; Software, classification of software and its use, programming languages; Ergonomics and health; Handling files and folders; Word processing software

**Contents:** Introduction to Information Technology and its Promises, Computer System, Characteristics of Computer, Type of computers and its classifications, Data / Information: data versus information, units, units of measurement for capacity, System Unit - Inside a Computer, Input devices and output devices and their functions, Secondary storage devices , Application software:- tools for documentation, information management (DBMS), Graphics, Creativity software, Computer Aided Design (CAD) etc., System software :-operating system and its functions, translator; Utility programs , Health, Ergonomics & the Environment, Ethics, Threats , Disaster recovery and Safeguarding Computers , Introduction to Windows, GUI, File management, Start with Microsoft Word, Working with Text, Formatting Pages , Formatting Characters and Paragraphs , Previewing and Printing Documents, using Indents, Tabs, Working with Tables , Automating Tasks , Documents with Columns and WordArt, Inserting Figures, photos, and etc., Inserting Page Breaks & Section Breaks, Tracking Changes :Editing with Revision Marks,

Highlighting Text for Special Attention, Inserting Comments, Accepting and Rejecting Changes, Protecting Documents from Changes, Creating Multiple Versions of a Document., Mail Merging: Performing Mail Merges, Attaching an Existing Data Source, Filtering Data Records Before Merging, Creating a Self-Mailing Newsletter, Using Footnotes, Endnotes, insert cross Captions & references, Table of contents, figures & tables, Templates and Forms: Using Templates and Wizards, Saving Documents as Templates, Using Electronic Forms, Inserting Fields and Controls, Inserting Calculation Fields, Protecting Electronic Forms, Filling Out Electronic Forms, Adding Help Content to a Form.

**Teaching and learning methods:** Teaching and learning method include lectures and multimedia presentations, Computer Lab visits and discussion on ICT related current issues.

**Learning outcomes:** After successful completion of this course a student will be able to: Describe the benefits of using ICT related tools and devices over traditional way of problem solving; Describe the components and functions of a computer system; Analyze ICT related technologies and tools; Express the ways of using ICT related tools and devices with reduced negative impact on health; Create, move delete, search files and folders; Identify the steps to be taken for safeguarding data and computers; Use Word Processing Tool. For prepare/format a thesis or report

**Formative assessments:** Assignment Exams-2x15=30 Marks, End course practical assignment exam-35 Marks, End course theory examination-35 Marks.

**Recommended readings:**

1. Pearson, Introduction to Information Technology-Second Edition, ISBN: 978-81-317-6029-1
2. A+ Guide to Hardware: Managing, Maintaining and troubleshooting, 5<sup>th</sup> Edition, Jean Andrews
3. Sara Baase, A Gift of Fire: Social, Legal, and Ethical Issues for Computing Technology, fourth edition, ISBN 10: 0-13-249267-9
4. Nancy Corner & Matthew MacDonald, Office 2010 the missing manual, ISBN: 978-93-5023-070-1

**EX. ACOF 12012: Principles of Management**

**Objectives:** Define Management and its activities Describe different categories of managers and different skills that managers must have and the roles they can fill, Explain the setting in which management theory first developed, explain the Process of Management,

**Course Contents:** Definition of Management, Importance of Management, Levels of Management, Development of Management thoughts, Functions of Management: Planning, Organizing, staffing. Directing: Communication, Motivation, and Leadership and controlling.

**Teaching and Learning Methods:** Lecture using the teaching aid (Multimedia), Providing Handouts Field visits and Discussion Boards.

**Formative Assessment Marks 30%**Tutorial 10%, Mid Semester10%, Presentation10%.

**Learning Outcome:** On completion of this unit students should have an understanding of: the nature of managerial work in organizations; theories of management and their historical development; contemporary issues and practices relating to managing people and organization's; key factors in the organization's environment that impact on how managers and the organizations work.

On completion of this course, students able to understand: Understand the evolution of the business organization and management thought, identifying the interconnections between developments in these areas, Evaluate alternative theories of management critically, recognizing the centrality of decision making and strategic thinking to the managerial role and functions, Discuss and compare different models and

approaches to understanding the firm, evaluating these in the context of the business environment, Explore the impact of key environmental factors on decision making and organizational behavior, Evaluate the significance of contemporary issues in business and management

**Recommended Readings:**

1. Cole, G.A (1983) Management: Theory and Practices, SLBS Publication.
2. Drucker Peter,F.(1975),The Practice of Management, Allied Publishers Ltd, Bombai
3. Robert C.Appleby, Modern Business Administration, 3<sup>rd</sup> edition, Pftmans, London.
4. Hersey Paul and Blanchard,K.H,(1983) Management & Organizational behaviour, Prentice Hall of India Ltd

## 2<sup>nd</sup> year 1<sup>st</sup> Semester

### EX.AEGF-12012 Advanced Reading and Writing (ESL II)

**Objectives:** This course aims to provide the participants a comprehensive knowledge of English Grammar and develop the ability to read and comprehend more complex texts.

**Contents:** compound and complex sentences; active/passive structures; relative clauses; reported speech; identifying text structure; identifying text types; differentiating main ideas from supporting details in complex texts; identifying implied main ideas; identifying and understanding internal cohesion; identifying and understanding the functions of discourse markers; understanding cause and effect, definitions, comparisons and contrast; distinguishing between facts, suppositions, opinions and arguments; understanding implicit information in complex texts and identifying author's purpose. Stages of process approach to writing; writing topic sentences, supporting sentences, paragraphs, notes of all kinds, letters, reports, minutes of meetings, summary.

**Teaching and Learning Methods:** Illustrated lectures, presentations and group discussion.

**Formative Assessment:** Take Home Assignment-10%, In-Course Exams 2x10 = 20%

**Learning Outcome:** one who completes this course successfully will be able to: differentiate main ideas from supporting details in complex texts; recognize the text structure; identify cohesion and coherence; understand implicit information in complex texts; use English grammar appropriately; write coherent and cohesive texts of major types; write informal and formal letters; summarise texts.

**Recommended Readings.**

1. [www.mrnussbaumpremium.com/...n/lang/readingpassage...](http://www.mrnussbaumpremium.com/...n/lang/readingpassage...)
2. Murphy, R & W.R.Smalzer (2009) Grammar in Use Intermediate Students' Book with Answers: Self Study Reference and Study Pack
3. Thomson, A.V. & A. J. Martinet (2009) A Practical English Grammar. ELBS.
4. Adrian, D. & J. Christopher (2004) Listening 1 AND 2 (Ninth Imprint). CUP.
5. Joanne, C & S. Stephen (2003) Speaking 1 and 2 (eleventh imprint.) CUP.
6. Chaplen, F. (1977). Communication Practice in Written English, OUP, Oxford.

### EX. ABFF 21012 : Elementary knowledge of the French language.

**Objectives:** This course will provide the students with basic skills in French intended towards a working proficiency, especially in going through elementary documentation in French (books, Internet, documents...).

**Course Contents :** Basics of morphology (noun, verb); gerundive forms; grammatical analysis; simple story reading ; irregular verbs; describing a picture; elementary translation; some knowledge about France and French speaking countries.



**Teaching and learning methods:** Lectures, Practicals in common, Personal research.

**Formative assessments:** Assignment 10 marks, Short exams 2x10 marks

**Learning outcomes:** The students should become able to understand basic information and to express themselves with elementary sentences; they should also become familiar with aspects related to French culture and society.

**Recommended readings :**

1. Delatour, Y., D. Jennepin, M. Léon-Dufour, B. Tessier. *Nouvelle Grammaire du Français – Cours de Civilisation Française de la Sorbonne*, Paris : Hachette Français langue étrangère, 2004.
2. Bescherelle. *La Conjugaison pour tous*, Paris : Hatier, 1997.
3. *Dictionnaire Hachette junior*, Paris : Hachette Education, 1998.

## **EX. ASMF 21012 Basic Sciences and Mathematics**

**Objectives:** This course unit aims to introduce the basic concepts of science and mathematics to the students of Arts, Social science and Humanities. The concepts in this course will enable the students to understand the importance of these concepts which would enlighten the nature and functions of science and mathematics in human life.

**Course content;** Scientific inquiry; Scientific literacy; Logic and scientific thinking; Characteristic of science ;Science and technology ; impact of science and technology on human life; Communication and information system ;Astronomy; matter, motion and force of energy ;life on earth; Evaluation; Heredity; Eco systems; Bio technology ;Universe and earth; Physical resources in land and sea; Pollution ;Climate; Disasters; Hygiene and Sanitation; Mathematical inquiry; Attitudes towards Mathematics ;Goals of Mathematics; Problem solving; Statistical reasoning.

**Teaching and learning methods;** Lecturers and Discussion with audio visual aids and presentation.

**Formative Assessments**-Mid semester exam -10% Tutorial 10%, Minor project-10%

**Learning outcomes:** By the end of the course students will be able to develop scientific and mathematical inquiry and to understand the nature of science and mathematics

**Recommended reading:**

1. Heffernan., Miller., Ross, S.& Smith, V.(2001). Senior Science, Australia: Science Press.

## **EX. ASMF 21012 Environmental Studies**

**Objectives:** the objectives of environmental studies are to develop a world in which persons are aware of and concerned about environment and the problems associated with it, and committed to work individually as well as collectively towards solutions of current problems and prevention of future problems.

**Course Content:** Multidisciplinary nature of environmental studies, Natural Resources, Ecosystems, Biodiversity and its conservation, Environmental Pollution, Social Issues and the Environment, Human Population and the Environment.

**Teaching and Learning Methods:** Lectures, tutorials, group works and presentation.

**Formative Assignments:** Mid semester exam-10%, take home essays- 10% and group project-10%.

**Learning Outcomes:** Understand the natural environment and its relationships with human activities; Characterize and analyze human impacts on the environment; Integrate facts, concepts,

and methods from multiple disciplines and apply to environmental problems; Understand and implement scientific research strategies, including collection, management, evaluation, and interpretation of environmental data; Design and evaluate strategies, technologies, and methods for sustainable management of environmental systems and for the remediation or restoration of degraded environments.

### **Recommended Reading**

1. Barrow, C.J. 2006. Environmental management for sustainable development. 2<sup>nd</sup> edition. Routledge, London.
2. Bharuch. E. 2005. Textbook of environmental studies for undergraduate courses. University press, India.
3. Vasudevan, N. 2009. Essentials of Environmental Science. Narosa Publishing House, New Delhi.
4. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA.

## **2<sup>nd</sup> year 2<sup>nd</sup> Semester**

### **EX.ARMF 22012 Research Methodology**

**Objectives:** To introduce students to research methods in the social sciences and humanities; to encourage critical thinking and analysis of research activities and understand the limitations and advantages of different approaches; to enhance your ability to work collaboratively on a group project; and to promote self-awareness of your ability to carry out research and ways to address real-world problems

**Course Content:** Topics addressed include ethical practice in social science research, formulation of research questions and hypotheses, literature search, development of research proposal, and quantitative and qualitative research approaches, Sampling design, Data collection (Methods and techniques of data collection), Preparation of questionnaire and schedule, Analysis of data, and Report writing. It provides the theoretical background to those methods, and practice at carrying them out, using research data and research problems/topics from various disciplines.

**Teaching and Learning Methods:** Learning activities will include learning in lectures, discussing problems during tutorials, as well as by independent study.

**Formative Assessment:** Mid semester exam – 10%, Take home essays 10% and Group works -10%

**Learning Outcome:** Having completed this module, you will be able to demonstrate knowledge and understanding of core quantitative and qualitative research methods in the social sciences, understanding the core components of qualitative and quantitative research investigations in social science and Present the outcomes of social science research in various ways.

### **Recommended Readings:**

1. Bryman, A. (2004) *Social Research Methods*. Oxford: Oxford University Press. Second Edition.
2. Chandrasegaran.A and Schaetzel.K. (2004). Think your way to effective writing (Third Edition). Pearson, Singapore.
3. Coffey, A. & Atkinson, P. (1996) *Making Sense of Qualitative Data*. London: Sage.
4. Graziano, A. M. & M. L. Raulin (2010), *Research Methods : A Process of Inquiry*, Seventh Edition. Boston: Pearson
5. Gupta, M & D. Gupta (2011), *Research Methodology*, New Delhi: PHI Learning Private Limited.
6. Seale, C., Gobo, G., Gubrium, F. J., & Silverman, D (Eds.) (2004) *Qualitative Research Practice*. London: Sage.

## **EX. ACLF 22012 Computer Literacy and Application- Level 2**

**Objective:** Objective is to provide basic understanding of; Computer network and benefits; Network categories; Internet/Intranet; Services of the Internet; World Wide Web; Ethics on Network; Connecting a computer system to an existing network; Using a spread sheet software; Crating a presentation and presenting.

**Contents:** Computer Network; Use of network, Network Categories, Types of Networks, Topology of LAN, Wireless network, Internet/Intranet, Types of Transmission, transmission media, Connectivity Devices, Communication software, Addressing method, Telecommunication services – fax, voicemail and e-mail, The Internet:- Browsing, Web Navigation, Web searching, Downloading, Web-mail, Teleconferencing, Shared resource ,Workgroup Computing & Electronic Data Interchange (EDI), Telnet, Social networks, Ethics on Network, Threats and Safeguarding Computers in Communications Systems, Start with Microsoft Excel, setting data types, Formatting and Editing, Performing Calculations on Data , Functions , Creating Charts , Using filters, Printing, Changing Document Appearance, Focusing on Specific Data Using Filters: Limiting the Data That Appears on the Screen, Performing Calculations on Filtered Data, Defining a Valid Set of Values for a Range of Cells, Combining Data from Multiple Sources: Using a Data List as a Template for Other Lists, Working with More Than One Set of Data, Linking to Data in Other Workbooks, Summarizing Multiple Sets of Data, Grouping Multiple Data Lists, Reordering and Summarizing Data: Sorting a Data List, Organizing Data into Levels, Creating Dynamic Lists with PivotTables: Creating Dynamic Lists with PivotTables, Editing PivotTables, Creating PivotTables from External Data, Automating Repetitive Tasks with Macros: Introducing Macros, Creating and Modifying Macros, Creating a Toolbar to Hold Macros, Creating a Menu to Hold Macros, Running a Macro When a Workbook Is Opened, Creating a Presentation , Applying and Modifying Design Templates, Viewing and Changing Presentation Colours, Editing a Presentation , Adding and Modifying Slide Text, Inserting Information into PowerPoint, Drawing and Modifying Shapes , Creating a Multimedia Presentation ,Printing a Presentation ,Setting Up and Delivering a Slide Show

**Teaching and learning methods:** Teaching and learning method include lectures and multimedia presentations, Computer Lab visits, discussion of current related issues.

**Formative assessments:** Assignment Exams-2x15=30 Marks, End course practical assignment exam-35 Marks, End course theory examination-35 Marks.

**Learning outcomes:** After successful completion of this course a student will be able to: Define the Network and its advantages; Practice a network and the internet in day to day life; Express the risks in using the Internet and use with enough precautions; Describe the ways of solving ICT related problems using network and the Internet; Use the services of the Internet; Use a spread sheet application software for arranging data, analyzing data and preparing charts/reports; Create a presentation and present

### **Recommended readings:**

1. Preston Gralla, How Internet Works (7th Edition), ISBN: 0789729733 , Que publishers
2. Kadambi, J.; Crawford, I.; and M. Kalkunte, Gigabit Ethernet: Migrating to Higher-Bandwidth LANs, Prentice Hall, 1998, ISBN: 0-13-913286-4
3. A+ Guide to Hardware: Managing, Maintaining and troubleshooting, 5<sup>th</sup> Edition, Jean Andrews
4. Nancy Corner &Matthew MacDonald, Office 2010 the missing manual, ISBN: 978-93-5023-070-1

### 3<sup>rd</sup> year 1<sup>st</sup> Semester

#### EX.AEGF 31012 Listening and Speaking

**Objectives:** This course aims to prepare the participants to face the world of work confidently and successfully, where speaking and listening play key roles.

**Contents:** Comprehending advertisements, news and interviews, speeches and lectures: identifying stated and implied main ideas, listening for specific information; introducing oneself, introducing others, asking for and giving directions, making short speeches, facing interviews, applying presentation skills, debating, leading a discussion, delivering impromptu speeches, conducting a meeting, delivering welcome address/ presidential address/ vote of thanks.

**Teaching and Learning Methods:** Illustrated lectures, presentations and group work.

**Learning outcome:** On successful completion of this unit the participant will: carry out ordinary conversations in English; confidently deliver short speeches; effectively present before an audience; face interviews confidently; listen attentively and comprehend verbal messages listen selectively

**Formative assessment:** Presentation 10%, Listening 10%, Speech 10%

#### Recommended readings.

1. Mande, S. (2009) *Effective Presentation Skills, Revised Edition: A Practical Guide for Better Speaking*. Cambridge, UK: Cambridge UP
2. Steel, W.R. (2011) *Presentation Skills 201: How to Take It to the Next Level as a Confident, Engaging Presenter*. Amazon
3. Beglar, D. (2011) *Advanced Listening and Note-Taking Skills, 2nd Edition*. Mac Grow Hill.
4. Haines, S. (2006) *Advanced Skills: A Resource Book of Advanced-Level Skills Activities* Cambridge, UK: Cambridge UP
5. Harmer, J and J. Arnold(2008) *Advanced Speaking Skills* Longman

#### EX. ABFF 31012: Advanced knowledge of French language.

**Objectives:** This course will provide the students with basic skills in French intended towards a working proficiency, especially in going through elementary documentation in French (books, Internet, documents...).

**Course Contents :** Advanced reading; reading of general or technical articles; textual techniques; advanced morphology; imperfect tense; complex sentences; writing simple letter or report; practical translation; oral interaction.

**Teaching and learning methods:** Lectures, Practicals in common, Personal research.

**Formative assessments:** Assignment 10 marks, Short exams 2x10 marks

**Learning outcomes:** The students should become able to understand basic information and to express themselves with elementary sentences; they should also become familiar with aspects related to French culture and society.

#### Recommended readings :

1. Delatour, Y., D. Jennepin, M. Léon-Dufour, B. Tessier. *Nouvelle Grammaire du Français – Cours de Civilisation Française de la Sorbonne*, Paris : Hachette Français langue étrangère, 2004.
2. Bescherelle. *La Conjugaison pour tous*, Paris : Hatier, 1997.
3. *Dictionnaire Hachette junior*, Paris : Hachette Education, 1998.

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### EX. ASHF 31012 Social Harmony

**Objectives:** Objective of this course unit is to provide introductory knowledge on Social harmony and make use of this theoretical knowledge in practical life.

**Contents:** Introduction to the society, importance of harmony in a pluralistic society, issues leading to social disharmony, religion and social harmony, human rights and social harmony, positive steps towards mutual understanding, developing healthy interpersonal and intra personal communication, gender relations, women rights, child rights etc. and duties are dealt in detail in this course unit.

**Teaching and learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Assignment/ Tutorials - 10%, Quizzes / Short Exams - 10%, Mid-semester Exam -10%.

**Learning Outcomes:** By the end of this course the students will be able to identify the various factors that disturb the social harmony and find out the ways and means to establish a mutual understanding society. Further they could have a thorough understanding of conflicts and seek ways to resolve them practically.

#### Recommended Readings:

1. *The hand book of Conflict Resolution: Theory and Practice*, 2000, (eds.) Morton Deutsch and Peter T. Coleman, San Francisco: Jossey Bass Publishers.
2. *Conflict Management and Negotiation: Encyclopaedia of Management*, 2006 (ed.) Marilyn M. Helm. Vol. 1 Gale Gengage.
3. Keneth W, Thamas and Ralph. H. Kilman, 2010, *Conflict Mode Instrument*, TKI Logo and the CPP Logo, U.S.A.
4. Gayle Mertz and Carol Miller Lieber, 2004, *Five Dimension of Conflict*, Educators for Social Responsibility U.S.A.
5. விசாகநுபன், கி, (2009), *தொடர்ஜட்டல்*, மலர் பதிப்பகம், யாழ்ப்பாணம்

### 3<sup>rd</sup> year 2<sup>nd</sup> Semester

#### EX. ACPF 32012 Conflict and Peace studies

**Objective:** This course aims to introduce students from a variety of backgrounds to the analysis of conflict, violence and peace. The unit will demonstrate the interdisciplinary character of peace and conflict studies and the application of theories and methods across the spectrum of conflict types, from interpersonal, to community, to international. Students will gain an historical understanding of the nature of social conflict and will examine theories of the origins of conflict and violence drawing on insights from philosophers, psychologists, , historians, sociologists, political scientists and others.

**Contents:** Introduction to Peace and Conflict Studies, Theories of Conflict and Peace, Human Needs Theory and Conflict Resolution, Conflict Analysis and Resolution Principles and Methods , Conflict Transformation, Reconciliation and Peace building, Human Rights and Peace with Justice and democracy, Nonviolence and Social Movements, Future challenges and contemporary trends in Peace and Conflict Studies.

**Teaching and learning methods;** Lecturers and Discussion with audio visual aids and presentation and workshop

**Formative Assessment:** Assignments (10%), Mid-Semester Examination (10%), Tutorial (10%)

**Learning outcome:** It is expected that students will: understand the nature and source of different types of conflict: at the interpersonal level, in groups and societies, and between countries and other global groupings;develop a theoretical perspective on notions of peace, conflict and violence, and what “peace



with justice” and “resolution of conflict” mean in various situations; develop skills in conflict analysis and resolution; Understand how to apply theory to practice in terms of identifying strategies for achieving conflict transformation and peace with justice in various situations.

### Recommended Readings

1. Barash, D. P. (2002) “The Meanings of Peace” in *Peace and Conflict Studies*. London: Sage Publications, pp. 3-27.
2. Jeong, H-W. (1999) “Concepts of Peace and Violence” in *Peace and Conflict Studies: An Introduction*. Aldershot, England: Ashgate Publishing, pp. 19-30.
3. Burton, J. (1990) “Human Needs Theory” in *Conflict: Resolution and Provention*. London: Macmillan, pp. 36-48.
4. Fisher, R. J. (1997) “John Burton: From Controlled Communication to Analytic Problem-Solving” in *Interactive Conflict Resolution*. Syracuse, NY: Syracuse University Press, pp. 19-36.
5. Cortright, D. (2008) “What is peace?” in *Peace: A History of Movements and Ideas*. Cambridge, UK: Cambridge University Press, pp. 1-21.
6. Hanh, T. N. (2000) “Being Peace” in Barash, D. P. (ed.) *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press, pp. 204-209. Mack, A. (1991) “Objectives and Methods in Peace Research” in Woodhouse, T. (ed.) *Peacemaking in a Troubled World*. Oxford: Berg Publishers, pp. 73-106.

## EX. ACRF 32012 Comparative Religions

### Objectives:

Prime object of this module is to find the salient features and the basic concepts in Religions with the view of examining in a comparative manner. Major Religions like Hinduism, Christianity, Buddhism and Islam will be examined in this module. . The primary aim is to educate students in the main problems, positions and arguments in Comparative Religion. It analyses the common aspects of the world religions and create better understanding of the concepts of religions and its theories.

**Course Content:** Definition and interpretation of the world religions, significance of Religious Life, Religious theories and rituals, religion and culture, concept of liberation, concept of God, doctrine of Karma, Man-God relationship, creation theory of universe, concept of Karma and rebirth.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** Students who are successfully completing this course shall be able to understand the structure of world religions and its significance. Further this understanding will help them to get a better view of other religions and create an atmosphere for a social harmony among other religions.

### Recommended readings:

1. Dubey,S.P., On Religion, New Bharatiya Book Coporation, New Delhi, 1998.
2. Metha.J.C, 1990, *Introduction to Religious Philosophy*, Delhi, India.
3. Yandell, K.E, 2002, *Philosophy of Religion*, Routledge, London & New York.
4. Geddes Mac Gregor, 1973. Philosophical issues in Religious thought, Houghton Mifflin Company Boston,
5. Hamilton, 1995. M. The Sociology of Religion, Routledge London,
6. Ross,F.H. 1952, The meaning of life in Hinduism and Buddhism

## CORE COURSE UNITS

### CHRISTIAN CIVILIZATION

#### EX. ACCC11013 Introductions to Christian Civilization

**Objectives:** This course aims at enabling the students to understand how the Greco – Roman and Semitic civilization had exerted their influence on Judaism and Christianity and in turn how Christianity had influenced the European and the Sri Lankan cultures. Besides it also enlightens them about the nature and functions of culture.

**Course Content:** Cultural influence of surrounding nations of Palestine, Influence of Greco – Roman civilization and their impact on Jewish and early Christianity and their writings, Greek influence on the writings of Paul and John, Centrality of the Jerusalem Temple in Socio - religious life of the Jews - Synagogue and their functions Christian influence on European cultures, Christianity and Asia with a special reference to Sri Lanka and Tamil Society.

**Teaching and Learning Methods:** lecturers, discussions and visual aids and presentations.

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz 10%

**Learning Outcome:** By the end of the course students will be able to identify major cultural traits of the Semitic and European Civilizations and discuss the ways and means how these cultural impacts were made.

#### Recommended readings:

1. Irudayam, I., 1997, *Christianity and Tamil Culture*, University of Madras.
2. Rajamanickam, S., 1972, *The First Oriental Scholar*, De Nobili Research Institute, Tirunelveli.
3. Verstraeten, 1984, *Catholic Education through the Centuries*, Theological Publications India.
4. பீட்டர் அபீர் அ. & அலோசியஸ் சேவியர் ஆ. , 2005, *திரு விவிலிய விளக்கம்- விவிலியம் ஓர் அறிமுகம்*, அருள்வாக்கு மன்றம் திருச்சி, தமிழ் இறையியல் நூலோர் குழு, மதுரை, சிவகாசி.
5. தியாகு (தொகுப்பு), 1991, *விவிலியக்களஞ்சியம், (I-V பாகங்கள்) விவிலிய அறிமுகம்*, தியான ஆசிரமம், சென்னை.
6. ஜெயபாலன், நா. & யோசேப்பு, செ., 1987, *நாகரிக வரலாறு*, M. S பப்பிளிகேசன்ஸ், சென்னை.
7. சமாதிலிங்கம் சத்தியசீலன், 1994, *நாகரிகங்களுக்கு ஓர் அறிமுகம், 1*, யாழ்ப்பாணம்.

#### EX. ACCC 11023 Introductions to Biblical Studies

**Objectives:** This course aims at introducing the students to the religious, historical, geographical, political and social background of Palestine, and to enable them to understand the Biblical events and the contents of the various books of the Old and New Testaments.

**Course Content:** General introduction to the Bible, Geographical background of Palestine, Social and Economic life of Palestine, Religion and Religious intuitions of Palestine, History of Israel, Inspiration and Revelation, Truth of the Bible, Canonicity of the Bible, Biblical Hermeneutics, and Introduction to various translation of the Bible.

**Teaching and Learning Methods:** lecturers, discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz 10%

**Learning Outcome:** By the end of the course students will be familiar with the historical, political, socio-cultural and religious traditions of the Old Testament and New Testament periods; besides they would be able introduced to “*Lectio Divine*” method of using the Bible.

#### Recommended readings

1. Aharoni, Y., 1979, *The Land of the Bible*, Westminster Press, Philadelphia.
2. Bright, J., 1979, *A History of Israel*, SCM Press, London.
3. Charpentier, E., 1981, *How to Read the Old Testament*, SCM Press, London.
4. Perkins, Pheme, 1992, *New Testament Introduction*, St. Paul’s Publications, Bandra, Mumbai.
5. Wijngaards, J.N.M., 1981, *Background to the Gospels*, TPI, India, Bangalore.

6. Wright, A.G. - Murphy, R.E. - Fitzmyer, J.A. 1992, "A History of Israel", NJBC, TPI, Bangalore, 1219-1252.
7. பீட்டர் அபீர் அ. & அலோசியஸ் சேவியர் ஆ., 2005, திரு விவிலிய விளக்கம்- விவிலியம் ஓர் அறிமுகம், அருள்வாக்கு மன்றம் திருச்சி, தமிழ் இறையியல் நூலோர் குழு, மதுரை.
8. தியாகு (தொகுப்பு), 1991, விவிலியக்களஞ்சியம், (I-V பாகங்கள்) விவிலிய அறிமுகம், தியான ஆசிரமம், சென்னை.

### EX.ACCC 12013 Introductions to Christian Doctrine

**Objectives:** The objectives of this course is to introduce the students to the study of various branches of Christian Theological and Philosophical thoughts, enabling them to go into deeper understanding of the fields of study in the following years.

**Course Content:** Meaning of Theology and the usefulness of its study, Theology as science and Theology and science, God in Christianity, introducing Historical Jesus and Christ of faith, Church, its meaning and significance, Sacraments and Sacramentals, Purpose of Human life according to Christianity, Introduction to contextual Theology, Philosophy as the basis for the study of Theology, Introduction to Second Vatican Council and World Council of Churches.

**Teaching and Learning Methods:** lecturers and discussions,

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz 10%

**Learning Outcome:** By the end of the course students would be able to gain a comprehensive view of the various branches of theology and the major contents of each branches of study.

#### Recommended readings

1. Brown, R. E., 1967, *Jesus God and Man*, Bruce publishing Co., Milwaukee.
2. Duffy, Regis., 1992, *Sacraments in General*, Gill & Macmillan, Dublin.
3. Dulles, A., 1983, *Models of the Church A Critical Assessment of the Church in all its Aspects*, Gill & Macmillan, Dublin.
4. Mc Giffert, A. C., 1954, *A History of Christian Thought*, Vols. I-II, Blackwell, NY.
5. Mc Grath, A.E. 1998, *Historical Theology, An Introduction to the History of Christian Thought*, Blackwell, Oxford.
6. Neuner, J., and Dupuis, j., 1987, *The Christian Faith in the Doctrinal Documents of the Catholic Church*, Bangalore.
7. பீட்டர் அபீர் அ. & அலோசியஸ் சேவியர் ஆ., 2005, திரு விவிலிய விளக்கம்- விவிலியம் ஓர் அறிமுகம், அருள்வாக்கு மன்றம் திருச்சி, தமிழ் இறையியல் நூலோர் குழு, மதுரை.
8. போய்ட்.ஆர்.எச்.எஸ்(தமிழாக்கம்- டி. ஆர் அம்பலவாணர்),1997, "கிறிஸ்தவதை" தமிழ் இறையியல் நூற்பதிப்புக் கழகம் கிறிஸ்தவ இறையியல் கல்லூரி சன்னாகம்.

### EX. ACCC 12023 Introductions to Old Testament Books

**Objectives:** This course is designed to introduce the students to the background understanding of the major historical events, geographical set up and the socio-cultural and the religious-political scenario of the Old Testament events. Besides, students are to be initiated to the understanding of the formation of the books of the Old Testament.

**Course Content:** Introductory Notions, The Geography of the Old Testament, The great moments of the people Israel, Exodus, Covenant, The Kingdom of Jerusalem, The Northern Kingdom, The last period of the Kingdom of Judah, Formation and Authorship of Pentateuch, Major prophets and their teachings, Introduction to psalms and Wisdom literature

**Teaching and Learning Methods:** lecturers, discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz-10%

**Learning Outcome:** By the end of the course students will be able to discuss the major historical events which have shaped the destiny of the people of Israel. Besides, they will be familiar with the contributions made by the religious and the political leaders of the chosen people and the influence of the literature of the neighboring nations, in the formation of the Old Testament books.



**Recommended readings:**

1. Aharoni, Y., 1979, *The Land of the Bible*, Westminster Press, Philadelphia..
2. Bright, J., 1979, *A History of Israel*, SCM Press, London.
3. Charpentier, E., 1981, *How to Read the Old Testament*, SCM Press, London.
4. Michale Grant, *Ancient History Atlas, 1700 B.C TO 565 A.D Cartography by Arthur Banks* London - 1.
5. Wijngaards, J.N.M., 1981, *Background to the Gospels*, TPI, India, Bangalore.
6. Wright, A.G. - Murphy, R.E. - Fitzmyer, J.A. 1992, "A History of Israel", NJBC, TPI, Bangalore, 1219-1252.
7. பீட்டர் அபீர் அ. & அலோசியஸ் சேவியர் ஆ., 2005, *திரு விவிலிய விளக்கம்- விவிலியம் ஓர் அறிமுகம்*, அருள்வாக்கு மன்றம் திருச்சி, தமிழ் இறையியல் நூலோர் குழு, மதுரை.
8. தியாகு (தொகுப்பு), 1991, *விவிலியக்களஞ்சியம்*, (I-V பாகங்கள்) விவிலிய அறிமுகம், தியான ஆசிரமம், சென்னை.

**EX. ACCC 21013 Synoptic Gospels and Acts of the Apostles**

**Objectives:** To enable the students to know about: The authorship, purpose, date and the socio-political and historical backdrop in which the Gospels were composed. To arrive at an objective knowledge of the Life and Ministry of Jesus Christ based on the Gospel narratives. The Life pattern of the early Church and the contributions of the Apostles in the formation of the early Christian Communities.

**Course Content: Synoptic Gospels:** Authorship, date, purpose, the historical value of the Gospel tradition. From oral tradition to the written gospel: forms, sources, redaction. The Synoptic problems. An introduction to miracles, parables and the teachings on the Kingdom of God in Synoptic Gospels. Discipleship and mission.

**Acts of the Apostles:** Authorship, date, purpose, sources, the content and the value of Book as the history of the early Church. The political and religious context of the book, and the relation of the book to the Gospel of Luke. A detailed study of the life-style of the Jerusalem community and the sermons of Peter, Stephen and Paul in the Acts. Baptism in the Acts. The Jerusalem Council. The Gentile mission: methods, problems etc.

**Teaching and Learning Methods:** Lectures, discussions, visual-aids and presentation.

**Formative Assessments :**Mid Semester Exam 10%, Quiz -10%, Tutorials 10%

**Learning Outcomes:** By the end of this course, the students will be able to discuss about the general background in which these books were composed, Life and Ministry of Jesus Christ and contributions of the early Christian communities in the formation of these books.

**Recommended Reading:**

1. Thiyaku, 1978, *Nanku Vadiva Natcheithy*, Nobili Nuulakam, Madurai,
2. Mann, C. S. 1973, *The message delivered*, Morehouse-Barlow Co, New York,
3. Robinson, G. (ed.), 1972. *Thirumarai Tholan*, Chrithava Eraiyal Nulor Kulu, Chennai,
4. Hull, J.H.E. 1967, *The Holy Spirit in the Acts of the Apostles*, Lutterworth Press, London.
5. Ladd, G.E. 1966, *Jesus and the Kingdom*, S.P.C.K. London.

**EX. ACCC 21023 Tamil Christian Literature**

**Objectives:** This course introduces the student to the various contributions rendered by the pioneers of Tamil Christian Literary work; how various Tamil Christian literary sources enhanced the spread and growth of Christianity in South India and Sri Lanka; how Christian Tamil literature was composed adopting the already existent various Tamil literary forms.

**Course Content:** Pioneers of Tamil Christian Literature: Hennrique Henriques, Robert De Nobili, Joseph Constantine Beschi, and Jacome Gonsalvez. Tamil Christian folk literature, Devotional literature, *Prapantha* literature, Tamil Christian Literature on Performing Arts, Tamil translations of the Bible with special reference to the common translation of the Bible, Modern Christian Literature, Introduction to *Thembavani*, *Ratshaniya Yathirigam*, *Viyakula Pirasangam*, *Thiruchelvar Kaviam*,.

**Teaching and Learning Methods:** Lectures, discussions, Textual study, Visual-aids and presentation.

**Formative Assessments:** Mid Semester Exam 10%, Quiz-10%, Tutorials 10%,

**Learning Outcomes:** By the end of this course students will be able to evaluate the usefulness of the various Tamil Christian literatures and the influence of the already existent Tamil literary forms on them.

**Recommended Reading:**

1. Innasi, S. & Govindasamy, P. *Cristhava Nadaga Illakkiyam*, University of Madras, 1988
2. Venkatasamy, S. *Chrithuvamum Thamilum*, South Indian Saiva Siddanta Works Publishing Society, 1980
3. Sarojini, P., *Viviliumum Thamizhum*, Meiappan Thamizh Aaivagam, Chennai, 2000.
4. Markarineas, R. *Christava Thamil Thondarkal*, Tamil Literature Society, Trichiropoly, 1972.
5. Ignaci, c. *Krishthava Thamizhal Kodai*, 2 Volumes, Miyappam Publishers, 2001.

### EX. ACCC 22013 – Sketches of Sri Lankan Church History

**Objectives:** While the advent of Christianity to Sri Lanka and the various factors, which either facilitated or prevented its expansion and growth during the Portuguese and the Dutch Periods will be discussed: the educational, pastoral and the philanthropic contributions of certain missionaries will be discussed at length.

**Course Content:** Christian Presence in Sri Lanka before the arrival of the Portuguese, socio- political and religio- cultural situation in Sri Lanka at the arrival of the Portuguese, the arrival of the Portuguese missionaries, expansion of Catholicism and the missionary methods adopted by them, the arrival of the Dutch and the challenges encountered by Catholics, the Dutch Reformed Church and the contribution of Rev. Philip Baldaeus, Oratorians and their missionary contributions to Catholicism, educational and philanthropic activities as means of Evangelisation during the Portuguese and the Dutch rule: The arrival of the Anglican, Methodist, Wesleyan and the American missionaries and their evangelical, educational and Philanthropic contributions.

**Teaching and Learning Methods:** lecturers, discussions, visual aids and presentations and visits to certain places of Historical importance.

**Formative Assessments:** Mid semester exam-10%, Quiz-10%, Tutorial- 10%

**Learning Outcome:** By the end of the course students will be able to identify and discuss various factors which facilitated the expansion of Catholicism; discover the challenges encountered by the Catholics during the Dutch rule; the evangelic and the Philanthropic contributions of the Protestant churches.

**Recommended Readings:**

1. Perera, S. G. 1962, *Historical Sketches: Ceylon Church History*, catholic Book Depot, Colombo.
2. Perera, S. G. 2005, *Life of Blessed Joseph Vaz, Apostle of Sri Lanka*, Dehiwela.
3. Perniola, V. 1978, 1991, 1992, *The Catholic Church In Sri Lanka, The Portuguese Period*, Vols. I, II, III, Tisara prakasakyo Ltd, Dehiwela.
4. Don Peter, W. L. A. (1978) *Education in Sri Lanka Under the Portuguese*, The Catholic Press, Colombo.
5. Pilendran, G. 2007, *A Brief History of the Catholic Church in Sri Lanka*, Jaffna.
6. De Silva, K. M. 1965, *Social Policy and Missionary Organizations in Ceylon, 1840-1855*, London, 1965.

### EX. ACCC 22023 General Survey of Christian Arts

**Objectives:** To enable the students to become knowledgeable regarding; the History of the introduction and growth of Christian Art forms in Sri Lanka; how Christian Arts were used as a means of spreading the teaching of Christianity; how various categories of Christian Arts were employed to depict Christian teachings and Doctrines

**Course Content:** General introduction to Christian Arts, Origin and development of Christian Art in Sri Lanka, Church Architecture, Sculpture of statues and other Sacred figures, Liturgical music and music on Christian themes, Performing Arts as medium of evangelization, Dance on Christian Themes, Drama - Modern and Folk- *Naattu koothu*, *Pasku*, Passion Play, Study of Christian paintings of selected Sri Lankan Artists.

**Teaching and Learning Methods:** Lectures, discussions, visual-aids and presentations, and field visits.

**Formative Assessments :** Mid Semester Exam 10%, Tutorials 10%, Quiz-10%

**Learning Outcomes:** By the end of the course students will be able to identify the different Christian Art forms and their contribution to the spread and growth of Christianity in Sri Lanka.

**Recommended Reading:**

1. Amalorpavadass, D. S. *Gospel and Culture*, NBCLC, Bangalore, 1978.
2. Pilendran, G. *Tamil Catholic Literary Tradition of Sri Lanka*, Colombo, 1998.
3. Don Peter, W. L. A. *Education in Sri Lanka under the Portuguese*, The Catholic Press, Colombo, 1978.
4. Sarachchandra, E. R. *The Folk Drama of Ceylon*, The Department of Cultural Affairs, Ceylon, 1966.
5. Annpurasa, S. 2007, *Mannar Maantota Kaththolikka Nadangal Oor Aaivu*, Amathi Publications, Jaffna.

**EX. ACCC 31013 Christianity and its Founder**

**Objectives:** This course aims at imparting to students a deeper understanding of Jesus Christ, especially the mysteries of Incarnation, Paschal Events and the Soteriological truths and the person of Historical Jesus and the different names attributed to Him: His God experience which led Him to the gradual emergence of His Vision as Messiah as revealed in the Scriptures and understood in the early Church.

**Course Content: Jesus of History:** A general introduction, Jesus of history and Christ of Faith, Background, early life and influence, Jesus' message and ministry, Jesus' God experience, His faith, Jesus and Culture, Jesus and society, Jesus and politics, Death and its implications, Resurrection and its implications, His human personality, His identity. **Origin and development of Christology:** Jesus Christ of faith and dogma, Christology of New Testament, Christology of the early councils, Christology according to scholastic theology, **Jesus Christ today:** Jesus in popular Christianity, the development of contextual Christologies, the classical Asian Christology, Dalit Christology, Feminist Christology, Cosmic Christology.

**Teaching and Learning Methods:** lecturers and discussions,

**Formative Assessments :** Mid semester exam-10%, Tutorial-10%, Quiz-10%

**Learning Outcome:** By the end of the course students will be able to trace the specific traits of the personality of Jesus, discover the uniqueness in His teachings, Mission and the way he carried out the mission entrusted to Him.

**Recommended Readings:**

1. Brown, R. 1994, *An Introduction to New Testament Christology*, Geoffrey Chapman, London.
2. Leon A. Tharmaraj, 1996, *Yar Intha Yesu?* (In Tamil), *Vaigarai Pathippagam*, Thindukal, Tamil Nadu.
3. Nolan, A. 1977, *Jesus Before Christianity*, The Gospel of Liberation, London, Darton.
4. Sobrino, J. 1978, *Christology at the Crossroad*, A Latin American View, SCM, London
5. Haight, R. 1999, *Jesus symbol of God*, Obris, Maryknoll, NY.
6. Pieris, A. 1993, "Does Christ Have a Place in Asia", *Concilium*, No.2. pp. 33 - 47.

**EX. ACCC 31023 General Church History**

**Objectives:** The Objective of this course is to make the students realise that; the Church is not just an organisation but an organism in which all Christians are members; for the last 2000 years many events in the Church had influenced its growth both positively and negatively; the Church has been contributing to the well being of humanity in many fields such as Philosophy, theology, Education, Culture, Art, Science, Technology etc

**Course Content:** Persecutions in the Early Church, Fathers of the Church, Conversion of the Tribes – Spread of Christianity in Europe, Religious Orders and their contribution, Early Councils and Systematisation of Christian Doctrine, Church and Educational Institutions, The Greek schism, Church vs.

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State, The Crusades, Mendicant Orders and their Contributions, Theology and Culture in 12.-13<sup>th</sup> Centuries, The Babylonian Captivity of the Popes, The Great Schism of the West, Renaissance, Protestant Reformation, its background and special studies on its leaders, Council of Trent, First Vatican Council, Expansion of Christianity in mission lands, Catholic Reformation and Contribution of the Religious Orders in the Revival of and Growth of Catholicism, Church in the Modern World.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Quiz-10%, Mid Semester Exam 10%, Tutorials 10%

**Learning Outcomes:** By the end of the course students will be able to realise that during the last 2000 years there were progress and regression in the History of the Church and the church has been contributing to the advancement of humankind in many fields such as Education, Culture, Art, Science etc.

**Recommended Reading:**

1. Church, Tan Books and Schreck, A., 1995. *The Compact History of the Catholic Church*, Bombay,
2. Edwards, D. L. 1997. *Christianity- The First Two Thousand years*, Maryknoll, Orbis, NY,
3. Hughes, P., 1952. *A history of the Church, Vols I-II*, NY,
4. Thangasami, M. S., 2005. *Thiruchabhi Varalaru*, Nanjil Publications, Nagercoil,
5. George Johnson, (ed.), 1980, *The Story of the Publishers, INC*,

**EX. ACCC 32013 Christian Philosophical Thoughts**

**Objectives:** While this course aims at enabling the students to recognize the influence of Greek culture on Christian Philosophy and Theology and the relationship that exists between these two branches of study and it helps them as well, to understand complementary character of one another. Besides, the students are also introduced to the contributions of some eminent Christian philosophers and the provability of the existence of God through human reason.

**Course Content:** Can there be a Christian philosophy?: Etymological analysis and various definitions: Influence of Greek culture on Christian philosophy and Christian theology, Epicureanism and other Pleasure Principles, The Mystical Trends of Greco-Roman Cultures: Relationship between Christian philosophy and theology (Faith and Reason): Ways of demonstrating the existence of God, Nature and essence of God: Contributions of Justin the Martyr, Clement of Alexandria, Augustine of Hippo, and Thomas Aquinas to Christian philosophy. Neo- Thomism and Christian Existentialism,

**Teaching and Learning Methods:** lecturers, discussions,

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz -10%

**Learning Outcome:** By the end of the course students will be able to identify and discuss the basic Greek philosophical thoughts which served as a medium for the origin and evolution of Christian Theology and the place of human reasoning obtaining human values.

**Recommended Readings:**

1. Mercier, J. 1998, *From Socrates to Wittgenstein – A Critical history of the key concepts of Western Philosophy*, Asian Trading Corporation, Bangalore.
2. Copleston, F. (1972) *A History of Philosophy*, London.
3. Etienne Gilson, 1955, *History of Christian Philosophy in the Middle Ages*, Sheed and Ward, London.
4. Armand, A M, (ed.), 1993, *Christian philosophy: an introduction*, Pontifical Institute of Mediaeval Studies,
5. Richard, O., 1992, *Philosophy for Beginners*, New Delhi.
6. Thesikan. R. Sri., 1966, *Maelai Naattu Ththuvam, Tamil Velligeettu Kazlaham, Tamil Nadu Arassangam*.

**EX. ACCC 32023-Christian Theological thoughts**

**Objective:** In this course while students will be initiated into the vast field of Theology, they too would be guided to understand the basic notions on Christian Theology and other related disciplines. Besides, they would be made aware that theology is a methodical reflection on the content of Faith and on the saving

finality. Some major doctrines on God, Man will be discussed from Biblical, Historical and Dogmatic point of view.

**Course Content:** What is theology? Usefulness of learning theology, theology and revelation, theology and Bible, theology as a science, Divisions of theology, theological reflections on God and man, Existential theology-Theology of Liberation, Feminism, Enculturation, Contextualization

**Teaching and Learning Methods:** lecturers, discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz-10%

**Learning Outcome:** By the end of the course Unit, students would be convinced regarding the usefulness of learning theology and would be able to apply the current theological concepts to better their faith life.

**Recommended Readings:**

1. Latourelle, R., 1969, *Theology: Science of Salvation*, Alba House, New York.
2. Short, A., 1988, *Toward a Theology of Inculturation*, Geoffrey Chapman, London.
3. Pieris, A., 1988, *An Asian Theology of Liberation*, Orbis Books, Maryknoll, New York.
4. Boyd, R., 1994, *An introduction to Indian Christian Theology*, ISPACK, Delhi.
5. Latourelle, R. 1969, *Theology: Science of Salvation*, Alba House, New York.
6. Gnana Robison, (ed.), 1971, *Krishava Nampikkaium Thatkala Vilakkangalum*, Tamil Theological Book Club, Madras.

**EX.ACCC 32034 : Project Report**

## ECONOMICS

**EX. AECC 11013: Introduction to Microeconomic**

**Objectives:** This course introduces the basic concepts of Microeconomics to the students. It is a prerequisites course to follow the Principle of Microeconomics and Intermediate Microeconomics.

**Course Contents:** Concept of economics, The Economic problems, Economic System, Marginal utility analysis, Short run production, the function law of diminishing returns short run cost function fundamental concepts of supply and demand, Elasticity of Demand and supply markets (perfect competition and monopoly firm), market price and market regulation.

**Teaching and Learning Methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of this course students will able to describe what are basic problems which every economy face and how the forces of demand and Supply works in market to determine price of every commodities.

**Recommended Readings:**

1. Richard G. Lipsey & Alec.K. Chrystal, 2001, **Positive economics**, 8<sup>th</sup> Edition, Oxford University press.
2. Stanley L. Brue., 2004, **Economics – principles, Problems, and policies**, 13<sup>th</sup> edition, Campbell McConnell press.
3. Paul. A. Samuelson & William D. Nordhaus, 2003, **Economics**, 14<sup>th</sup> edition, McGraw Hill Sydney.
4. Alfred Marshall, 1967, **Principles of Economics -Introductory Volume**, 8<sup>th</sup> edition, Macmillan.
5. Lipsey & Chrystal, 2008, **Economics**, Eleventh edition, Oxford, University Press, New York.
6. பேரின்பநாதன். ந., மற்றும் சிவநாதன், ப., 1986, கேள்வியும் நிரம்பலும், பட்டப்படிப்புக்கள் கல்லூரி, யாழ்ப்பாணம்,



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**EX. AECC 11023 Introductions to Macroeconomics**

**Objectives:** This course introduces the basic concepts of Macroeconomics to the students. It is a prerequisite course to follow the Principle of Macroeconomics and Intermediate Macroeconomics. **Course Content:** National income: concept, introduction, Definition of national income Gross National Production Determination of national income and circular flow of income, consumption function (Keynesian approach). Quantity theory of money and the price level (Fisher and Cambridge approach) Nature and Functions of money, Demand for money and supply.

**Teaching and Learning Methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of this course students will be able explain the functions of money income of country are determined.

**Recommended Readings:**

1. Richard G. Lipsey & Alec.K. Chrystal, 2001, **Positive economics**, 8<sup>th</sup> Edition. Oxford University press.
2. Paul. A. Samuelson & William D. Nordhaus, 2003, **Economics**, 14<sup>th</sup> edition, McGraw Hill Sydney.
3. Robert E.Hall & John B.Taylor, 1995, **Macroeconomics** McGraw hill Sydney.
4. Dominic Salvatore, 2000, **Macroeconomic Theory and Application**, Macmillan company.
5. William H.Branson, H., 1989, **Macroeconomic Theory & Policy**, 5<sup>th</sup> edition Harper & Row New York.
6. நித்தியானந்தம், வி. 2008, **பருநிலைப் பொருளியல் ஓர் அறிமுகம்**, குமரன் பதிப்பகம், கொழும்பு. இலங்கை.
7. சந்திரசேகரம், செ., 2002, **பேரினப் பொருளியல் (வருமான நிர்ணயிப்பு மாதிரிகள்)**, நவ பொருளியலாளர் சங்கம், கொழும்பு. இலங்கை.

**EX. AECC 12013 Principles of Microeconomics**

**Objectives:** this course is a study of basic economic concepts and micro economics to enhance the student's comprehension of the role economics principles play in everyday consumer and business activities. To expand students critical thinking skills by focusing on the concepts of abstract reasoning and logic. Develop candidate's knowledge and understanding of economics terminology and principles, and economic theory, develop candidate's ability to use the tools of economic analysis in particular situations. It is a prerequisite course to follow the Intermediate Microeconomics.

**Course Content:** Ordinal utility approach, consumer choice, consumer equilibrium and Demand for commodity theory of production: Iso – Quant curves and long run production function, Modern theory of cost (long run) Monopoly market (long run) theories of Distribution: demand for factors determinants of wage . Government activities on markets

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of this course the students will be able to understand why the demand curve is sloping downward and will be able to explain the various types of markets that functioning in real world and how the prices for factors of production are determined.

**Recommended Readings:**

1. Harvey, W., 2000, **Modern Economics**, Macmillan publication.
2. Koutsoyiannis, A., 1995, **Modern Microeconomics**, Macmillan publication.
3. Ahuja, H. L., 2012, **Advanced Economic Theory, Microeconomic Analysis**, 18<sup>th</sup> revised edition, S. Chand & company Ltd., New Delhi, India.
4. Varian,R., 2010, **Intermediate Micro Economics: Modern approach**, 8<sup>th</sup> edition
5. Dominic Salvatore, 1998, **Microeconomic Theory and Application**, Macmillan publication.
6. Alfred Marshall, 1967, **Principles of Economics - introductory volume**, 8<sup>th</sup> edition Macmillan .

### EX. AECC 12023 : Principles of Macroeconomics

**Objectives:** To provide students with a basic understanding of macro economics theory. To expand the students basic academic competencies by employing varied learning activities through emphasizing thinking, writing computing and communicating. Show candidates how to identify and discriminate between differing sources of information and how to distinguish between facts and value judgments in economic issues. It is a prerequisite course to follow the Intermediate Macroeconomics.

**Course Content:** Commercial banks and their functions, Functions of the central bank, introduction to theory of international trade , Balance of payment of a country , Exchange rate Determination history of various exchange rate system. Objective of macro economics policy, Stabilization of objective and policies , Development objective and policy. Introduction to classical theory of Employment. Say's Law, Pegou's Modification and Keynesian theory of employment principles of effecting Demand determination of effective demand , Aggregate supply and aggregate demand and general prize level , concept of inflation.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of this course the students will be able to explain causes and effects of inflation and how the employment level in an economy is determined.

#### Recommended Readings:

1. Robert E.Hall & John B.Taylor, **1995, Macroeconomics**, McGraw hill Sydney.
2. Dominic Salvatore, 2000, **Macroeconomic Theory and Application**, Macmillan company.
3. William H.Branson, H., 1989, **Macroeconomic Theory & Policy**, 5<sup>th</sup> edition Harper & Row New York.
4. Antony Campagna, 2005, **Macroeconomic Theory**, 21<sup>st</sup> revised edition shyamlam India.(2005)
5. **Harvey, W.**, 2000, **Modern Economics**, Macmillan Publication.
6. நித்தியானந்தம், வி. 2008, **பருநிலைப் பொருளியல் ஓர் அறிமுகம்**, குமரன் பதிப்பகம், கொழும்பு. இயக்கை.
7. சந்திரசேகரம், செ., 2002, **பேரினப் பொருளியல் (வருமான நிர்ணயிப்பு மாதிரிகள்)**, நவ பொருளியலாளர் சங்கம், கொழும்பு. இலங்கை.

### EX. AECC 21013: Intermediate Microeconomics

**Objectives:** This unit is designed to equip students with the economic principles which are necessary to analyse a whole range of economic problems. This unit will increase understanding of economics theories in two ways. First it will help you master some of the key ideas in economics. Some students find economic ideas other worldly and hard to master when presented in their modern, complicated, and sometimes highly mathematical, forms. Seeing how those ideas developed over time often allows students to grasp ideas that had previously eluded them. In addition, this course will help you put economic ideas that they learn in other courses into a broad philosophical and historical context.

**Course Content:** The unit examines how economic decisions are made by households and firms, and how they interact to determine the quantities and prices of goods and factors of production and the allocation of resources. It also investigates the principles of microeconomic policy and the role of government in allocating resources. Consumer choice and demand, including utility functions and indifference curves, income and substitution effects. Producer theory: production and cost functions, firm and industry supply. Market structure: competition, monopoly monopolistic competition and oligopoly. Game theory: static and dynamic games, General equilibrium and welfare: economic efficiency and equity; competitive equilibrium; welfare criteria. Uncertainty and the economics of information: choice under uncertainty, insurance markets and asymmetric information. Welfare economics: market failures arising from monopoly, externalities and public goods. Pricing of factors of production and Income Distribution

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of this course and having completed the essential reading and activities students should: Be able to define and describe: The determinacy of consumer choices, including inter-

temporal choices, and those involving risk Firms behavior, How firms behavior differs in different market structures and may help to determine those structures, How firms and households determine factor prices. Be able to analyse and assess: Efficiency and welfare optimality of perfectly and imperfectly competitive markets, The effects of externalities and public goods on efficiency, Government policies aimed at improving welfare, Be prepared for further units which require a knowledge of micro economics

**Recommended reading:**

1. Harvey. W., 2000, **Modern economics**, Macmillan Publication.
2. Varian,R., 2010, **Intermediate Micro Economics: Modern approach**, 8<sup>th</sup> edition
3. Koutsoyiannis, A., 1995, **Modern Microeconomics**, Macmillan publication.
4. Ahuja, H. L., 2012, **Advanced Economic Theory, Microeconomic Analysis**, 18<sup>th</sup> revised edition, S. Chand & company Ltd., New Delhi, India.
5. Dominic Salvatore, 1998, **Microeconomic Theory and Application**” Macmillan Publication.
6. Alfred Marshall, 1967, **Principles of Economics - introductory volume**, 8<sup>th</sup> edition Macmillan Publication.

**EX. AECC 21023: Introduction to Financial Economics**

**Objectives:** Provide institutional features of financial systems. Identify key issues and problems arising in banking and finance. Introduce the key economic concepts required to analyse these key issues and problems. Illustrate how these economic principles can be applied to address the key issues identified. Show how the institutional features address the key issues identified.

**Course Content:** Introduction to Principles of Finance, The nature and economic function of financial assets, Financial System, Financial Intermediaries, Financial Institutions, Structure of Financial Markets, Financial crisis and Financial Securities, Illegal money and money laundering, Derivative investment, The analysis of Interest Rate, The analysis of Exchange Rate, Future Value and Compounding, Present Value and Discounting, Net Present Value and Internal Rate of Return, Introduction to Microfinance.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of the course and having completed the essential readings and activities students will be able to: Discuss why financial systems exist, and how they are structured. Explain why the relative importance of financial markets is different around the world, and how bank based system differ from market- based systems. Understand why financial intermediaries exist, and discuss the role of transaction costs and information asymmetry theories in providing an economic justification. Explain how to value real assets and financial assets, and use the key capital budgeting techniques (Net Present Value and Internal Rate of Return) Understand the effects of risks

**Recommended Readings:**

1. Armendariz de Aghion, B. & Morduch, J., 2007, **The Economics of Microfinance**, MIT Press.
2. Brealey, R. A. & S. C. Myres, 2007, **Principles of Corporate Finance**, McGraw – Hill/Irwin.
3. Robert A. Strong, 2004, **Practical Investment Management**, 3rd edition, International Student Edition, Thomson, South – Western.
4. Bodie, Kane, Marcus, Perrikakis, Ryen, 2003, **Investments**, Mc Graw – Hill Hercafler, BKMPR.
5. Bhole, L. M., 1999, **Financial Institutions and Markets –Structure, Growth and Innovations**, 3<sup>rd</sup> Edition, Tata McGraw – Hill, Publishing Company Ltd. New Delhi.
6. லலித் சமரக்கோன், 2011, இலங்கையின் நிதிச்சந்தை, இலங்கை பிணையங்கள் பரிவர்த்தனை ஆணைக்குழு. கொழும்பு.

**EX. AECC 22013 : Intermediate Macroeconomics**

**Objectives:** This course introduces students to the most influential and compelling theories designed by macroeconomists to explain issues related to the determination of output, unemployment and inflation. Students will acquire a logical and consistent framework. for understanding the main macroeconomic facts and events, and develop the ability to employ the correct macroeconomic tool(s) to explain specific



macroeconomic issues and justify policy proposals. The aims of the course are to: show how our understanding of how economic systems operate has evolved substantially explain why the growth rate of aggregate output varies from year to year. Explain what determines unemployment and inflation in the short run and in the long run discuss how macroeconomic policy might influence business cycles or long run growth. Learning

**Course Content:** This course covers the main principles involved in the determination of real income, employment and unemployment, the price level and inflation in an open mixed economy, and the conduct of macroeconomic policy. Aggregate demand in a closed economy: the determinants of consumption, investment, demand for and supply of money; wealth effects; the IS-LM model and policy prescriptions. Aggregate demand in an open economy: exchange rate regimes, international trade and capital flows, and external balance; the IS-LM-BP model and policy prescriptions. Aggregate demand, aggregate supply and the price level: the aggregate demand curve; short and long run aggregate supply curves; the aggregate demand-aggregate supply model and its applications to the determination of the price level and real income, and demand management policy the neo-classical (Solow) growth model. Inflation and unemployment; models of inflation; costs of inflation; counter inflationary policy; full employment and the natural rate of unemployment; types and causes of unemployment, and policies to reduce them.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of this course and having completed the essential reading and activities students should be able to: Define and analyse the determinants of business cycles, long run economic growth, unemployment, inflation. Use and apply a wide range of economic models to analyse contemporary and historical micro economic events, and formulate and propose appropriate micro economic policies.

**Recommended Readings:**

1. Robert E.Hall & John B.Taylor, 1995, **Macroeconomics** McGraw hill Sydney.
2. Dominic Salvatore, 2000, **Macroeconomic Theory and Application** Macmillan company.
3. William H.Branson, H., 1989, **Macroeconomic Theory & Policy**, 5<sup>th</sup> edition Harper & Row New York.
4. Antony Campagna, 2005, **Macroeconomic Theory**, 21<sup>st</sup> revised edition shyamlam India.
5. Harvey, W., 2000, **Modern Economics**, Macmillan Publication.
6. நித்தியானந்தம், வி. 2005, **பருநிலைப் பொருளியல் ஓர் அறிமுகம்**, குமரன் பதிப்பகம், கொழும்பு, இலங்கை.
7. விசயகுமார், சி., 2008, **பருநிலைப் பொருளியல் கோட்பாடுகளும் கொள்கைகளும்**, துரை பதிப்பகம், கரவெட்டி, யாழ்ப்பாணம், இலங்கை.

## EX. AECC 22023 : Modern Economic History of Sri Lanka

**Objectives:** Introduce students to the Economic History of Sri Lanka. This unit provides the depth knowledge about the growth and development of Sri Lankan Economy from the period 1800 to 1948. It will examine how the emergence of plantation sector changed economic systems of Sri Lanka. Furthermore it will analyse the growth of financial sector of Sri Lanka and how the trends in terms of trades affect the Sri Lankan economy. Provide Students with a basic knowledge of the main theoretical interpretations and their relative merits. Give students preview of the analytical techniques used in the historical evidence.

**Course Content:** An introduction to the Economic History of Sri Lanka. Plantation Agriculture and Economic Growth in Sri Lanka, Colebrook – Cameron Reforms, Land policy of British in Sri Lanka. 19<sup>th</sup> century coffee cultivation, Tea industry, Rubber industry, Restoration and Development of Irrigation in Sri Lanka during 19<sup>th</sup> century. 19<sup>th</sup> century Domestic Agriculture, Population growth in Sri Lanka 1800 – 1948. Development of transportation system in Sri Lanka 1800 – 1948. Rise of Trade union, Banking and Financial Institutions in Sri Lanka 1840 -1948

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of this course students will able to understand how the Sri Lankan economy had been changed from feudal system to capitalist one and able to explain main factors that determined the Sri Lankan economy during 19<sup>th</sup> century as well as early part of 20<sup>th</sup> century.

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**Recommended Readings:**

1. Arasaratnam, S., 1964, **Ceylon**, Englewood Cliffs NJ.
2. De Silva, K. M.,(ed.), **History of Ceylon Vol. I, Vol. II and Vol. III**,
3. De Silva, K. M., 2005, **A History of Sri Lanka**, Vijitha Yapa Publications, Colombo.
4. De Silva, K. M., 1981, **History of Sri Lanka**, C. Hurst & Co. Ltd. London.
5. பேரின்பநாதன் ந., 2013, **இலங்கையின் பொருளாதார வரலாறு 1800- 1948 (விவசாயத்துறை)**, யாழ்ப்பாணப் பொருளியலாளர் சங்கம், யாழ்ப்பாணம், .
6. பேரின்பநாதன் ந., (Ed.), 2013, **இலங்கையின் பொருளாதார வரலாறு கட்டுரைத் தொகுப்பு**, யாழ்ப்பாணப் பொருளியலாளர் சங்கம், யாழ்ப்பாணம்.
7. நித்தியானந்தன், வி., 1989, **இலங்கை அரசியற் பொருளாதார அபிவிருத்தி 1948 - 1956 வர்க்க இனத்துவ நிலைப்பாடுகள்**, கலைப்பீடம், யாழ்ப்பாணப் பல்கலைக்கழகம், இலங்கை.
8. Various Research Articles related to economy history of Sri Lanka Published in Sri Lankan Journals and foreign journals.

**EX. AECC 31013: Sri Lankan Economy**

**Objectives:** This Course provides an in depth study of historical perspective, along with the economic structure, institutions, and development strategies. It also examines the various policy options available thereby advancing an opportunity for the application of the different concepts of development. The course will consider how the sociopolitical conditions influence the overall development of the country.

**Course Content :** Introduction, The structure of the Economy of Sri Lanka, Domestic Agriculture, Plantation Agriculture, Industrial Development, Foreign Trade and Balance of Payment, The Government budget, Foreign Direct Investment and Foreign Aid, Population, Inflation, Labour force and unemployment, Poverty and Income inequality in Sri Lanka, Problems of Sri Lankan Economic Development, Macroeconomic policies of Sri Lanka,

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcomes:** At the end of this course students will be able interpret the problems of Sri Lankan economy and they will also be able to compare Sri Lankan economy with other countries. Student will have the knowledge to suggest solutions for the economic problems.

**Recommended Readings:**

1. Lakshman, L. D.,(Ed.), 1997, **Dilemmas of Development Fifty Years of Economic change in Sri Lanka**, Sri Lanka Association of Economists, Colombo.
2. அமிர்தலிங்கம், கோ., 2013, **இலங்கைப் பொருளாதாரம்**, குமரன் பதிப்பகம். இலங்கை.
3. பாலகிருஷ்ணன், என்., 2010, **இலங்கைப் பொருளாதாரத்தில் அபிவிருத்திப் பிரச்சினைகள் ஓர் சமகால மீளாய்வு**, குமரன் புத்தக இல்லம், கொழும்பு, இலங்கை.
4. Central Bank Annual Reports, Central bank of Sri Lanka, Sri Lanka, various issues.
5. Economic Review, People's Bank Publication, Sri Lanka, Various issues.
6. News Survey, Central Bank Publication, Central Bank of Sri Lanka, Sri Lanka, Various issues.
7. குறிப்பேடு, மத்தியவங்கி வெளியீடு, இலங்கை மத்திய வங்கி, இலங்கை.
8. Research Articles published in various academic Journals about the Sri Lankan economy.

**EX. AECC 31023: International Economics**

**Objectives:** This course focuses on the overview of international trade theory, classical trade theory, welfare aspects of international trade theory, international trade with fixed prices, international trade and growth, modern trade theory, uncertainty and international trade theory and current issues. The objective of this course is to provide students with the ability to analyze policy issues related to international trade.

**Course Content :** Introduction, International Trade theories; The Law of Comparative Advantage, Offer curves and the Terms of Trade, Factor Endowment and the Heckscher – Ohlin Theory, International Trade Policy; Trade Restrictions: Tariffs and non Tariffs trade barriers , Economic Integration; Custom Unions Free Trade Areas, International Trade and Economic Growth and Economic Development, International Trade and Foreign Investment, International Resource Movements and Multinational Corporations, Balance of payment and Exchange Rate, Regional Institutions, International Institutions.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

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**Learning Outcome:** Knowing the theoretical approach of trade and trade policies. Analyse the effect of principal trade policy tools. Learning the meaning and the rational of the trade integration processes. Providing the economic interpretation of tables of data, graphs and documents about the principal determinants of the international economics.

**Recommended Readings :**

1. Dominick Salvatore, 2004, **International Economics**, Eighth edition, John Wiley & Sons, Inc.
2. Robert J Carbaugh, 2004, **International Economics**, IXth Edition, (Thomson Southwestern).
3. Giancarlo Gandolfo, 2006, **International Trade**, (Spinger International Edition).
4. Paul R. Krugman & Maurice Obstfeld, 2004, **International Economics Theory and Policy**, 6<sup>th</sup> edition, Pearson education Asia Limited and Tsinghua university press.

**EX. AECC 32013: North and East Economy of Sri Lanka**

**Objectives:** The course aims to provide a comprehensive understanding of the Northeast development. The focus would, obviously, take an interregional approach incorporating the peninsula, the mainland and the vanni in the North and Batticaloa, Trincomalee and Amparai in the East.

**Course Content :** Introduction, The structure of the North and East Economy of Sri Lanka, North and East Economy Under Foreign Rule, Resources in the North and East Region of Sri Lanka, Agricultural Development, Fisheries Industry, Industrial Development Possibilities and chalanges, Tourism Industry, Population of North and East Region of Sri Lanka, Unemployment, Poverty, Migration and its Effects, Foreign remittance, Infrastructure Facilities, Education Health and Medical Facilities and Development, Central Government and Local Government Budget,

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcom :** At the end of this course students will be to explain and understand the economic conditions of this region and Students can suggest solution for the economic problems of this region.

**Recommended Readings:**

1. Economic Review, People's Bank Publication, Sri Lanka, Various issues.
2. Central Bank Annual Reports, Central bank of Sri Lanka, Sri Lanka, various issues.
3. District Annual Statistical Hand book, North and East Provinces of Sri Lanka, Varrious Issues.
4. Research Articles published in various Academic Journals about the economy of North and East Provinces of Sri Lanka

**EX. AECC 32023: Entrepreneurship and Small Business**

**Objectives:** Preparing a ground where the students view Entrepreneurship as a desirable and feasible career option. In particular the paper seeks to build the necessary competencies, motivation and soft skills for career in Entrepreneurship. Recognizing the entrepreneurial potential within themselves and others in their environment, Appreciating the role of entrepreneurship within society, at the level of the organization, and in graduate's own personal life, Understanding the process nature of entrepreneurship and ways to manage the process, Identifying the many ways in which entrepreneurship manifests itself, including start-up contexts, corporate contexts, social contexts, public sector contexts, and others.

**Course Contents:** Soft skills for changing mind set from white color job toward the entrepreneurship and income earning, Nature of Entrepreneurship, The Vital Role of Entrepreneurship in the Economy, Sociological and psychological characteristics, the different types of entrepreneurs, Why entrepreneurs are not born, Role of individuals vs. teams, Creativity and the entrepreneur, Understanding the Nature of Opportunity, Developing a Great Business Concept and Business Model, Expectations about Size, Growth, Returns and Risk, The Economics of Start-up Ventures, Sources of finance, criteria used by different sources of finance, Innovation, Technology and the Entrepreneur, Marketing Strategy and the Entrepreneur, Legal Issues with a New Venture, Growing the Venture, Harvesting and Exit, Ethical Issues and Entrepreneurs

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning outcomes:** After studying this course, the students would be able to build on personal as well as external resources with a view to successfully launching and subsequently managing their enterprises. They would have not only a definite idea as to which support/ developmental agency to look up and for what purpose, but also the necessary know-how and wherewithal for accessing their help. They would have basic skills in operations, finance, and marketing and human resource management.

**Recommended Readings:**

1. Brandt, Steven C., 1977, **The 10 Commandments for Building a Growth Company**, Third Edition, Macmillan Business Books, Delhi.
2. H.D.Karunaratne, H. D., 2009, **Internationalization of Sri Lankan Entrepreneurship**, Colombo.
3. Dollinger M.J., 2006, **Entrepreneurship Strategies and Resources**, 3rd edition, Pearson Education, New Delhi.
4. Desai, Vasant Dr., 2004, **Management of Small Scale Enterprises**, New Delhi: Himalaya Publishing House,
5. Taneja, Gupta, **Entrepreneur Development New Venture Creation**,: 2nd edition, Galgotia Publishing Company.
6. Panda, Shiba Charan, **Entrepreneurship Development**, New Delhi, Anmol Publications.

**EX. AECC 32034:Project Report**

## English Literature

### EX.AENC 11013: History of English Literature

**Objectives:** The course will introduce students to the major historical developments in the mainstream tradition (the Canon) of English literature from the Anglo-Saxon period to the 20<sup>th</sup> Century. On completion of the course, the student is expected to have a broad understanding of the changes English literature underwent during the different ages and the socio-economic, political, cultural and religious factors that influenced those changes.

**Course Content:** The Anglo Saxon and the Medieval Periods, the Period of the Renaissance, 17<sup>th</sup> Century, 18<sup>th</sup> Century, the Romantic Age, the Victorian Period and 20<sup>th</sup> Century

**Teaching and Learning Methods:** lectures, Discussions

**Formative Assessments:** Tutorial 15%, Mid semester Exam 15%

**Learning outcome:** At the end of this course the student will have a clear view of the changes English literature underwent during the different ages and the socio-economic, political, cultural and religious factors that influenced those changes.

**Recommended Readings:**

1. Ed. Ford, Boris. *The Pelican Guide to English Literature, Vol.1-7*. Middlesex: Penguin, 1964.
2. Legouis, Emile. *A Short History of English Literature*. Trans. V.F. Boyson & J. Coulson. Oxford: Clarendon Press, 1942.
3. Sampson, George. *A Concise Cambridge History of English Literature*. London: The EnglishLanguageBookSociety & CambridgeUniversity Press, 1970.
4. Fowler, Alastair. *A History of English Literature*. Oxford: Basil Blackwell, 1987.
5. Tilak, Raghukul. *Literary Forms, Trends and Movements*. New Delhi: Rama Brothers, 2001.

### **EX.AENC 11023: An Introduction to Literary Forms**

**Objectives:** This course is aimed at introducing the different forms of literary texts to the student. The student will be guided to understand the structural aspects the genres of poetry, drama and prose, and the sub-divisions within each of those genres. Another important objective of the course is to prepare the student to appreciate and evaluate literary texts by way of identifying their thematic concerns, analyzing the characterization and commenting on the narrative modalities and linguistic devices used in the texts.

**Course Content:** Verse and its multiple forms (ballads, sonnets, elegies, lyrics, mock heroic couplets, epics etc.), The different forms of prose (fiction and non-fiction; short story and the novel), Varieties of drama (verse drama, prose drama - tragedy, comedy, melodrama, monologue, soliloquy, etc.), The basics of literary criticism: setting, plot, theme, characterization, context, motives, stylistic devices, figures of speech, etc.)

**Teaching and Learning Methods:** lectures, Discussions

**Formative Assessments:** Tutorial 15% Mid semester Exam 15%

**Learning outcome:** this course will help the student to appreciate and evaluate literary texts by way of identifying their thematic concerns, analyzing the characterization and commenting on the narrative modalities and linguistic devices used in the texts

#### **Recommended Readings:**

1. Tilak, Raghukul. *Literary Forms, Trends and Movements*. New Delhi: Rama Brothers, 2001.
2. Ed. Meyer, Michael. *The Bedford Introduction to Literature*. Boston: Bedford Books of St. Martin's Press, 1990.
3. Sylvan, Barnet, Morton Berman & William Brurto. *An Introduction to Literature*. New York: HarperCollinsCollege Publishers, 1993.
4. Beaty, Jerome. *The Norton Introduction to Fiction*. London&New York: WW Norton & Company, 1996.
5. Wallis, Mick & Simon Shepherd. *Studying Plays*. London: Arnold, 1998.

### **EX.AENC 12013: History of the English Language**

**Objectives:** The primary objective of this course is to help the student understand the emergence and development of the English language within Britain. The course will enable the student to locate the changes the English language underwent in the sociopolitical contexts in which those changes occurred. Attention will be given to the function of the English language in the various domains of Britain during the different historical periods.

**Course Content:** The genealogy of the English language, Structural changes in the English language, Language-Literature interface, The emergence of Standard English, The functions of the English language in Britain

**Teaching and Learning Methods:** lectures, Discussions

**Formative Assessments:** Tutorial 15%, Mid semester Exam 15%

**Learning outcome:** the student will be familiarized with to the function of the English language in the various domains of Britain during the different historical periods

#### **Recommended Readings:**

1. Wyld, Henry Cecil. *A Short History of English*. London: John Murray, 1963.
2. Potter, Simeon. *Changing Sounds*. London: Andrew Deutsh, 1969.
3. Nist, John. *A Structural History of English*. New York: St. Martin's Press, 1966.
4. Culepeper, Jonathan. *History of English*. New York&London: Routledge, 1997.
5. Graddol, D., D. Leith & J. Swann. *English: History, Diversity and Change*. London: Routledge, 1996.

### **EX.AENC 12023: Introduction to Literary Texts**

**Objectives:** The course aims to help students arrive at an understanding of English literary texts belonging to the mainstream tradition of English literature. It will do this through a selection of representative texts in the three major genres: poetry, drama and fiction. The content of this course will help them appreciate the



English literary texts of the different ages and complement and substantiate their understanding of the historical development of English literature which they study in AENC 11013.

**Course Content: Poetry:** Selections from the poetry of William Shakespeare, John Donne, John Dryden, William Blake, Alfred Lord Tennyson and William Butler Yeats

**Fiction:** - Jane Austen *Emma*, George Orwell *Nineteen Eighty Four*

**Drama:** *The Alchemist*, *Riders to the Sea*

**Teaching and Learning Methods:** lectures, Discussions

**Formative Assessments:** Tutorial 15%, Mid semester Exam 15%

**Learning outcome:** the student will be familiarized with English literary texts belonging to the mainstream tradition of English literature will learn to appreciate the English literary texts in the three major genres

**Recommended Readings:**

1. Bronowski, J. *William Blake*. Middlesex: Penguin Books Ltd., 1944.
2. Unterecker, John. *A Reader's Guide to W.B. Yeats*. London: Thames & Hudson, 1959.
3. Rai, Alok. *Orwell and the Politics of Despair*. Cambridge: Cambridge University Press, 1996.
4. Winniffrith, Tom & Edward Chithan, *Charlotte Bronte and Emily Bronte*. London: Macmillan, 1989.
5. Worth, Katherine. *The Irish Drama of Europe from Yeats to Beckett*. London: The Athlone Press, 1978

**EX. AENC 21013: A Survey of British Poetry**

**Objectives:** This course aims to provide the student with a broad understanding of the development of English poetry from the time of Geoffrey Chaucer to the twentieth-century. The student will be guided to evaluate selections of poetry written in the Middle Ages, the Age of the Renaissance, the Neo Classical Period, the Romantic Period, the Victorian Age and the twentieth-century vis-à-vis the socio-political and literary-cultural contexts of these periods.

**Course Content:** Chaucer's *The Knights Tale*, the Elizabethan lyrics, William Shakespeare selected poems of Andrew Marvell, Alexander Pope's *An Essay on Man: Epistle I* and selections from the poetry of William Wordsworth, Shelley, Keats, Matthew Arnold and T.S. Eliot *Portrait of a Lady*,

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** The student will be trained to evaluate poetry written in the Middle Ages, the Age of the Renaissance, the Neo Classical Period, the Romantic Period, the Victorian Age and the twentieth-century in relation to the socio-political and literary-cultural contexts of these periods

**Recommended Readings:**

1. Chatterjee, Visvanath. *Mysticism in English Poetry*. Calcutta: Progressive Publishers, 1980.
2. Prasad, Birjadesh. *A Short History of English Poetry*. Madras: The Macmillan Co. of India Ltd., 1971.
3. Griffin, Dustin H. *Alexander Pope: The Poet in the Poem*. New Jersey: Princeton University Press, 1918.
4. Ed. Schoeck, Richard J. & Jerome Taylor. *Chaucer Criticism (Vol. 1): The Canterbury Tales*. Indiana: University of Notre Dame Press, 1960.
5. Ed. Moody, David. *The Cambridge Companion to T.S. Eliot*. Cambridge: Cambridge University Press, 1994.

**EX. AENC 21023: Developments in English Fiction**

**Objectives:** The objective of this course is to help students understand the emergence and development of the English novel from the 18<sup>th</sup> Century onwards. The course will trace the development of the English novel in relation to major historical events such as the industrial revolution and the expansion of the Empire and literary movements like Romanticism and modernism.

**Course Content:** Daniel Defoe -, Moll Flanders and Roxana Horace Walpole - *The Mysterious Mother*, Jane Austen *Mansfield Park*, Charles Dickens - *Bleak House*, James Joyce *A Portrait of the Artist as a Young Man* E.M. Forster *A Room with a View*

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** At the end of the course, students will be expected to demonstrate their understanding of the changes the English novel underwent through the centuries in terms of themes, structure and style.

**Recommended Readings:**

1. Allen, Walter. *The Modern Novel in Britain and the US*. New York: E.P. Dutton & Co., Inc, 1964.
2. Hardy, Barbara. *The Appropriate Form: An Essay on the Novel*. London: The Athlone Press, 1964.
3. Brink, André. *The Novel: Language & Narrative from Cervantes to Calvino*. London: Macmillan Press Ltd., 1988.
4. Maughan, Somerset. *Ten Novels and their Authors*. Melbourne: William Heinemann Ltd., 1954.
5. Watt, Ian. *The Rise of the Novel*. England, Penguin Books, 1957.

**EX. AENC 22013: American Literature**

**Aims and Objectives:** This course will introduce students to the literary and extra-literary origins and orientations of American Literature. The selected texts and writers would introduce students to the major literary trends and the socio-political and intellectual history of the periods.

**Course Content:**

**Poetry:** Selections from the poetry of Robert Frost, Walt Whitman, Emily Dickinson, Sylvia Plath, Gwendolyn Brooks, Maya Angelou and Paul Dunbar

**Fiction:** Richard Wright: *The Outsider*, Ernest Hemingway – *For Whom the Bell Tolls*, William Faulkner *The Sound and the Fury*, Mark Twain *The Adventures of Tom Sawyer* Maxine Hong Kingston, *Tripmaster Monkey* Bharathi Mukherjee *Desirable Daughters*

**Drama:** Tennessee Williams *Cat on a Hot Tin Roof*, Elia Kazan *Who's Afraid of Virginia Woolf?*, Arthur Miller *All My Sons*, Eugene O'Neill *Desire Under the Elms*, Amiri Baraka *The Motion of History*

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** At the end of the course, students will be expected to come up with their own interpretations of American literature vis-à-vis the multiplicity that characterizes the American nation.

**Recommended Readings:**

1. Donald, Miles. *The American Novel in the Twentieth-Century*. Newton Abbot: David & Charles, 1978.
2. Stylan, J.L. *Modern Drama in Theory and Practice (Vol. 1): Realism and Naturalism*. Cambridge: Cambridge University Press, 1981.
3. Ed. Gibson, Donald B. *Twentieth Century Views: Modern Black Poets*. New Jersey: Prentice Hall, Inc., 1973.
4. Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. New York: Little Brown & Co., 1993.
5. Ed. Henry Louis Gater Jr., *Black Literature and Literary Theory*. New York: Methuen, 1984.

**EX. AENC 22023: English Grammar:**

**Objectives:** The emphasis of this course will be on grammatical writing and speech in English. Grammatical rules of the English Language will be taught in detail. This course commences with an introduction to the nature of the English language and builds up towards a better understanding of the grammar of the language, dealing with the rules of the grammatical structures that frequently occur. Contemporary usage emphasizing comprehensiveness rather than theoretical purity underlies this course along with a discussion of perceived errors and the application of rules for rectification.

**Course Content:** Survey of English grammar, word order and phrase structure rules, verbs, auxiliaries, subject – verb agreement; The Tense - Aspect system, Question Types, Negation; Word-classes; The article system and the problems with prepositions; Relativisation; The Passive voice, Reported speech and Phrasal verbs.

**Teaching and Learning Methods:** lectures, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** This course will provide a better understanding of the grammar of the language, dealing with the rules of the grammatical structures that frequently occur.

**Recommended Readings:**

1. Soames, Scott & David M. Perlmutter. *Syntactic Argumentation and the Structure of English*. California: University of California Press.
2. Quirk, Randolph & Sidney Greenbaum. *A University Grammar of English*. Essex: Longman, 1973.
3. Leech, Geoffrey & Jan Svartvik. *A Communicative Grammar of English*. New Delhi: Pearson Education, 2002.
4. Martin, J.R. Christian M.M. Matthiessen & Clare Painter. *Working with Fundamental Grammar*. London: Arnold, 1997.
5. Radford, Andrew. *Transformational Grammar*. Cambridge: Cambridge University Press, 1988.

### EX. AENC 31013: Varieties of English

**Objectives:** The chief objective of this course is to help students arrive at an understanding of the nature, forms, roles and implications of the English language in its contexts outside of its original “home country” and in its global context.

**Course Content:** Temporal variation – an overview, Regional variation – beginning with an international overview and detailed study of American, British, Canadian, Caribbean, Australian, New Zealand, South African, South Asian and Pidgins & Creoles, Social Variation – Attitudes Gender issues, occupational varieties, Religions, scientific, legal, political, media & e-mail English, English as a global language.

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** The course will explore the manner in which the English language involves in the process of creating and shaping linguistic identities in postcolonial nations.

**Recommended Readings:**

1. Culepeper, Jonathan. *History of English*. New York&London: Routledge, 1997.
2. Kachru, Braj B. *The Indianisation of English: The English Language in India*. Delhi: Oxford University Press, 1983.
3. Ed. Foley, Joseph A. *English in New Cultural Contexts: Reflections from Singapore*. Singapore: Oxford University Press, 1998.
4. Parakrama, Arjuna. *De-hegemonizing Language Standards: Learning from (Post) colonial Englishes about English*. London: Macmillan, 1995.
5. *English as an International Language*. London: Longman, 1994.
6. Ed. Smith, L & M.L. Forman. *World Englishes*. Hawaii: University of Hawaii and East-West Centre, 2000.

### EX. AENC 31023: Shakespearean Drama

**Objectives:** This course will introduce to the contribution of William Shakespeare to English drama and draw attention to the continuation Shakespeare’s fame across the boundaries of time and space. The course will introduce the three major divisions—comedies, tragedies, problem plays and histories—of Shakespeare’s plays (and highlight the problems in that classification) through a comprehensive



comparative study of three of his plays representing each of the three genres. The course will also outline the theatrical devices in Shakespeare's plays.

**Course Content:** *Much Ado About Nothing*, *Julius Caesar*

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**In course Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** this course will help the students to gain a fair knowledge and understanding of the three main types of Shakespearian plays and understand the theatrical devices in them

**Recommended Readings:**

1. Schanza, Ernest. *The Problem Plays of Shakespeare*. London: Routledge & Kegan Paul, 1963.
2. Charlton, H.B. *Shakespearian Comedy*. London: Methuen & Co. Ltd., 1938.
3. Knight, G. Wilson. *The Wheel of Fire: Interpretation of Shakespeare's Tragedies*. London: Methuen & Co. Ltd., 1930.
4. Campbell, L.B. *Shakespeare's "Histories.": Mirrors of Elizabethan Policy*. London: Methuen & Co. Ltd., 1947.
5. Kay, Dennis. *Shakespeare: His Life, Work & Era*. London: Sidgwick & Jackson, 1992.

### EX. AENC 32013: Criticism: Theory and Practice

**Objectives:** This course intends to give the student a clear understanding of the origins of literary criticism as it emerged in the classical period and its continuation in the English literary scene until the twentieth-century students to the major developments in modern and postmodern literary and socio-cultural theory that have greatly contributed to shaping critical thinking today. The course will both emphasize the continuities and discontinuities of the western philosophical tradition, its varied socio-political contexts, and theories that have challenged its monolithic, canonical and endocentric structure

**Course Content:** Selections from Plato and Aristotle; Horace, On the Art of Poetry, Selections from Renaissance Critical Theory, T.S. Eliot, New Criticism, I.A. Richards, Major topics covered from the following areas of critical Theory: Marxist Approaches, Semiotics, Psychoanalysis, Feminism and Gender Theories, Queer Theory, Postcoloniality, Modernism and Postmodernity, Popular Culture.

A selection from the following texts will be used as primary readings: Terry Eagleton, *Literary Theory: An Introduction*; Terence Hawkes, *Structuralism and Semiotics*; Jonathan Culler, "Literary Theory," in Joseph Gibaldi, *Introduction to Scholarship in Modern Languages and Literatures*; Rosalind Coward and John Ellis, *Language and Materialism: Developments in Semiology and The Theory of the Subject*; Lawrence Grossberg and Cary Nelson, *Marxism and the Interpretation of Culture*; Patrick Williams and Laura Chrisman, *Colonial Discourse and Postcolonial Theory*; Deepika Bahri and Mary Vasudeva, *Between the Lines: South Asians and Postcoloniality*.

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**In course Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** This course will help the student in understanding the different ways in which literature was defined as a form of art and the roles it was expected to play at different points in time.

**Recommended Readings:**

1. Ed. Litz, A Walton, Louismen & Lawrence Ramey. *The Cambridge History of Literary Criticism*, Cambridge: Cambridge University Press, 2000.
2. Wellek, Rene. *A History of Modern Criticism: 1750-1950*. Cambridge: Cambridge University Press, 1965.
3. Mongia, Padmini. *Contemporary Postcolonial Theory*. London: Arnold, 1996.
4. Felperin, Howard. *Beyond Deconstruction: The Use and Abuses of Literary Theory*. Oxford: Clarendon Press, 1985.
5. Ruthven, K.K. *Feminist Literary Studies*. Cambridge: Cambridge University Press, 1984.

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### EX. AENC 32023: Postcolonial Literature(s) in English

**Objectives:** This course is an attempt to guide the student to understand the literary traditions in English in the former colonies of Britain. Students will be first introduced to key concepts in postcolonial theory as articulated by theorists like Frantz Fanon, Edward Said, and Homi Bhabha, and some of the debates and discussions involved in the field of study. The course aims to help the student read texts belonging to these traditions, in relation to these theories, as a response and resistance to the hegemony of European imperialism and as depictions of the diverse post-independence conflicts taking place in the countries which were once colonized by Europe. The course will also focus on the innovative ways in which the English language used in the texts belonging to this tradition and their political implications.

**Course Content:** **Course Content: Australian-** Selections from the poetry of A.D. Hope, David Campbell, Rosemary Dobson and Dame May Gilmore. **Fiction:** Patrick White: *Voss* **Drama:** Ray Lawler: *Summer of the Seventh Doll*

**Canadian** – Selections from the poetry of Earle Birney, James Reaney, AL Purdy, and Robert Kroetsch and **Fiction:** Robertson Davies: *Fifth Business*, Artha Van Herk: *No Fixed Address*, **Caribbean**– Selections from the poetry of Derek Walcott, Edward Brathwaite, Sally Henzel, Heather and Roys. **Fiction:** V.S. Naipaul: *A House for Mr. Biswas*, George Lamming: *In the Castle of My Skin*, Beryl Gilroy: *Boy-Sandwich*, Jamaica Kincaid: *Annie John*. **Drama:** Derek Walcott: *Dream on Monkey Mountain*

**Teaching and Learning Methods:** lectures, Discussions, Audio Visuals

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (15%)

**Learning outcome:** At the end of this course the student will gain an understanding of the literary traditions in English in the former colonies of Britain and learn to read these texts as depictions of the diverse post-independence conflicts taking place in the countries which were once colonized by Europe.

#### Recommended Readings:

1. Ashcroft, Bill., Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
2. Bhabha, Homi. *The Location of Culture*. London: Routledge, 1994.
3. Mongia, Padmini. *Contemporary Postcolonial Theory*. London: Arnold, 1996.
4. Salgado, Minoli. *Writing Sri Lanka: Literature, Resistance and the Politics of Place*. Routledge: Oxon and New York, 2007.
5. Steinvorth, Klaus. *The Indo-English Novel: The Impact of the West on Literature in a Developing Country*. Wiesbaden: Franz Steiner Verlag, 1975.

### EX. AENC 32034: Project Report

## GEOGRAPHY

### EX. AGYC 11013: Fundamental of Practical Geography

**Objectives:** The objective is to promote understanding of the basic principles of elementary statistic and overview of various types of maps and the tools for map interpretation, construction, data analysis and presentation.

**Course Content:** Elementary Statistical Methods, Data Representation by various diagrams and maps, Basic principles of Map making. Introduction to various maps, Map and interpretation technique, (Basic)

**Teaching Learning Methods:** Students are expected to do practical in lab; Practical session will include lectures related practical with demonstration; Limited field check to verify the landforms; land use pattern and other aspects. Learning of map interpretation using appropriate tools; techniques.

Latest techniques; aids will be utilized for practical session to illustrate various maps and photos.

**Formative Assessments:** Lab (Practical work rooms) Exercise-15%, Field Observation and Report- 05%, Primary data collection and compilation 10%

**Learning Outcome:** Understanding elementary statistical methods; Understand the concept of various maps and diagrams; Read and interpret topographical maps; To present given data graphically the students will be able to present data with appropriate manner; Select suitable cartographic techniques to represent data able to handle appropriate cartography techniques to represent data.

**Recommended Readings:**

1. Mac Eachren, A.M. 1995. *How maps work*; The Guilfred Press.
2. Robinson, A.H. 1953. *Elements of cartography*. John Wiley and sons, New York.
3. Robinson, A.H. 1982. *Early thematic mapping; In the history of cartography*. University of Chicago press, Chicago.
4. Robinson Arthur. Randell, D. Sale. Joel, L. Morrison and Phillip, C. Muetircke. 1984. *Elements of Cartography*, 5<sup>th</sup> Edition. John Wiley and sons, USA.
5. John, S. Keates. 1989. *Cartographic design and production*. Longman Scientific and Technical Press. England.

**EX. AGYC 11023: Principles of Physical Geography**

**Objectives:** The primary purpose of this syllabus is to provide an overview of the physical environment in which humans live. This syllabus specifically aims to provide with, Increased awareness of the physical processes that shape the patterns on the earth's surface, An introduction into the way natural systems function at global, regional and local scales, Improved appreciation of the interrelationships between the environment and humans.

**Course Content:** Geography-its interdisciplinary approach and future prospects; Major Geographic themes; Continuums of physical and human geography; Formation of the solar system; our earth and planets; The interior earth; The geologic history and fossils Continental drift and plate tectonics Earthquakes and volcanism; River systems and landforms; Wind processes and desert landscapes; Ocean, coastal processes and landforms; Karst landforms; Structure and Composition of the Atmosphere; General Circulation of the Atmosphere;

**Teaching and Learning Methods:** Lectures, Discussion, Group filed observation presentation, Lecture notes will be provided.

**Formative Assessments:** mid exam 10%, Critical essays and tutorials 15%, Presentation 05%, **In total 30%**, End semester written exam grade 70%.

**Learning Outcome:** Appreciation of distinctiveness of geography as a scientific discipline, Demonstrate an understanding of the major geologic and denudation processes that shapes the earth and relate them with natural geologic hazards, Describe the unique geographic characteristics of the physiographic regions Understand and apply physical and human interrelationship and the role of geographer in similar areas, Critical thinking in the theoritization of human-environment relationship, Basic reading, writing, listening and questioning skills

**Recommended Readings:**

- 1 Barua.A.K. 2010. *Climatology* wisdom Press, New Delhi, India.
- 2 Blij, H.J.D.E. and Perter, O. Muller. 1993. *Physical Geography of the Global Environment*. John Wiley and Sons. USA
- 3 Brian J. Skinner and Stephen C. Porter. 2000. *The Dynamic Earth. An Introduction to Physical Geology*. John Wiley and Sons. USA.
- 4 Howard J. Critchfield. 1999. *General Climatology*. Prentice Hall of India (pvt) Ltd. New Delhi, India.
- 5 Majid Husain. 2007. *Fundamentals of Physical Geography*. Rawat Publication, Mumbai, India.
- 6 Nagle. 2000. *Advanced Geography*. Oxford University Press

**EX. AGYC 12013: Advance Cartography**

**Objectives:** The primary purpose of this syllabus is to provide an overview of map analysis, interpretation and application. The syllabus specifically aims to provide with, Learn to make maps and to define the

objectives before making maps, Understand different types of audience and describe different mediums for maps, Learn to evaluate maps and extract information from maps and other visual paper imagery sources, Learn about mapping organizations and societies and to use maps in support of written media, Learn methods for generalizing map data; for grouping qualitative and quantitative data into classes; and present the results of your analysis in an aesthetic and informative medium.

**Course Content:** Advanced techniques in extracting information from maps; advanced methods in extracting information from other imagery sources; Methods of constructing thematic maps;

Rectifying maps with various field checks; Cartography and GIS.

**Teaching and Learning Methods:** Students are expected to do practical in lab, Practical session will include lectures related practical with demonstration, Limited field check to verify the landforms, land use pattern and other aspects. Learning of map interpretation using appropriate tools / techniques. Latest techniques/ aids will be utilized for practical session to illustrate various maps and photos.

**Formative Assessments:** Lab (Practical work rooms) Exercise 20%, midexam 05%, presentation - 05% **In total 30%** End semester written exam grade 70%.

**Learning Outcome:** Understand and apply fundamental cartographic designs and related principles, Create quality maps with advanced techniques with balanced informative layouts, Learn to reinforce the intellectual hierarchy with a visual hierarchy, Define and design objectives for map usability, Apply classification schemes for displaying data, Handle cartography as an innovative blend of technical skill, a discerning eye and an open mind, Understand how to document and protect data using available resources for future planning locally and nationally.

**Recommended Readings:**

1. Cohn, R., and Russel, J. 2013. **Cartography**. Bookvika Publishing, USA.
2. John, S. Keates. 1989. **Cartographic design and production**. Longman Scientific and Technical Press. England.
3. Robinson, A.H. 1982. **Early thematic mapping; In the history of cartography**. University of Chicago press, Chocago
4. Robinson Arthur. Randell, D. Sale. Joel, L. Morrison and Phillip, C. Muetircke. 1984. **Elements of Cartography**, 5<sup>th</sup> Edition. John Wiley and sons, USA
5. Slocum, T.A., McMaster, R.B., Kessler, F.C., and Howard, H.H. 2008..... Prentice Hall, London.

**EX. AGYC 12023: Human Geography**

**Objectives:** The syllabus describes the human history, evolution and distribution of humans with an emphasis on the importance of theory and methods for the analysis of contemporary human geographic issues. The syllabus specially aims to provide with, Understand the patterns, processes, problems of the human-environment and spatial and temporal dimensions to the patterns of interactions in the globalizing world, Understand changes in the ethical, religious, cultural, heritage and languages of societies, Appreciating the role of humans in protecting their environment.

**Course Content:** Evolution of humans; Interaction among the man, nature and culture on the basis of spatiality; Ethnic groups and Heritage; Language and religion; Livelihood and economic activities (Primary, Secondary, Tertiary and quaternary); Settlements, Political and new world order; Transport and communication; Human action and environmental impacts.

**Teaching and Learning Methods:** Lecture sessions will include lectures (multimedia, overhead projectors, audio, video presentations), Discussions and field studies, Lecture notes will be provided.

**Formative Assessments:** mid exam 10%, Critical essays and tutorials 15%, Presentation 05% , **In total 30%**, End semester written exam grade 70%.

**Learning Cutcome:** Understand the dynamic elements of human behavior in relation to location intelligence and spatial thinking, Recognize regions as lands with distinctive characteristics via enabling them towards distinguishing from neighboring areas, Ability to identify and explain the spatial patterns of human population and settlements and to compare and contrast human culture and related economic, social

and political conditions in different places, Critical thinking in the theorization of human-environment relationships, Basic skills in reading, writing and maintaining field notes.

**Recommended Readings:**

1. Fellmann.J. Arthur Gets, Judith Getis. 1997. *Human Geography landscapes of Human Activities*. WCB, McGraw- Hill, USA.
2. Hodder Arnold. 2005. *Introducing Human Geographies*. 2<sup>nd</sup> edition Hodder education, London, U.K.
3. Knowles,R. Wareing,J. 1993. *Economic and Social Geography*. 3<sup>rd</sup> impression. Ruba and Co, New Delhi, India.
4. Michael Raw. 1987. *Understanding Human Geography*. Bell and Hyman, An imprint of Unwin Hyman Limited, London, U.K.
5. Warf.B, 2006. *Encyclopedia of Human Geography vol 1-12*, Sage Publication, California, U.S.A. ISBN.0-7619-8858-0

**EX. AGYC 21013: Economic Geography**

**Objectives:** The primary purpose of this syllabus is to provide an overview of the location and spatial distribution of economic activities. The syllabus specifically aims to provide with,

Articulate the fundamentals, goals, concepts, and needs of economic geography, Evaluate differing perspectives of the nature, location patterns and processes of primary, secondary, and tertiary economic activities and related problems at local, national, and international levels, A critical account of the spatial patterns of inequality and the factors give rise to these patterns.

**Course Content:** Environmental Context; Nature and Society; Resources and energy; Economic Sectors and Spatial Location Theory (land use (rural, urban), industrial location and services); Fundamental Principles of the Economic Activities of Places: Location, Agglomeration, and 'Site and Situation'; Spatial Interaction: Flows Between Places (Trade, money, transportation and telecommunication); Rural and urban economy; Uneven Development and Global Restructuring, Local, Regional, National, and Global Economic Change.

**Teaching and Learning Methods:** Lecture using the teaching aids (multimedia), providing handouts; Field visits and Discussion Boards.

**Formative Assessments:** Field study 05%, Critical essays and tutorials 15%, Midexam 05%, Presentation 05% ,**In total30%**, End semester written exam grade. 70%.

**Learning Outcome:** Understand the fundamentals, concepts, crucial spatial patterns of activities of economic geography, Enhance awareness of the context and importance of economic activities at local and regional levels, Ability to compare and contrast spatial patterns of distribution of economic activities worldwide, Develop awareness on global economic changes, reconstruction and ideas towards development, Critique local and national level disparities of economic activities in relation to development, Teamwork and field observation skills towards radical reading, writing, listening and questioning.

**Recommended Readings:**

1. Janaki. V.A, 1985. *Economic Geography- A factors influencing the location of economic Activity* , Naurang rai- Bali Nagar-New Delhi,India
2. Knowles. R, Wareing,J, 1993. *Economic and Social Geography*. Ruba and Co, New Delhi, India.
3. Michael Raw. 1987. *Understanding Human Geography*. Bell and Hyman, An imprint of Unwin Hyman Limited, London, U.K.
4. Prithwish Roy, Somnath Mukherjee. 1994, *Economic Geography and Appraisal of Resources*.Central educational enterprises, Culcutta, India.
5. Timothy J.Fik, 2000, *The Geography of Economic Development*, Mc Graw Hill-Boston , U.S.A. ISBN- 0-07-369548-7

**EX. AGYC 21023: Atmosphere, Weather and Climate**

**Objectives:** The primary purpose of this syllabus is to provide an overview of weather and climatic principles. The syllabus specifically aims to provide with, Discern climatology from weather, Understand of



the basic physical processes controlling climate, Recognize the extent and limitations of the global data gathering network, Comprehend the nature of climatic classification, Understand the concept of climate variability and theories for climate change, Recognize nature's as well as human impacts on climate and vice versa, Know how climatic data can be used to improve life on earth.

**Course Content:** Introduction to Air Masses; Definition and Characteristics of Air masses; Air mass modification and Classification; Air masses and source regions; Air masses and Asia; Fronts, Clouds and Precipitation; Atmospheric Equilibrium; Tropical Cyclones, Thunderstorm, Tornadoes; Classification of Climate Koppen's Classification; Thornthwait Classification (1931 and 1948); Monsoons,

**Weather Observation;** Weather Analysis and Forecasting.

**Teaching and Learning Methods:** Lecture periods will include slides visual and audio equipments, Discussion and institutional visits.

Periods will include field and laboratory learning.

**Formative Assessments:** Institutional visit Descriptions 05%, Mid exam 10% , Final Essay 10%, Field Notes 05%, In total 30%, End semester written exam grade. In total 70%.

**Learning Outcome:** Understand the scientific process of atmosphere and its role in controlling weather, understand the basic physical mechanisms relevant to the atmosphere, weather and climate, understand how weather patterns and physical processes develop in different climates. Describe the various weather patterns in relation to climate change, Understand the influence of weather in the day to day life of man, Ability to measure and observe hydrometeorological elements. Ability to differentiate the weather changes locally and regionally and work during climatic disasters, Teamwork and field observation skills in addition to basic reading, writing, listening and questioning.

**Recommended Readings:**

1. Ann Hendersson Sellers. 2006. *Contemporary Climatology*. Longman Scientific & Technical Publication L.td, New York, U.S.A.
2. Barua.A.K. 2010. *Climatology*. Wisdom Press, New Delhi, India.
3. De Blij.H.J.1993. *Physical Geography of the Global Environment*. John Wiley & sons, New York, U.S.A.
4. John E. Oliver and John J. Hidore. 2002. *Climatology – An Atmospheric Science*. Prentice Hall U.S.A
5. Lal.D.S. 2010. *Fundamentals of Climatology*. Chitanya Publishin House, Alahabad, India.
6. Roger G.Barry & Richard J.Chorley. 1995. *Atmosphere, Weather and Climate*. Solidus (Bristol) Limited ,London, U.K

**EX. AGYC 22013: Natural Resource Conservation**

**Objectives:** The primary purpose of this course is to provide an overview of the nature, distribution and economic, social and political perspectives of natural recourses locally, nationally and internationally and policy and problems. The course specifically aims to Understand the geographic distribution of natural resources regionally and globally, Understand the concept of "environmental security" as a unifying theme and paradigm for analysis and intervention at the state and global levels, Read specific case studies on national and global environmental threats and resource sharing, Focus on global environmental policy making, treaty formulation and coordination, Work as a team on natural resource conservation planning.

**Course Content:** Introduction to natural Resources; types and patterns of distribution; Economic, social and political perspectives of natural recourses locally, nationally and internationally; Major issues related natural resources globally; Demand and supply of natural resource; Natural Resource Conservation policy; GIS Application in Natural Resource Management; Policies and Planning on Natural Resources and Conservation-with special reference to the Sri Lanka.

**Teaching and Learning Methods:** Lectures will be conducted with power point presentations and supplemented with handouts; Field trips will be carried out as part of the lecture program.

**Formative Assessments:** Critical essays and tutorials 15% ,Mid exam 05%, Presentation 05%, Field report 05% , In total 30%, End semester written exam grade. In total 70%.



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**Learning Outcome:** Understand the fundamentals, concepts, and spatial distribution of natural resources, Ability to compare and contrast spatial patterns of distribution of natural resource worldwide, Enhance awareness of the context and importance of natural resource management, Develop awareness on resource exploitation, economic importance, and ideas towards development and sustainability, Critique local and national level disparities of natural resources, Teamwork and field observation skills towards radical reading, writing, listening and questioning, Ability towards mapping and analysis of natural resources.

**Recommended Readings:**

1. Barry C.Field. 2001. *Natural Resource Economics-An Introduction*. Mc Graw Hill, U.S.A. ISBN.0-07-231677-2
2. Gupta, Sunit, 1998. *Natural resource Management*. Sarup & sons, New Delhi, India ISBN- 81-7625-043-0
3. Owen, Oliver. 1980. *Natural Resource Conservation: an Ecological approach*. Macmillan ,New York, U.S.A
4. s.J, 1985. *Natural Resources: allocation Economics and Policies*. Methuen, London, U.K. ISBN.0-416-32000-7
5. Samal, Kishor.C, 2007. *Poverty, Social capital and Natural Resource management*. Rawat Publication, Jaipur, India, ISBN- 81-316-0050-5

**EX. AGYC 22023: World Regional Geography**

**Objectives:** The primary purpose of this syllabus is to provide an overview of the diverse nature of culture, economy, politics, history, social and ethnic status of regions. The syllabus specifically aims to provide with, Introduction to the major regions and countries of the world with emphasis on population place, location, environment and economy, Provide the framework for comparing and contrasting the world's major regions; Ethnicity, demography, language, religion, settlement patterns, economics and geopolitics ,Describe cultural and environmental character and current problems and crisis and their impact on the global community, Describe the major political and economic systems of the world, Analyse spatial information.

**Course Content:** Mapping and Analysis-the physical, social, economical, cultural and political settings; Selecting Regions - focus on development/Region specific issues, Current Major Issues of the world; Natural Resource Crisis; Geo-Politics and Political systems, Global Warming-Policy Context; Regional and international organizations in the development of regions.

**Teaching and Learning Methods:** Lecture and class discussion, Team work and fieldwork, Materials covered in lecture and readings will be reinforced through in-class activities and current events journals.

**Formative Assessments:** Critical essays and tutorials 15% ,Mid exam 05%,Presentation 05%,Field report 05% , In total 30%, End semester written exam grade 70%.

**Learning Outcome:** Understand and define key terms such as Regions, landscape, nationalism, diffusion, globalization, development, Understand the physical, economical, social and cultural differences among the regions, Describe location and distribution of various political and economic systems and the current major issues of the world, Analyze current socio-economic, cultural and political issues resulting from the important yet interactive and opposing forces of homogenization and diversification, Explain current social, cultural, political or economic issues applying spatially informed logic, Effective communication of facts and ideas; maps and graphics.

**Recommended Readings:**

1. James A.Banks, 1993. *World Regions*, Macmillan Publication, New York, U.S.A. ISBN-0-02-146011-6
2. Manson, 1989. *World Geography*. Mc Graw Hill, New York, U.S.A. ISBN.0-07-039948-4
3. Michael Bradshaw, 2002. *World Regional Geography*. McGraw Hill Companies-New York, America. ISBN - 0-07-239031
4. Nagle.2000. *Advanced Geography*. Oxford University Press
5. Richard G.Bloehim, 1992. *World Geography-A Physical and Cultural Approach*. Mc Graw Hill, New York, U.S.A. ISBN- 0-02-822997-5

### EX. AGYC 31013: Geography of Fisheries

**Objectives:** To understand the origin and composition of the oceans, and how the oceans and seas are distributed. To develop awareness, knowledge, appreciation of the marine environment; To understand the world potential resources of fisheries; To understand fish production, processing, and marketing at local, regional and global scale. To acquire knowledge in relation to the traditional and modern fishing methods, gears used in developed and developing countries.

**Course Content:** Physical setup of world oceans and seas, Biotic and abiotic marine resources, World renewed fishing grounds and its natures, Traditional and modern fishing methods and gears and practices, Fish production – world wide, Sea food production processing and marketing, Fishing related issues and conflicts at different scales, Sri Lanka Context.(Marine sector), Potentials, Methods, Production, Processing, Marketing, Issues and conflicts.

**Teaching Learning Methods:** Lectures, Discussions among the students and presentation, Educational field trips at important fishing landing sites to learning types of fishing methods, and socio, economic conditions of fishing communities, etc.

**Formative Assessments:** Students are responsible for keeping track of meeting deadlines for assignments. NO LATE ASSIGNMENTS WILL BE ACCEPTED. A late assignment will result in a score of zero.

**Exam:** One exam will cover materials from assigned text book readings, discussions, critical thinking questions, written assignment and any other assignment written or presented, **Essay:** One written essay in Ocean Water Movement (Tides and Currents) and Ocean Environment, **Open test:** One open test in Tradition and Modern Fishing Methods, **Field Study:** One field visit to Socio, economic conditions of fisher communities, fishing methods, gears, Production and processing, Marketing, Regional fisheries issues.

**Formative Assessment Grade:** Presentation 05%, Mid exam 05% ,Final Essay 10%, Field Notes 05%, Tutorial 05%, **In total 30%**, End semester written exam grade 70%.

**Learning Outcome:** On successful completion of this module, competent students should be able to acquire, Mastery and breadth of knowledge of the fundamental principles of Marine Science, Explain the origin and components of the ocean and its distribution, Illustrate the importance of the marine environment, Demonstrate the fish production, various processing, methods their knowledge on various fishing methods and gears in various parts of the world, Written and oral communication skills, Critical awareness the various issues (pollution and conflicts) in related to the marine sector.

#### Recommended Readings;

1. Siddhartha, K 2000.*Oceanography a Brief Introduction*. Kisalaya Publication, New Delhi, India.
2. Swan, B .1983 *An Introduction to the Coastal Geomorphology of Sri Lanka*. The Publication of the National Museum of Sri Lanka
3. Tom Garrison .2005. *Oceanography an Invitation to Marine Science*. Cole. Thomson Learning, USA.
4. Susan ,a Shaw.1990. *Marketing a Practical Guide for fish farming*.Fishing New books a division of Blackwell Scientific Publications Ltd, Osney Mead, Oxford.
5. Manivasakan.S. 2011.*Kachchathivu: Issues and Challenges*. Centre for and Southeast Asian Studies, University of Madras.

### EX. AGYC 31023: Urban Geography

**Objectives:** To explain the concepts and process of the urban system; To illustrate the form and function of urban system; To explain the social economic and environmental significance of cities; To explain the necessity of planned urban development

**Course Content: Urbanization Process:** Definition of urban settlements in time and space, History of urbanization by periods, Process and patterns of urbanization, Location and siting of cities, Migration and urbanization, Urbanization of the developing world, Urban slums and socio economic consequences, **Urban**

**Form and Structure:** Definition of urban areas, Spatial limits of urban areas, Theories of urban internal structure, Morphological analysis of city areas, Central Business District, Methods and techniques of urban land use and study urban form, Intra-urban hierarchy **Urban System Analysis:** Settlement and size distribution, Theories of Rank-size and continuity, Classification of cities, Central place theory, Market distributional system (traditional and modern), Nature and structure of City-Regions, Method of demarcating urban sphere of influence, Inter-city movements and gravity models, Rural-urban fringe, **Urban Policy and Planning:** Role of urban policy and planning in sustainable urban development, New Urbanism, Neighborhood urban planning.

**Teaching and Learning Methods:** Lectures, Discussion, Question and answer methods, field demonstration, Video documentary presentation, Field Studies: Students will be taken to big cities and metropolitan areas to understand the urban scenario and urban issues and challenges. The field study will comprise field based assessment.

**Formative Assessments:** Tute 10%, Mid Exam 10%, Presentation -10%, **In Total 30%** End semester written exam grade in total 70%.

**Learning Outcome:** On successful completion of this module, competent students should be able to acquire, Demonstrate the basic concepts and theories in the field of urban geography; Demonstrate sense of the elements that constitute urban systems, and the social forces that shape these systems; Illustrate the sense of political, economic, and technological forces shaping the development of urban systems, and an understanding of the social processes associated with creating order and disorder in the urban environment; Explain the patterns and interactions within cities, and how they have evolved; Identify and define urban characters and areas, Define the factors that underpin the urban development in a particular environment, Apply knowledge gained from this class to a variety of urban issues as outlined in the exams and exercises, Identify the issues and challenges in the urban scenario

**Recommended Readings:**

1. Kaplan D., Wheeler J. O., et. al. (2008) Urban Geography; Wiley; 2 edition
2. Knox P. L. and McCarthy L. M., (2011) Urbanization: An Introduction to Urban Geography, Prentice Hall; 3 edition
3. Paul Knox and Steven Pinch, Urban Social Geography: An Introduction, Pearson Education Canada; 6 edition
4. Michael Pacione, (2005) Urban Geography: A Global Perspective, Routledge; 2 edition
5. Alan Latham and Derek McCormack, et al, (2009) Key Concepts in Urban Geography ; SAGE Publications Ltd

**EX. AGYC 32013: POPULATION and Society**

**Objectives:** This Course deals with the inter – relationship between the demographic characteristics of a society (fertility, mortality and migration) and their economic and social context. The causes of demographic change and their consequences are examined. The focus of the course is comparative, both across time and between developed and less developed societies. It provides an up – to – date and comprehensive account of global population trends and processes. The objectives of the course are to: Introduce you to key theoretical debates in population studies. Introduce you to key concepts and approaches to understanding demographic change, Describe and evaluate the substantive evidence out of which theories about population change have emerged, Describe how societies change in response to population change and vice versa.

**Course Content:** The relationship between population size and available resources, including an assessment of Malthusian and neo – Malthusian perspectives and their opponents, Social, biological and economic influences on population growth rates, The demographic and health transitions, HIV/AIDS, Fertility decline and the role of family planning programmes, The changing characteristics of the family, Population ageing and its social and economic consequences, Theories of, and trends in, migration and urbanization.

**Teaching and Learning Methods:** Lecture using the teaching aids (multimedia), providing handouts, Field visits and Discussion Boards.

**Formative Assessments:** mid exam 10%, Critical essays and tutorials 15%, Presentation 05% , In total 30% End semester written exam grade. 70%.

**Learning Outcome:** At the end of this course and having completed the essential reading and activities students should be able to: Evaluate the main theoretical and empirical issues in population studies, Explain and interpret basic demographic data , Critically analysis processes of contemporary population change and their policy implications.

**Recommended Readings:**

For full details please refer to the reading list.

1. Liviz-Bacci, M. *A concise history of world population*. (Oxford : Blackwell)
2. Lutz, W. *The future population of the world. What can be assume today?* (London : Earthscan)
3. Rowland, D. *Demographic methods and concepts*. (Oxford : Oxford University Press)
4. Trovato, F. (ed.) *population and society : essential readings*. (Oxford : Oxford University Press)

**EX. AGYC 32023: Geographic Education**

**Objectives:** The primary purpose of this course is to provide an overview of the nature and demands of geography teaching at school and undergraduate levels. The course specifically aims to provide with An introduction to the importance as well as the educational value of Geography, Increased awareness of the importance of the ‘geographic method’ and geographic skills in various diverse academic fields and , Improved appreciation of the structure and techniques in teaching geography at national levels.

**Course content:** Importance and Educational Value of Geography, The nature of Geography, Geography as a synthesis, Geography as a method of spatial relations of phenomena, Geography as a science of land use, Functions of modern Geography, Teaching techniques in Geography, Setting objectives for lesson and Planning, Direct observation (Working in classroom and fieldwork), Indirect observation (Application of knowledge, handling maps, sampling and statistical information, practical work, examinations), The structure of Teaching Geography , Skill based approach, Steps in micro teaching, Teaching aids and material in Geography, Teaching Geography with Technology, The organisation of Geography teaching, Resources and sources of documentation.

**Teaching and Learning Methods: Lecture.** Lecture periods will include slides and discussion and field learning of geography teaching. Teaching practices will be conducted in selected schools within the Jaffna peninsula. Scheduling conflicts for the Teaching practices must be resolved at least a week in advance. Students who cannot attend will be required to complete an alternate assignment.

**Formative Assessments:** Mid Exam 10%, Teaching Practice 10%, Presentation 10%, **in Total 30%**, End semester written exam grade. In total 70%.

**Learning Outcome:** On successful completion of this module, competent students should be able to acquire, Understand the scientific and multidisciplinary nature of Geography, Understand the modern dimensions and requirements of geography in modern education, Understand the organisation of Geography teaching, Ability to apply the synthesis and the method of geographic science, Ability to assess and promote geography teaching skills and techniques, Teamwork and field observation skills in identifying geography teaching at school levels, Organise geography teaching.

**Recommended Readings:**

1. Fien, Cox & Fossey, 1989. **Geography: A Medium for Education. The Geography Teachers Guided to the Classroom.** Macmillan. Australia.
2. Gershmehl, Philip. 2008. **Teaching Geography.** Guilford Press (MSC). New York. U.S.A
3. Lambert, D. and Balderstone, D. 2000. **Teaching Geography. Learning to teach geography in the secondary School.** Routledge. London
4. Varma, O.P. 2005. **Geography Teaching.** Sterling publishers PVT Ltd, New Delhi.
5. Morgan, J 2005. **What Kind of Geography Teacher?** Routledge, London

**EX. AGYC.32034 Project Report**

## HINDU CIVILIZATION

### EX.AHCC 11013 – Introduction to Hindu Civilization

**Objectives:** To enable the students to learn about the evolution and development of Hindu Civilization and Culture from the early period of history to date.

**Course Content:** Introduction to Culture and Civilization, Hindu Civilization through ages, Early period and Medieval period, Hindu way of life. Special attention will be paid to religion, culture and civilization that have contemporary relevance.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would have a clear understanding the aspects of Culture and Civilization and be familiar with Hindu Civilization.

#### Recommended Readings :

1. Basam,A.L., 1976, *A Cultural History of India*, Oxford University Press, London.
2. Acharya,P.K. , 1939, *Elements of Hindu Culture and Sanskrit Civilization*, Mehar Chand Lachhman Das, Lahore.
3. Radhakrishnan Sarvapalli, (Ed.), 1982, *The Cultural Heritage of India*, Vol.I, The Ramakrishna Mission, Institute of Culture, Calcutta.
4. கோபாலகிருஷ்ண ஐயர்,ப., 1992, *இந்துப்பண்பாட்டுமரபுகள்*, வித்தியாவெளியீடு, யாழ்ப்பாணம்.
5. பசாம்,ஏ.எல்., 1956, *வியத்தகு இந்தியா* , தமிழாக்கம்: செ.வேலாயுதபிள்ளை, மகேசுவரிபாலகிருஷ்ணன், சிட்சுவிக்குயாக்சன் கம்பனி, இலண்டன்.

### EX.AHCC 11023 – Basic Doctrines of Hinduism

**Objectives :** The objective of this unit is to make the students to understand the Basic Doctrines of Hinduism.

**Course Content:** Main aspects of Hindu Doctrines. Doctrines of God, Concept of Avatara, Soul and World. Doctrine of Karma, and Rebirth, Doctrine of Mukti and the ways to Mukthi, Concepts of a Karma, Bhakti Gnana and dharma.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with the various aspects of Doctrines of Hinduism.

#### Recommended Readings :

1. Surendranath Dasgupta, *A History of Indian Philosophy*, Motilal Banarsidass, Delhi, Varanasi, Patna.
2. தேவிபிரசாத் சட்டோபாத்யாயா, 2007. *இந்தியத் தத்துவ இயல் ஓர் எளிய அறிமுகம்*. தமிழில்: ராகவன், என்.வி., அலைகள் வெளியீட்டகம், சென்னை.
3. ஹரியண்ணா, எம்., 2008, *இந்தியமெய்யியல்*, தமிழில்: தேவசேனாதிபதி, வ.ஆ., ஷண்முகசுந்தரம், வ.நா., குமரன் புத்தக இல்லம், கொழும்பு.
4. மகாதேவன், ரி.எம்.பி., 1967. *இந்துசமயத்தத்துவம்*, தமிழில்: இராஜபகதூர், ஞா., குமரன் புத்தக இல்லம், கொழும்பு.
5. டாக்டர் கந்தசாமி, சோ., 2003, *இந்தியத் தத்துவக் களஞ்சியம்*, தொகுதி 1,2,3. மெய்யப்பன் பதிப்பகம்.

### EX.AHCC 12013 - Hindu Culture in Vedas and Agamas

**Objectives:** The aim of this course unit is to introduce the students the salient features of Hindu Culture as reflected in the Vedas and Agamas.

**Course Content:** Introduction to the content of the Vedas and Agamas, Their Importance.

Worship of Nature, Rituals, Polytheism, Henotheism, Monotheism Monism, in the Vedas, Temple worship reflected in Agamas Culture reflected in Vedas and Agamas. Concept of Dharma, Impact of Veda and Agamas in later Religious and Philosophical trends of Hindu Culture.



**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with the Cultural and traditional values of Vedas and Agamas and their implications in the life of Hindus.

**Recommended Readings:**

1. Macdonell,A.A., 1963. **The Vedic Mythology**, Indological Book House, Varanasi.
2. Winternitz.M., 1959, **A History of Indian Literature**, university of Calcutta, Calcutta.
3. Majumder, R.C., 1971, **The Vedic Age**,BharatiyaVidyaBhavan, Bombay.
4. கைலாசநாதக் குருக்கள்,கா., 1962, **வடமொழி இலக்கியவரலாறு**, கலாநிலையம், கொழும்பு.
5. கைலாசநாதக் குருக்கள்,கா., 1992, **சைவத்திருக்கோயிற் கிரியைநெறி**, ஸ்ரீ முத்துவிநாயகர் கோயில், கொழும்பு.
6. கோபாலகிருஷ்ண ஐயர்,ப., 1992, **இந்துப்பண்பாட்டுமரபுகள்**, வித்தியாவெளியீடு, யாழ்ப்பாணம்.

### EX.AHCC 12023 - Hindu Culture in Epics and Puranas

**Objectives:** The aim of this course unit is to introduce the salient features of Hindu Culture as reflected in the Epics and Puranas.

**Course Content:** Introduction of the great Epics and Puranas, Literary Characteristics, Transformation of Vedic Religion, Religion of the Epics, and Puranas, Hindu Cults, Virathas, festivals, religious Practices, Philosophy of the Epics and Puranas, Society and various other Cultural, Aspects of Hindu Religion.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with Hindu Cultural values of Epics and Puranas to improve their ethical life.

**Recommended Readings:**

1. Dutt, R.C., 1900, The Great Epics in Ancient India, J.M.Dent& Co., London.
2. Hopkins, E.W., 1902, The Great Epic of India: its character and origin, Charles Scribner's sons, New York.
3. Pusalker, A.D., 1951, Studies in the Epics and Puranas, BharatiyaVidyabhavan, Bombay.
4. SrinivasaSastri, V.S., 1952, Lectures on the Ramayana, Madras Sanskrit Academy, Madras.
5. Mayumder,J.C., 1953, Ethics of the Mahabharata Author, Calutta.

### EX.AHCC 21013 - Hindu Culture as refelected in Bhakthi Literature upto 12.AD.

**Objectives:** The objective of this course is to understand the development of various aspects of Hindu Culture through Bhakti literature.

**Course Content:** Characteristics of Bhakti Literature. The authors of Bakti Literature, The traditions about Nayanars and Alvars, The developments of Hindu Temples as a centre of Bhakti Literature, The Religion of Bhakti, Saivism in Tirumurais and Vaisnavism in Nalayira, TivyaPirapantam.Religions and Philosophical Doctrines in Bhakti Literature. Society and Fine Arts in Bhakti Literature, Miracles and Bhakti Literature.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with thw salient features of Bhakthi literature up to 12 A.D. for human uplift.

**Recommended Readings:**

1. அருணாசலம்,ப., 1973, **பக்தி இலக்கியம் ஓர் அறிமுகம்**, தமிழ்ப்புத்தகாலயம், சென்னை.
2. இரகுபரன்,(ப.ஆ.), **பக்திநெறியும் பண்பாட்டுக் கோலங்களும்**, இந்துசமய கலாசார அலுவல்கள் திணைக்களம், கொழும்பு.



1. சிங்காரவேலன்,சொ.,1987, **மூவர்தேவாரம் இரண்டு பார்வைகள்**, காமராசர் பல்கலைக்கழகம், மதுரை.
2. கந்தசாமி,சோ.ந., 1995, **திருமுறை இலக்கியம்**, உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை.
3. இராசமாணிக்கனார், 1944, **பல்லவர்வரலாறு**, சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை.
4. வேலுப்பிள்ளை, ஆ., 1978, **தமிழ்இலக்கியத்தில் காலமும் கருத்தும்**, பாரி புத்தகப் பண்ணை, சென்னை.

### EX.AHCC 21023 - Hindu Cultural Heritage in Sri Lanka

**Objectives:** This unit is intended to understand the various aspects of Hindu Religion prevalent at various times in Sri Lanka, with reference to historical sources.

**Course Content:** Sources for the study of Hindu Culture in Sri Lanka. Development of Hindu culture through the ages. Hindu trends in Modern period in Sri Lanka. Hindu Revivalists in Sri Lanka. Comparative study of Hinduism with other religions Non agamic worship in Sri Lanka.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with the Hindu Cultural Heritage in Sri Lanka.

#### Recommended Readings :

1. Deraniyagala, S.U., 1985, **The Pre-History of Sri Lanka An outline**, Festschrift.
2. Silva,K.M.De., 1981, **History of Sri Lanka** (New Delhi).
3. பத்மநாதன்,சி., 2005, **இலங்கையில் இந்துசமயம்**, குமரன் புத்தக இல்லம்,கொழும்பு-சென்னை.
4. பத்மநாதன்,சி., 2000, **இலங்கையில் இந்துகலாசாரம், பகுதி 1**, இந்துசமயகலாசார அலுவலர்கள் திணைக்களம், கொழும்பு.
5. சிற்றம்பலம்,சி.க., 2004, **ஈழத்து இந்துசமயவரலாறு**, யாழ்ப்பாணப் பல்கலைக்கழகம், திருநெல்வேலி.

### EX.AHCC 22013 - Hindu Society and Social Harmony

**Objectives:** The objective of this unit is to make students understand the Hindu Society from Vedic period to present day.

**Course Content:** Hindu Society from Vedic period to present day and their significance to Social Emancipation, Contributions of Hindu Religious leaders and social Theories to Social harmony, the Varasrama dharma, status of women, Hindu Social and educational system and some more aspects of Social life.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with the Structure of Hindu Society and Social Theories to bring Social harmony.

#### Recommended Readings :

1. Altekar,A.S., 1938, **Position of women in Hindu Civilization**, Bararas Hindu University, Banaras.
2. Chakladar, H.C., 1929, **Social Life in Ancient India**, Greater Indian Society, Calcutta.
3. PrabhyPandharinath, 1954, **Hindu Social organization: A study in Social Psychological and Ideological foundation**, New Rev. Ed. Popular Book Depot, Bombay.
4. Rao,C., Hayavadana, 1931, **Indian Caste System; a study**, Bangalore Press, Bangalore.
5. Sarkar,S.C., 1920, **Some aspects of the Earliest Social History of India**, Pre-Buddhistic Ages, O.U.P., London
6. அன்னைதாமசு, 2000, **தமிழர் சமூகவியல்**, உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை.

### EX.AHCC 22023 - Hindu Ethics

**Objectives:** The objective of this course of study is to facilitate the students to acquire a comprehensive understanding of ideas and observances pertaining to Hindu Ethics.

**Course Content:** Ethics as the science of human values ,definition of human values, conduct and character, Theory of Karma Doctrine of Rebirth Standards of Morality, Human Values expounded in Literary Sources

in different periods, Traditional varnasramadharm and cardinal virtues, Human values for the development of Humanity.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with Hindu Ethics and improving their ethical life for the development human uplift.

**Recommended Readings:**

1. கலைவாணி இராமநாதன், 1997, **சைவசித்தாந்தஒழுக்கவியல் அடிப்படைகள்**, கார்த்திகேயன் பிறைவேட் லிட்., கொழும்பு.
2. வில்லியம் லில்லி, 1964, **அறவியல் ஓர் அறிமுகம்**, மு.ஆ.காந்தி (மொழிபெயர்ப்பு) தமிழ்நாட்டுப்பாடநூல் நிறுவனம், சென்னை.
3. சங்கராச்சாரியசுவாமிகள், 1985, **இந்துதர்மங்கள்**, வானதிபதிப்பகம், சென்னை.
4. SivasamyAyyar, S.Sri, 1935, **Evolution of Hindu Moral Ideals**, Calcutta.
5. MaitraSusilkumar, **The Ethics of the Hindus**, Calcutta.

### EX.AHCC 31013 - Six systems of Hindu Philosophy and SaivaSiddhanta

**Objectives:** The aim of this course unit is to provide students with the proper understanding of the six systems of Hindu Philosophy and Saiva Siddhanta Philosophy

**Course Content:** Nature and scope of Hindu philosophy. Origin of Hindu Philosophical thought Salient features of the six systems of the Hindu Philosophy and Saiva Siddhanta.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with six systems of Hindu philosophy and Saiva Siddhanta and their contributions to the enhancement of their ethical students.

**Recommended Readings:**

1. Radhakrishnan, S., 1958, **Indian Philosophy**, Volumes I & II, Allen &Unwin, London.
2. Chatterjee, M., 1998, **Contemporary Indian Philosophy**, MotilalBanarsidass.
3. **கீழைமேலைநாடுகளின் மெய்ப்பொருளியல் வரலாறு**, 1970, தொகுதிII, அண்ணாமலைப்பல்கலைக்கழக வெளியீடு, அண்ணாமலை நகர்.
4. ஹரியண்ணா, எம்., 2005, **இந்தியமெய்யியல்**, இந்துசமயகலாசார அலுவல்கள் திணைக்களம், கொழும்பு.
5. கந்தசாமி, சோ.ந., 2003, **இந்தியதத்துவக் களஞ்சியம் (தொகுதிII)**, மெய்யப்பன் பதிப்பகம், சென்னை.

### EX.AHCC 31023 - Hindu Temples and Fine Arts

**Objectives:** The aim of this unit is to understand the Hindu Temple and Fine Arts and its salient features in various parts of India and Sri Lanka.

**Course Content:** Ideals of Indian Art. Origin and development of the Hindu Temple. Development of Temple Fine Arts – Architecture, Sculpture, Painting, Music, Dance and other forms of Art. Sri Lankan Hindu Temple Fine Arts.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with Hindu Temples and Fine Arts for the development of Human Culture.

**Recommended Readings:**

1. Das, R.K., 1964, **Temples of Tamil Nadu BhorotiyaVidyaBhavan**, Bombay.
2. Stella Kramrisch, 1976, **The Hindu Temple**, Vol.I& II, MotilalBanarsidas, New Delhi.
3. Percy Brown, 1959, **Indian Architecture I & II**, B.B. Jaraporevala Sons & Co. Private Ltd., Bomby.

4. கலைக்கோவன், இ. ரா., 1984, **கலைவளர்த்ததிருக்கோயில்கள்**, சைவசித்தாந்த நூற்பதிப்புக்கழகம், சென்னை.
5. சிவசாமி, வி., 2005, **பரதக்கலை**, ( 3ம் பதிப்பு), பைக்கிராபிக்ஸ், யாழ்ப்பாணம்.

### EX.AHCC 32013 - Hindu Cultural Tourism

**Objectives:** The objective of this course unit is to make the student to understand the importance of tourism in relation to Hindu Culture both in Sri Lanka and Tamil Nadu of India.

**Course Content:** Tourism an introduction, Aims of Tourism, Types of Tourism, Tourism through the ages, Salient features of tourism with reference to Hindu Culture, Cultural Social and Economic significance of Tourism, Causes for the growth of Hindu Cultural Tourism

Important Hindu Cultural Tourist centers in Sri Lanka and Tamil Nadu. Role of Rituals and Festivals in promoting of tourism in Hindu Culture. Benefits of Hindu Cultural Tourism and Educational tour.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with various features of Cultural Tourism in the Development of peace and Social harmony.

#### Recommended Readings:

1. AvinashAnand, 2008, **Tourism perspective in the 21<sup>st</sup> century**, Shubhi Publication, Gurgaon, India.
2. Chamber (Ed.), 1997, **Tourism and Culture**, University of New York Press .
3. George Michell, 1993, **Temple Towns of Tamil Nadu**, Marg Publications, Delhi.
4. Ranbir Singh, 2007, **Jaisalmar Art, Architecture & Tourism**, Shubhi Publication, Gurgaon, India.
5. Robert A. Brymer, 2003, **Hospitality & Tourism**, Kendall Hunt Publishing Company, USA.

### EX.AHCC 32023 - Scientific Carnation of Hindus.

**Objectives:** To provide students the basic knowledge of Scientific Carnation of Hindus.

**Course Content:** Cosmology, Mathematics, Astronomy, Astrology, Ayurveda and Siddha Medicine, Agriculture and Irrigation, Notable Authors and Tents.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with the knowledge in scientific carnation of Hindus.

#### Recommended Readings:

1. Sela, B.N., 1915, **Positive Science of the Ancient Hindus**, London.
2. மகாலட்சுமி, தி., 1996, **சோதிடவியல்**, உலகத்தமிழாராய்ச்சிநிறுவனம், சென்னை.
3. Jaggi, O.P. 1987, **History of Science and Medicine in India** (Vol.I), Indian Astronomy and Mathamatics, Atma& Ram sons, New Delhi.
4. **The Cultural Heritage of India**, Vol VI, 1986, Science and Technology, Ramakrishnamission, Institute of Culture, Calcutta.
5. சம்பத்குமார், வி.எஸ்., 1997, **அறிவியல் வரலாறு**, மனோண்மணியம் சுந்தரனார் பல்கலைக்கழகம், திருநெல்வேலி.

### EX.AHCC 32034 : Project Report

## HINDU PHILOSOPHY

### EX.AHPC 11013 - Introduction to Indian Philosophy

**Objectives:** The student should be made aware of a living philosophy regulating the social and individual life of Man. – a Philosophy in Practice.

**Course Content:** Nature and scope of Indian Philosophy, Origin of Indian Philosophical Thought, Salient features of the Six Systems of the Indian Philosophy, Non Vedic systems and their impact on Indian Philosophy. Idealistic, Realistic approaches in the Indian tradition, Ethics in Indian Philosophy. Contemporary developments in Indian Philosophy.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessment:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** Students would be familiar with the basic tenets of Indian Philosophy as well as realize the practical aspect of the same.

#### Recommended Readings:

1. Mahadevan, T.M.P., and Saroja, G.V.,1981,**Contemporary Indian Philosophy**, Sterling Publishers Private Limited, New Delhi,
2. Chatterjee&Datta, 1984, **An Introduction to Indian Philosophy**, University of Calcutta Publication,
3. Radhakrishnan, S.,1958, **Indian Philosophy**, Volumes I & II, Allen &Unwin, London.
4. ஹரியண்ணா,எம்., 2005, **இந்தியமெய்யியல்**, இந்துசமய கலாசார அலுவல்கள் திணைக்களம்.
5. கந்தசாமி,சோ.ந., 2003, **இந்தியதத்துவக் களஞ்சியம்**, (தொகுதி- 2), மெய்யப்பன் பதிப்பகம்.

### EX.AHPC 11023 - Introduction to SaivaSiddhanta

**Objectives:** An Introduction to the fundamentals of Saiva Siddhanta Philosophy leading to a profound understanding of the three Patharthas, triple malas and Release.

**Course Content:** Formative concepts and factors, Meaning of Saiva Siddhanta,Siddhanta logic Concept of God, Creation of the world and satkariyavaada, The Anama, Conception of Anavam, Karma doctrine, means of release, Saiva, Ethics and Siddhanta Saivam.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** Students would be aware of the foundation of Saiva Siddhanta philosophy particularly with the three entities of Saiva Siddhanta.

#### Recommended Readings:

1. Devasenapati, V.A.,1974, **Saiva Siddhanta** (as Expounded in the Saiva Siddhanta and its Six Commentaries, University of Madras, Madras.
2. Paranjoti, V.,1954, **Saiva Siddhanta** (Second and Revised Edition), Luzac & Co. Ltd., London.
3. John H.Piet, 1952, **A Logical Presentation of the Saiva Siddhanta Philosophy**, C.L.S. Chennai.
4. Mahadevan, T.M.P., 1955, **Idea of God in Saiva Sidhanta**, Annamalai University, Madurai.
5. Sivaraman, K., 1973, **Saivism in Philosophical Perspective**, Motilal Banarasidass.
6. ஞானக்குமரன்,நா., **சைவசித்தாந்ததெளிவு**, செல்வம் வெளியீடு ,யாழ்ப்பாணம்.

### EX.AHPC 12013 - World Religions and SaivaSiddhanta

**Objectives:** The main purpose of this module is to enable the student to trace the steps of the origin and development of Religions from the socio-anthropological angles and philosophy of Religion.

**Course Content:** Origins of Religions, Sociological and Anthropological aspects of religions, Religions and Revolution, especially scientific Revolution. Religious experiences Philosophy of Religion, Problems in Religious philosophy, comparative study in religions and society. Psychological Element in Religion, Religion and Ethics.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** Students would be familiar with the place of Saiva Siddhanta among world religions and there by appreciated the place of Saiva Philosophy among the philosophies of the world religions.

**Recommended Readings:**

1. Arnold Toynbee, 1956, **An Historian's Approach to Religion**, Oxford University Press, London,
2. Ninion Smart, 1992. **The World's Religions** (Old Traditions and Modern Transformations), Cambridge University Press.
3. Frank Whaling (Editor), 1984. **The World's Religious Traditions**, T & T Clark Ltd., Edinburgh,
4. Batson, Daniel C., 1983. **Religious Experience**, Oxford University Press, New Delhi,
5. **The contribution of the Tamil to Indian Culture**, Mathurai Kamarayer University.

### EX.AHPC 12023 – Saiva Siddhanta thoughts in Early Literature

**Objectives:** To make the student appreciate the fact that Saiva Siddhanta is not a product of 13<sup>th</sup> Cen. Tamils mind but has its origin in the Four Vedas, Upahnishads and Agamas. Earlier and recent views.

**Course Content:** Sanskritic sources of Saiva Siddhanta, Veda and Agama literature, Upahnishads, Epic and Puranas, Ashta Prkaranam, and commentaries. Saivism in the early Tamil literature, Thirumuraikal, Jnanaamirtham and Saiva Siddhanta, Sri Kantha's Sivadduvitham and Saiva Siddhanta.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:-** To be familiar with the various aspects of Saiva Religion and Siddhanta Philosophical thoughts and their reflected in Early Tamil Literature.

**Recommended Readings:**

1. MarayanaAyyar, C.V., 1974, **Origin and Early History of Saivism in South India**, University of Madras,
2. Siddalingaiah, T.P., 1979, **Origin and Development of SaivaSiddhanta upto 14<sup>th</sup> Century**, Nepolean Press, Madurai,
3. YayandraSoni, 1989, **Philosophical Anthropology in SaivaSiddhanta**, Delhi, M.B Publisher
4. வெள்ளைவரணன், க., 2004, **சைவசித்தாந்தசாத்திரவரலாறு**. தமிழ் பல்கலைக் கழகம், தஞ்சாவூர்,
5. சுந்தரமூர்த்தி, டாக்டர். கோ., 1979, **வடமொழி நூல்களில் சைவசித்தாந்தம்**, பகுதி I, (தத்துவப் பிரகாசமும் அதன் இரு உரைகளும்), சர்வோதய இலக்கியப் பண்ணை, மதுரை,

### EX.AHPC 21012 - Sects of Saivism

**Objectives:** This unit is intended to introduce the students the sects of Saivism with their significance.

**Course Content :** Introduction to sects of Saivism, Nature and scope of inner sects of Saivism,

Innermost sects of Saivism and their significance God Siva, Soul and its Bonds liberation and ways and means of liberation comparative study on the sects of Saivism and Saiva Siddhanta.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** To be familiar with the sects of Saivism and their significance.

**Recommended Readings:**

1. Kanti Chandra Pandey, and Dwivedi, R.C., 1986. **An Outline History of SaivaPhilosophy**, MotilalBanarsidass Publication, Delhi,
2. JadanathSinha, 1975, **Schools of Saivism**, Singa Publishing House Private Ltd., Calcutta,
3. MadhavaAcharya, 1914, **Sarva Dharsana Sangraha** - translated by Cowell, E. B., Gough, A. E... and Kegan Paul, Trench, and Trubner, London,
4. Lorenzen, David. N., 1972, **The Kapalikas and Kalamukhas**, Two Lost Saivite Sects MotilalBanarsidass Publication, Delhi,



5. தகாரே,டாக்டர். க.வா., 1990, **சைவத்துவம்**, கா.ஸ்ரீ. ஸ்ரீனிவாசாச்சாரியார் (மொ.பெ.ஆ) ஆல்லயன்ஸ் கம்பனி, சென்னை,

### EX.AHPC 21022 - Saiva Ethics and Saiva Siddhanta way of Life

**Objectives:** This unit is intended to familiarise students with the Ethical aspects of Saiva Siddhanta which plays an important part of the life and spirituality.

**Course Content:** Introduction to Saiva Ethics, concept of action and the study of Karma, in determinism, free concept of virtues four supreme ends with emphasis on temple worship in Saiva Siddhanta.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** At the end of this course, Students would be familiar with Saiva Ethics go as to lead a life observing the same.

#### Recommended Readings:

1. Mabbott, I.D., 1966, **An Introduction to Ethic**, Hutchison, University Library, London.
2. MaitraSusil Kumar, **The Ethics of the Hindus**, Calcutta.
3. Sharma, J.C., 1945, **Ethical Philosophy of India**, Johnson Publication Company, USA.
4. வில்லியம் லில்லி, **இந்துஅறவியல்** (மொழிபெயர்ப்பு), தமிழ் வெளியீட்டுக்கழகம், சென்னை.
5. இராமநாதன் கலைவாணி, 1997, **சைவசித்தாந்த ஒழுக்கவியல் அடிப்படைகள்**, கார்த்திகேயன் பிறைவேட் லிமிட்டெட், கொழும்பு

### EX.AHPC 22013 - Philosophy of Vedanda

**Objectives:** The aim of this unit is to provide the students the significance of the prasthanatraya The important role of Sankara, Ramanuja and Madhava in the development of Vedanta Philosophy.

**Course Content:** Significance of the prasthanatraya, The brief history of Sankara. Sankara Vedanta – Epistemology, Reality, Causality the concept of Maya and liberation. Visistadvaita and its philosophical Significance. Dvaita and controversy between dualists and aviations.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** At the end of this course the students would be familiar with the Philosophy of Vedanda and its important role as interpreted by commentators.

#### Recommended Readings:

1. Balasubramanian, 1976, R., **Advaita Vedanta**, University of Madras,.
2. Vidyarthi, .P.B., 1977. **Sri Ramanuja's Philosophy and Religion**,  
o Prof. M. Rangacharya Memorial Trust, Tripliane, Madras,
3. Srinivasachari, P.N., 1978. **The Philosophy of Visistadvaita**, The Adyar Library and Research Centre, Chennai,
4. இராமநாதன் கலைவாணி, 2011, **வேதாந்தசித்தாந்த கடவுட் கோட்பாடு**, ஆலயம், இந்துமன்றம், இலங்கை.
5. ஞானகுமாரன், நா., 2012, **வேதாந்தமெய்யியல்**, சேமமடுபதிப்பகம், இலங்கை.

### EX.AHPC 22023 – Saiva Siddhanta thoughts in Thirumurais

**Objectives:** Thirumurais is a famous Saivaite Religious Literature Saiva Siddhanta doctrine develop later period and its concept could be trace in Thirumurais literature. This unit helps the students' find out the Saiva Siddhanta thoughts in Saiva Thirumurais

**Course Content:** Introduction to the Saivism in Thirumurais and its Philosophical and religious signficure. Bhakti and religious life of Saiva Saints, moral practices, met a physical structure of Saivism.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,



**Learning Outcome:** Students would be familiar with Thirumurai as a famous saivaitic Religious Literature and as the pre structure of Meikanda Sastras.

**Recommended Readings:**

1. கந்தசாமி,சோ.ந., 2007, **பன்னிருதிருமுறை**, மெய்யப்பன் பதிப்பகம், சிதம்பரம்.
2. அருணாசலம்,ப., 1973, **பக்தி இலக்கியம்-ஓர் அறிமுகம்**, தமிழ்ப்புத்தகாலயம், சென்னை.
3. இராசமாணிக்கனார்,மா., 1944, **பல்லவர்வரலாறு**, சைவசித்தாந்த நூற்பதிப்புக்கழகம், சென்னை.
4. இரத்தினசபாபதி,வை., 1979, **திருமுறைத்தெளிவே சிவஞானபோதம்**, இராதாகிருஷ்ணன் மெய்யுணர்வு மேல்நிலைக் கல்விநிறுவனம், சென்னைப் பல்கலைக்கழகம், சென்னை.
5. இரகுபரன்,க.(பதிப்பாசிரியர்), 2008, **பக்திநெறியும் பண்பாட்டுக் கோலங்களும்**, இந்துசமய கலாசார அலுவல்கள் திணைக்களம், இலங்கை.

**EX.AHPC 31013 – Saiva Epistemology**

**Objectives:** To enable students to understand the strides made by Saiva scholars in Epistemology.

**Course Contents:** Sources and nature of knowledge the Factors of valid knowledge, Theory of perception and its classification. The Physical and Psychological basis of perception, Theory of inference, SabhaPramana, Validity of Pramanas, Truth and error, concept of citsakto, Siddhanta, Classification of knowledge and its epistemological basic.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:-** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** At the end of this course Students would be familiar with the Saiva Epistemology and while appreciating the place of logical coherence among the three entities of Saiva Siddhanta system.

**Recommended Readings:**

1. Joha H Pief, 1952, **A Logical Presentation of the SaivaSiddhanta Philosophy**, C.L.S. Chennai.
2. Devasenapati, V.A., 1974, **SaivaSiddhanta**, University of Madras, Madras.
3. Pief John, H., 1960, **SaivaSiddhanta Philosophy**, The Christian Literature Society for India, India.
4. பாஸ்கரன்,சு., 1987, **சைவசித்தாந்தஅறிவாராய்ச்சியியல்**, தஞ்சாவூர் பல்கலைக்கழகம், தஞ்சாவூர்.
5. கிருஷ்ணராசா,சோ., 1998, **இந்துஅறிவாராய்ச்சியியல்**, இந்துகலாசாரஅமைச்சு, கொழும்பு

**EX.AHPC 31023 - Logical Coherence among three entities of SaivaSiddhanta**

**Objectives:** This course unit gives a clear vision on the three entities a Saiva Siddhanta namely, pati, pasu and pasa. Further it analyses the logical structure of the above mentioned concepts and its significances in Indian Philosophy.

**Course Contents:** The three entities of Saiva Siddhanta and its relationship among these mupporul of analyses the significance of three entities and its philosophical and logical structure It deals with causation creation, Karma doctrine, final liberation etc.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** Understanding and appreciating the place of Logical Coherence among three entities of Saiva Siddhanta system.

**Recommended Readings:**

1. Mahadevan, T.M.P., 1955, **Idea of God in SaivaSiddhanta**, Annamalai University, Madurai.
2. John, H., Pief, 1952, **A Logical Present action of the SaivaSiddhanta Philosophy**, C.L.S., Chennai.
3. முருகவேள்,நா.ரா., **தருக்கவியல் விளக்கம்**.
4. Devasenapathi, V.A., 1960, **SaivaSiddhanta**, University of Madras, Madras.
5. Pief. Joha, H., 1960, **SaivaSiddhanta Philosophy**, The Christian Literature Society for India.

**EX.AHPC 32013 - SaivaSiddhanta with special reference to Sivajnanabhoda**

**Objectives:** To enable students to logically understand the Thiripatharthas as propounded by SaivaSiddhanta.

**Course Content:**Emphasis will be on Saivsa Siddhanta with special reference to Sivajnanabhoda Ultimate reality and the relationship between Saiva methaphysics and the world. Logical coherence among the bonds, Liberation as the ultimate goal.

**Teaching and learning methods:-** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** Students would be familiar with text Sivagnanabhodam – contents and interpretations..

**Recommended Readings:**

1. அருணைவடிவேல் முதலியார்,சி., 1991,சிவஞானபோத மாபாடிய பொருள்நிலைவிளக்கம், தமிழ் பல்கலைக்கழகம்,தஞ்சாவூர்.
2. மறைமலையடிகள், 1958, சிவஞானபோதஆராய்ச்சி, தென்னிந்தியசைவசித்தாந்த நூற்பதிப்புக்கழகம்,சென்னை.
3. வச்சிரவேல் முதலியார், 1977, சிவஞானபாடியத்திறவு, சென்னைப் பல்கலைக்கழகம், சென்னை.
4. இரத்தினசபாபதி,வை., 1979, திருமுறைத்தெளிவே சிவஞானபோதம், இராதாகிருஷ்ணன் மெய்யுணர்வு மேல்நிலைக் கல்விநிறுவனம், சென்னைப் பல்கலைக்கழகம், சென்னை.
5. ஆறுமுகநாவலர், (ப.ஆ.), மெய்கண்டதேவர் அருளிச்செய்த சிவஞானபோதமும் வார்த்திகமென்னும் பொழிப்புரையும், வித்தியாநுபாலனயந்திரசாலை, சென்னைப்பட்டணம்.

### EX.AHPC 32023 - Sri Lankans contribution to SaivaSiddhanta

**Objectives:**To enable students to evaluate the contribution of Sri Lankan scholars to words the propagation of Saiva Siddhanta.

**Course Contents:** Introduction to the various elements of Saivism in Sri Lanka, A detail study on notable contribuyers like, Sri Gnanapragasa, Navala, Sankarapandither, Senthilnathiyar Kathiravetpillai, Sivapathasundram, Sabaratna Mudaliyar, Ramanathan, Sapathinaval, Ananda Coomarasamy etc.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** At the end of the course, Students would be familiar with contributions made of Sri Lankan scholars.

**Recommended Readings:**

1. கைலாசபதி,க., 1979, நாவலர் நூற்றாண்டுமலர், ஸ்ரீலஹீ ஆறுமுகநாவலர் சபை, இலங்கை.
2. கந்தையா,மு., 1994, சைவசித்தாந்த விளக்க விருத்தியில் யாழ்ப்பாண அறிவியல் மேதையின் சுவடுகள்,யாழ்ப்பாணப் பல்கலைக்கழகவெளியீடு, யாழ்ப்பாணம்.
3. குலரத்தினம்,க.சி., 1997,ஸ்ரீலஹீ ஞானப்பிரகாசமுனிவர்சரித்திரம், ஞானப்பிரகாசமுனிவர் ஞாபகார்த்த சபை, யாழ்ப்பாணம்.
4. -----, 1978, காசிவாசிசெந்திநாதையர், குப்பினான் காசிவாசிசெந்திநாதையர் ஞாபகார்த்தசபை, யாழ்ப்பாணம்.

### EX.AHPS 32034 : Project Report

## HISTORY

### EX.AHYC 11013 Introduction to History

**Objectives:** The main objective is aimed that the students have to be familiar with history and its scope and nature of the subject to get a proper foundation with proper understanding.

**Course Content:**Definitions, Nature of History, Scope and purpose of History, Kinds of History, History and related disciplines, Uses of History, Lessons of History, Misuse of History, Causation and change in History, Objectivity in History, Recent trends in the study of History.

**Teaching and Learning methods:** Lectures, Discussions, Presentation, Lecture notes will be provided

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**Formative Assessment:** Mid exam 10%, Critical essay and tutorials 10%, Presentation 10%

**Learning outcome:** After the end of the course students will be able to realize the important aspects of the history and elaborate the essence of the contents provided.

**Recommended Readings**

1. Khurana & Gupta., 2003, *Historiography*, Lakshmi Narain Agarwal, Agra.
2. Manickam, S., 1997, *Theory of History & Methods of Research*, Padumam Publishers, Madurai.
3. Subramanian, N., 1978, *Historiography*, Second and Revised Edition, Koodal Publishers, Madurai.
4. Lucey, William Leo., 1984, *History: Methods and Interpretation*, Garland Publishers, London.
5. செல்வராஜ், இ., 2007, *வரலாற்று வரைவியல்*, இ.எஸ்.ஆர் பப்ளிகேசன், உதயமாரத்தாண்டம்.

**EX.AHYC11023 Introduction to Civilization**

**Objectives:** The Objective of this subject is to get a kind of experience through by learning the gradual developments of science and religions besides of the first urbanization of the world which took place at the river beds. The following aspects will be considered during the course of study.

1. All mankind from the pre Historic period to Historic period.
2. Gradual evolution of social formation
3. Emergence of kingship and great Civilizations.

**Course Content:** Man during the Pre History, Emergence of Civilizations, Meaning of Civilization and Culture, Emergence of City life and Trades, Salient features of Early Civilizations such as Egypt, Sumerian, Indus Valley and China.

**Teaching and Learning methods:** Lectures, Discussions, and Presentation Lecture notes will be provided

**Formative Assessment** Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome :** After the end of the course students will be able to explain the development of ancient civilization of world and their impact on the modern world civilizations.

**Recommended Readings**

1. Wallace Everett Caldwell. 1958, *The Civilization of the Western World Vol.1*, Rinehart and Company INC, New York.
2. Jacquetta Hawkes., 1973, *the first Great Civilizations*, Penguin Book Ltd, England.
3. Gerald Heard., 1935, *the Source of Civilization*, Jonathan Cape Ltd, London.
4. C.K.Ogden., 1929, *the History of Civilization*, Kegan Paul, Trench Trubner & Co, London.
5. St. Louis Post – Dispatch. 1930, *The Drift of Civilization*, George Allen & Unwin Ltd, London.

**EX.AHYC12013 Greco – Roman Christian and Arabian Civilizations**

**Objectives:** Europe and West Asia have had their mutual cultural transactions and due to that there were the Rise and efflorescence of Greek and Roman Civilizations and ultimately the European civilizations. Thereafter, the significant impact of Christianity and Islam were prevalent on the European life, especially in the fields of culture and society. **The main purpose is to impart the students a good knowledge of the above subject.**

**Course Content:** The Greek world, Aegean background Hellenic Civilization, Roma Empire, Roman civilization, Rise of Christianity, Religion intellectual and artistic Achievements, Social and Political system. The Arabian Peninsula and growth of civilization, Social and Cultural Transformation, The emergence of Islamic Civilization, Its Character and significance.

**Teaching and Learning methods:** Lectures, Discussions, Presentation, Lecture notes will be provided

**Formative Assessment:** Mid exam 10%, Critical essay and tutorials 15%, Presentation 05%

**Learning outcome:** After end of the course students will be able to explain the history of Christianity in Europe and able to compare and contrast the western and eastern culture easily.

**Recommended Readings**

1. Fisher, H.A.L., 1949, *A History of Europe*, Edward Arnold & Co, London.
2. James Bowen., 1972, *A History of Western Education*, Vol 1, Methun & Co, London.
3. David & Joan Oates., 1976, *The Rise of Civilization*, Oxford, London.
4. Norman,F., 1968, *The Medieval World 300-1300 A.D.*, oxford, London.
5. சத்தியசீலன், ச., 1994, நாகரிகங்களுக்கு ஓர் அறிமுகம் ஐ, அகிலம் வெளியீடு, யாழ்ப்பாணம்.

### **EX.AHYC12023 European Civilization up to 1600 A.D.**

**Objectives:** The Objectives is to study in detail about the aspects of kingship, society, education, religion, economy and culture in Europe before the emergence of modern era.

**Course Content:** The Germanic peoples, The Frankish Kingdom, Society of Early middle Ages; The Church and Papacy, Feudalism, Crusades, Origin and development of Universities, Italian Renaissance, The Protestant Reformation, Political, Social , Cultural and Economic Institutions of the period.

**Teaching and Learning methods**Lectures, Discussions, Presentation, Lecture notes will be provided

**Formative Assessment:** Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome:** Students will be able to elaborate the important aspects of the European civilization up to 1600A.D.

#### **Recommended Readings**

1. Davis, H.M.C., 1954, *Medieval Europe*, Oxford University press, London.
2. Delamar Jensen., 1981, *Renaissance Europe*, D.Cheath and Company, Lexington Massachusetts, Toronto.
3. Edward., Mcmull Burns Roberte Lerner, Stadish Meacham, 1980, *Western Civilizations*, W.W. Norton and Company I.N.C, New York.
4. Fisher, H.A.L., 1936, *History of Europe*, Edward Arnold and Company, London.
5. அருந்தவராஜா, க., 2005, *ஐரோப்பிய வரலாறு*, அஞ்சு வெளியீட்டகம், நல்லூர்.

### **EX.AHYC 21013 History of Sri Lanka up to 1000 A.D.**

**Objectives:** To familiarize the students with the early Historical evidences and the significance of Hindu and Buddhist influences on early Sri Lankan cultures. The political and commercial ties with other countries, especially with India.

**Course Content:** Pre and Proto – History, Development of State; Political History; Political, Social, Cultural and economic Institutions. Foreign Relations.

**Teaching and Learning methods:** Lectures, Field Visit ,Presentation, Lecture notes will be provided

**Formative Assessment**Mid exam 10%, critical essay and Tutoria 15%, Presentation 5%

**Learning outcome:** By studying the course, the students will know about the multi cultural realities in the early Sri Lankan History.

#### **Recommended Readings**

1. Mendis, G.L., 1946, *Early History of Ceylon*, Calcutta.
2. Indrapala,K.,2005, *The Evolution of An Ethnic Identity*, The South Asian Studies Centre, Sydney.
3. De Silva,K.M., 1995, *History of Sri Lanka*, Vol.1, University of Peradeniya.
4. Ray,H.C., 1959, (ed), *University of Ceylon, History of Ceylon*, Vol.I, Part.I University of Ceylon Tress Board, Colombo.
5. Ray,H.C., 1960, (ed), *University of Ceylon, History of Ceylon*, Vol.I, Part.II University of Ceylon Tress Board, Colombo.

### **EX.AHYC21023 History of North India from 300 to1200A.D**

**Objectives:** To make the students know about early civilizations of north India and these background and to know the contemporary social cultural, religious, political and commercial developments in India and Sri Lanka. Further

**Course Content:** Indus Valley Civilization; Vedic Civilization;Mauryas and Sungas Kushanas and contemporary states, Gupta Empire, the rise of Kushanas, Rajput Kingdoms Political, Social and cultural institutions.

**Teaching and Learning methods:**Lectures, Discussions,Presentation, Lecture notes will be provided

**Formative Assessment** Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome :** It will help students to know a general picture of the early Historical development in North India and Sri Lanka, during these periods.

**Recommended Readings**

1. Majumdar, R.C., 1909, *Corporate Life in Ancient India* , Calcutta.
2. Thapar, Romila., 1995,(ed), *Recent Perspectives of Early Indian History*, Popular Prakashan, Bombay.
3. Thapar, Romila.,1954, *From Lineage to State*, New Delhi.
4. Basham,A.L., 1971, *The Wonder that was India*, Calcutta.
5. Lal.B.P, 1997, *the Earliest Civilization of South Asia*, Delhi.

**EX.AHYC22013 History of Sri Lanka from 1000 to 1500 A.D**

**Objectives:** To familiarize the students with the early Historical evidences and the significance of Hindu and Buddhist influences on early Sri Lankan cultures. The political and commercial ties with other countries, especially with India.

**Course Content:**Political developments during the Polonnaruwa period; Drift to the South West; Foreign relations; Society, Culture and Economy

**Teaching and Learning methods:** Lectures, Discussions,Presentation, Lecture notes will be provided

**Formative Assessment:** Mid exam10%, Critical essay and tutorials15%, Presentation 5%

**Learning outcome:** This course will enable the students know better about the multi cultural aspects in the early Sri Lankan history.

**Recommended Readings**

1. *Culavamsa*, 1953, Geiger.W.[ed],Ceylon Government Information Department, Colombo.
2. Ray,H.C., 1959,(ed), *History Of Ceylon*, Vol.I, part.I University of Ceylon Tress Board, Colombo.
3. Paranavitana, S., 1970,*Inscription of Ceylon: Early Brahmi Inscriptions*, The Department of Archaeology Sri Lanka, Moratuwa, and II[1]
4. Indrapala K., 2005, *The Evolution of an Ethnic Identity*, M.V Publication, Sydney.
5. Nicholas,C.W.,1963 , *Historical Topography of Ancient and Medieval Ceylon in Journal of the Ceylon Branch of the Royal Asiatic Society*, Colombo,VI.

**EX.AHYC22023 Peninsular India from Up to 1700 A.D**

**Objectives:** The course will provide students with a comprehensive knowledge of socio, economic, cultural and political aspects of History of peninsular India in Historical perspectives.

**Course Content:** Pre and Proto History , Sangam Age and Satavahanas and Successors; Chalukyas, Pallavas and the Pandavas; institutions of the period, Chola Empire Rastra Rutas and Chalukyas Yadavas kakatiyas Hoysalas and pandyas Vijayanagara and the Bahmini Kingdom Political Social Cultural Religious and Economic institutions.

**Teaching and Learning methods:** Lectures, Discussions, Presentation, Lecture notes will be provided

**Formative Assessment:** Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome:** Students will be able to analyse the socio and political development and changes in Peninsular India and their impact on contemporary Sri Lankan history. Further, the students will be able to explain the the rise of Chola and Pandia kingdoms in peninsular India and their relation with Sri Lanka.

**Recommended Readings**



1. Champakalakshmi,R., Trade, Ideology and Urbanization; South India 300 B.C to 1300 AD New Delhi Oxford University Press.
2. Ludden, David., 2002, India and South Asia, A short History, One World Oxford
3. Dubreuil, N.J.G., 1972 Dravidian Architecture: Varanasi.
4. Nilakanta Sastri, K.A.1963, Development of Religion in South India, Madras.
5. Pillay,K.K , 1975, History of Tamils, Madras.

**Learning outcome :** To make the students know about the Jaffna kingdom based on recent Archaeological evidences and researches.

#### Recommended Readings

1. Paranavitana, S., 1961, The Arya Kindom in Northern Sri Lanka” *Journal of the Royal Asiatic Society Ceylon Branch*, Vol. VII, pt. 2: 174-224.
2. Rasanayagam, C, 1926 , *Ancient Jaffna*, A.S Everymar’s Publishers Ltd, Madras
3. Pathmanathan, S.,1978, Kingdoms of Jaffna, Colombo.
4. Abeyasinghe, Tikiri., 1986,*Jaffna Under the Portuguese*: lake house Investment Ltd, Colombo.
5. rpw;wk;gyk;> rp.f,(g.M) >1993> aho;g;ghz ,uhr;rpak;> aho;g;ghzg; gy;fiyf;fof ntspaPL.

#### EX.AHYC 31013 History of Modern Sri Lanka from 1500 to 1800 A.D

**Objectives:** The main aim of the the course is to provide knowledge of changing politico-socio life pattern of Sri Lanka after the 15<sup>th</sup> Century A.D and to provide full knowledge of Christian culture and the repercussions of other religions in Srilanka.

**Course Content:** Sources for the Study, Political condition of the Ceylon at the time of the arrival of the Portuguese, War of the Kotte, Dominance of Sitavaka, Expansion of Portuguese Power, Portuguese and Kandian Kingdom, Portuguese and Jaffna Kingdom, Administration, Economy, Religion, Impact of Portuguese Rule. Sources for the Study, Political condition of the Ceylon at the time of the arrival of the Dutch, Consolidation of Dutch power, Dutch and Kandian Kingdom, Dutch and Jaffna, Administration, Economy, Religion, Impact of Dutch Rule.

**Teaching and Learning methods**Lectures, Discussions, Presentation,

**Formative Assessment:**Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome:** Students will able to explain the politico socio life patter of Srilanka after the 15<sup>th</sup> century AD. This Historical background will enhance to have a clear picture of ethnic conflict in Sri Lanka.

#### Recommended Readings

1. Abeyasinghe, Tikiri., *Jaffna Under the Portuguese*, Lake House, Colombo, 1986.
2. Arasaratnam, S., *Dutch Power in Ceylon(1658-1687)*, Navarang, New Delhi, 1988.
3. Cosme Silva, O.M. Da., *Fldalogs in the Kingdom of Kotte(1505 – 1656)*, Colombo, 1990.
4. Silva, K, M, De., *A History of Sri Lanka*, Oxford University Press, Bombay, 1981.
5. கிருணராசா, செ., இலங்கை வரலாறு பாகம் II, பிறைநிலா வெளியீட்டகம், யாழ்ப்பாணம், 2000.

#### EX.AHYC 31023 History of Modern India up to 1947 A.D

**Objectives:** The main objective of providing this unit\these unit is to understand the European’s impact on Indian politics, economic developments. And also one could come to know the different views of writings from the both sides i.e. in Europe and in India. These course units will also provide the nature of historiography i.e. Euro-Centric view on Indian culture. But, the Asian views of writings on this subject now are being generated by Asian Historians.

**Course Content:** Arrival of British to the India, Struggle between British and French, Battle of Plassey, Battle of Buxar, Robert Clive, Dupleix, Carnatic wars, Warren Hastings, Cornwallis, Wellesley, Wars of Mysore, Hastings, William Bentinck, Ranjit Singh, Sikhs – British War, Dalhousie, Indian Rebellion of 1857.Movements of Social and Religion Reforms, Indian National Movement, Era of the Moderates, Era of the Extremists, Bengal Divided (1905), Terrorists, Muslim league, Morely – Minto Reforms, Home Rule



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Movement and First World War, Canning, Ripon, Curzon, , Ghandian Era, Nehru, Jinnah, Subash Candra Bose, Indian Political Act(1935), Mountbatten, Independence.

**Teaching and Learning methods:** Lectures, Discussions, Presentation

**Formative Assessment:** Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome** Students will be able to elaborate the Europeans impact on Indian politics, Economics developments and also will explain different views of writing from the both sides i.e. in Europe and India.

**Recommended Readings**

1. Bipan Chandra., Indian Struggle for Independence, Penguin Books, London, 1989.
2. Hodson,H.V., The Great Divide : Britain-India-Pakistan, Oxford UP, Karachi, 1993.
3. Pandey, B.N., The Break – up of British India, Macmillan, London, 1969.
4. Ramprakash Mathur., Modern Indian History, Murari Lal&sons, New Delhi, 2006.

### **EX.AHYC32013 History of Modern Sri Lanka from 1800 to 1950 A.D**

**Objectives:** The main objective is to understand the current political problems which rooted from the British administrative policies.

**Course Content** Arrival of the British, Fall of the Kandian kingdom, Crown colony Government, British Governors, Rebellions 1818 and 1848, Plantation Agriculture, Peasant Agriculture, Constitutions of 1833, 1931 and 1947, Revival of Religious, Education and Social Changes, Rise of Nationalism, Temperance propaganda, Riats of 1915, Ceylon National Congress, Elite Conflict, Estate Workers Problems, Independence.

**Teaching and Learning methods**Lectures, Discussions, Presentation, Lecture notes will be provided

**Formative Assessment**Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome:** The students will be able to get a clear picture of ethnic conflict in Srilanka.

**Recommended Readings**

1. Ludowyk,E.F.C., The Modern History of Ceylon, Colombo, 1966.
2. Mills,L.A., Ceylon under the British Rule 1795-1932, Oxford, 1933.
3. Mendis,G.C., (ed), The Colebrooke-Cameron Papers, Oxfoed, 1959.
4. Perera, Fr,S,G., A History of Ceylon, Colombo, 1943.
5. Silva,K.M.De, A History of Sri Lanka, Oxford University press, Delhi, 1981.

### **EX.AHYC 32023 History of Europe from 1600 to 1900**

**Objectives:** It is an expectation through this course unit that one candidate should be understood regarding the rise of National States in Europe which have affected the Third world countries.

**Course Content:** Decline of Spain, 30 Years War, Dutch Libration War, Rise of France, Louis XIV, Richelieu, Mazarin, Frederick, Rise of Russia, Catherine II,Joseph II, English Revolution, French Revolution, Napoleon Bonaparte, Congress of Vienna, Concert of Europe, Metternich, July Revolution, February Revolution, Napoleon III, Unification of Italy, Unification of Germany, Bismarck.

**Teaching and Learning methods:** Lectures, Discussions, Presentation,

**Forative Assessments:** Mid exam 10%, Critical essay and tutorials 15%, Presentation 5%

**Learning outcome:** Since this particular period provides the Revolutionary history of Europe & Asia, the particular student of this unite will get very good knowledge regarding the modern society formations.

**Recommended Readings**

1. David Maland., Europe in the Seventeenth Century, Macmillan and Company, London, 1966.
2. Fisher, H.A.C., A History of Europe, Edward Arnold Company, London, 1936.

3. LindSAY Keir,D., The Constitutional History of Modern Britain 1485-1937, Adam and Charles Black, London, 1970.Grant,A,J., Europe, Longmans Green and co, London-New York-Toronto, 1951.
4. Mace rice Ashley., The Age of Absolutism 1648-1775, Weiden Feld and Nicolson, London, 1974.
5. ஆரோக்கியசாமி, மு., ஐரோப்பிய வரலாறு, சென்னை, 1960.

## EX.AHYC 32034 Project Report

### LINGUISTICS

#### EX. ALGC 11013- Introduction to Linguistics

**Objectives:** The main purpose of the module is to recognize various aspects of language and understand structural linguistics and Language structure. Enable the students to have a clear understanding Linguistics as a science discipline. Identify the systems and behavior of Languages. Improve the ability of language analysis.

**Course Contents:** Popular ideas about language, Study about language, The term Philology, Modern Linguistics as science, What Linguistics is not?, What Linguistics is?, What is language?, Animal and human language, Language, the most valuable possession of the human race, Language behavior and language system, The fiction of homogeneity in Language, Levels of Linguistic analysis, Branches of Linguistics, How Linguistics is related to other sciences, Terminology and notation. Schools of Linguistic thought, Uses of Linguistics, The prescriptive tradition, An Emotional subject, prescriptivism, The academics, Language change- The inevitability of change. The equality of Languages, Primitive Languages, Languages of excellence, A Linguistics myth, The magic of Language, Verbal Taboos, Proper names Linguistics, Early History, middle ages, The renaissance.

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will understand the differences of animal and human language. Understand the language in the most valuable possession of human role. Ability to analysis the languages.

**Recommended readings:**

1. Charles F.Hockett (1968), A Course in Modern Linguistics. The Macmillan Company, Chapters 1, 63 & 64.
2. David Crystal (1987), The Cambridge Encyclopedia of Language.(Topics to be selected and recommended by the lecturer)
3. John Lyons (1986) Language and Linguistics, Cambridge University Press, Chapter 3.
4. முத்துச்சண்முகம் (1971), இக்கால மொழியியல், மதுரை
5. பரமசிவன், மொழியியல் அறிமுகம்
6. கருணாகரன், ஜெயா, மொழியியல்

#### EX. ALGC 11023 Medium of Language

**Objectives:** The module explores the system to compare mediums of communication: speech, writing and signing. Enable the students to have a clear understanding of comparing mediums of communication. Identify the spoken and written languages. Identify the connections between language and Brain.

**Course Contents:** Importance of speech, Characteristics of speech and writing, The relationship between speech and writing, The History of writing, How sound is portrayed in written language, The physical substance of written language, Types of graphic expression, Hand writing, print, typing and electronic forms, The writing system of a Language, The alphabet, Spelling, punctuation and other contrasts, Systems of shorthand, Psychological accounts of the process of reading, writing and spelling, Spelling regularity and spelling reform, Language and thought, Language and communication, Communication by non-linguistic methods, Language handicap, Sign language, Sign language structure, Type of sign language, Language and brain

**Teaching and Learning Methods:** Lectures and discussions.

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**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Understand history of writings system of language. Ability to understand the communication by non-Linguistic methods and language handicap.

**Recommended readings:**

1. Charles F.Hockett (1968) A Course in Modern Linguistics, The Macmillan Company, Chapters 1, 63 & 64.
2. David Crystal (1987) The Cambridge Encyclopedia of Language.(Topics to be selected and recommended by the lecturer)
3. John Lyons (1986) Language and Linguistics. Cambridge University Press. Chapter 3.
4. முத்துச்சண்முகம் (1971), இக்கால மொழியியல், மதுரை
5. பரமசிவன், மொழியியல் அறிமுகம்
6. கருணாகரன், ஜெயா, மொழியியல்

## EX. ALGC 12013- Nature and Functions of the Languages

**Objectives:** The module subsumes world languages and their structural similarities and differences among the language families. To study specific features of language varieties, standard variety, diglossia etc. Enable the students to more about the world languages. Identify the structural patterns of world languages. To study the language varieties. Enhance knowledge on language varieties.

**Course Contents:** How many languages and how many speakers?, Families of Languages, The Indo European families, Languages which cannot be related to any of the major families, Artificial languages with special reference to Esperanto, The structural similarities and differences among the languages of the world, World languages such as English, French etc, Language change, Language varieties, Pidgins and Creoles, The origins of language, The functions of language. The language barrier, Multilingualism and language planning, Mother tongue learning and teaching, Foreign and second language learning and teaching, Language for special purposes. Translation and interpreting, Language as an individual /social phenomenon, Language and social stratification, Language isolates Artificial languages

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will understand the specific features of language varieties, Understand the language learning and teaching.

**Recommended readings:**

1. Charles F.Hockett (1968) A Course in Modern Linguistics. The Macmillan Company. Chapters 1, 63 & 64.
2. David Crystal (1987) The Cambridge Encyclopedia of Language.(Topics to be selected and recommended by the lecturer)
3. John Lyons (1986) Language and Linguistics. Cambridge University Press. Chapter 3.
4. முத்துச்சண்முகம் (1971), இக்கால மொழியியல், மதுரை
5. பரமசிவன், மொழியியல் அறிமுகம்
6. கருணாகரன், ஜெயா, மொழியியல்

## EX. ALGC 12023- General Phonetics

**Objectives:** This module describe the basic principles of phonetics and vocal organs and their interaction in speech. To identify the physical mechanism of speech and define segmental and supra segmental features of speech. Enable the students to classify the speech sounds and their articulations. Identify the vocal organs articulators and points of articulation.

**Course Contents:** A basic training in General Phonetics involving an account of speech sounds, their production, identification and description, analysis, classification and transcription, The domain of phonetics: articulatory phonetics, acoustic phonetics, and auditory phonetics, Uses of phonetics. Terminology and notation, Formation of speech sounds, Chief types of articulation, The vocal organs: articulators and points of articulations, Profile of speech tract, Classification of speech sounds: vowels, semi

vowels and consonants, Their modifications. Supra segmental features: quantity, accent, stress and juncture. Phonetic alphabets: IPA and American system. Exercise in phonetic transcription and reading, an outline of Tamil/English/Sinhala phonetics, Comparison of Tamil phonetics, English phonetics and Sinhala Phonetics, Phonetics in Ancient India, Contributions of Daniel Jones to phonetic studies in Britain.

**Teaching and Learning Methods:** Lectures and discussions.

**In course Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Enable the students understand the classification of speech sounds. Ability to improve their Phonetic transcription and reading.

**Recommended readings:**

1. Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, Fourth edition (1996), Linguistics and Introduction to Language and communication, Prentice Hall, Chapter 3.
2. Balasubramaniam, S., (1993) Text of English Phonetics, Macmillan, India.
3. Brosnahan, L.E. and Malmberg, B. (1992) Introduction to Phonetics, Cambridge University Press.
4. Charles F. Hockett (1968) A Course in Modern Linguistics. The Macmillan Company. Chapters 7, 8 & 9.
5. Fry, C.B. The Physics of Speech, Cambridge University Press.
6. George Yule (1985) The study of Language, Cambridge University Press, Chapter 5.
7. Gleason, H.A. Jr. (1969) an Introduction to Descriptive Linguistics, Holt, Rinehart and Winston, Chapters 1 and 28.
8. Hudson, R. (1989) Invitation to Linguistics, Basil Blackwell.
9. John Lyons (1986) Language and Linguistics. Cambridge University Press. Chapter 3.
10. Leonard Bloomfield, Language, Chapters 1 and 2.
11. முத்துச்சண்முகம் (1971), இக்கால மொழியியல், மதுரை
12. பரமசிவன், மொழியியல் அறிமுகம்
13. கருணாகரன், ஜெயா, மொழியியல்

## EX. ALGC 21013 Introductions to Phonology

**Objectives:** The primary purpose of this syllabus subsumes classical American phonemics, the development of more modern theories and the principles of phonological analysis with exemplifications of problems involved in different languages, Identify phonemes according to the principles of structural linguistics. Enable students to improve their analytical ability by examining language data using the principles of phonological theories of linguistics. Improve the ability of phonemic analysis.

**Course Content:** The relationship of phonetics and phonemics, The reasons for phonemics, A brief account of the theory of phoneme in the course of its evaluation, Phoneme and its nature, The aims of phonemic analysis, Assumptions, Principles of phonemic analysis, Preliminary procedures and analytical procedures, Problems in phonemics

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will identify sound units of the Human Language Principles c.f analyzing sounds of human speech. Ability to transcript speech sounds, Understand the problems in phonemic systems

**Recommended readings:**

1. Brosnahan, L.E. and Malmberg, B. (1992) Introduction to Phonetics, Cambridge University Press.
2. Charles F. Hockett (1968) A Course in Modern Linguistics. The Macmillan Company. Chapters 7, 8 & 9.
3. Fry, C.B. The Physics of Speech, Cambridge University Press.
4. John Lyons (1986) Language and Linguistics. Cambridge University Press. Chapter 3.
5. முத்துச்சண்முகம் (1971), இக்கால மொழியியல், மதுரை
6. பரமசிவன், மொழியியல் அறிமுகம்
7. கருணாகரன், கி. மற்றும் ஜெயா, வ. மொழியியல். குமரன் பதிப்பகம், சென்னை. 1997.

### **EX. ALGC 21023 Introductions to Morphology**

**Objectives:** The Primary purpose of this syllabus is Morphology as the internal structure of words and the general principles of morphological analysis with exemplification of problems involved in different languages. Describe the morphological structure of a language according to the principles of structural theory of morphology. To learn how to analysis the morphological system of the student's mother tongue. To study the structure of a morpheme and its behavior in a larger units such as words and sentences.

**Course Content:** A brief introduction to morphology, The general nature of morphological analysis, The identification of morphemes, Principles of morphemic analysis, Procedures for isolating morphs assigning morphs to morphemes, Morphological process, Morphophonemics

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** To understand and identify the morphological structure of one's own language with that of any other selected language. Understanding the fundamentals concepts, Grammatical structure of Morphology.

#### **Recommended Readings:**

1. Charles F.Hockett (1968) A Course in Modern Linguistics. The Macmillan Company.
2. Gleason,H.A.Jr. (1969) an Introduction to Descriptive Linguistics, Holt, Rinchart and Winston
3. Nida, E.A. (1965), Morphology the descriptive analysis of words, The University of Micjigam Press.
4. Verma, S.K. , Krishnaswamy, N Modern Linguistics
5. Mike Davenport & S.J.Hannahs (1998), Introducing Phonetics and Phonology, Oxford University Press, New York.
6. Francis Katamba (1993), Morphology, Macmillan Press Ltd.,London
7. கருணாகரன், ஜெயா, மொழியியல்.

### **EX. ALGC 22013 Phonology of Tamil and English**

**Objectives:** The primary purpose of this syllabus is phonological structure of Modern Tamil language and English language as used in Sri Lanka. To provide the phonological structure of modern Tamil language and English language as used in Sri Lanka. Discuss the comparisons of the language phonological systems of both

**Course Contents:** Phonemic systems in Tamil and English, Comparisons of the two systems, Tamil phonology, English phonology, Distribution of vowel and Consonant phonemes in Tamil and English, Changes of sound patterns from old Tamil to Modern Tamil and English.

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Ability to compare and contrasts the patterns of phonological systems. Identify the basic concepts of complementary distributions of phonological and phonemic systems. Ability to articulate the sounds of two languages

#### **Recommended Readings:**

1. Suseendirarajah,S. (1993), Jaffna Tamil, Phonology and Morphology, University of Jaffna Publication.
2. Mike Davenport & S.J.Hannahs (1998), Introducing Phonetics and Phonology, Oxford University Press, New York.
3. Dr. Radhey L. Varshney(2003) An Introductory Textbook of Linguistics and Phonetics Student store Rampur Bagh, Bareilly.



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### EX. ALGC 22023 Morphology of Tamil and English

**Objectives:** The primary purpose of this syllabus is Details of the morphological structure of Modern Tamil language and English language as used in Sri Lanka. To provide the basic concepts of morphological structure of Tamil and English, Explain the comparison of morphemic analysis in Tamil and English. Define the Noun and verb morphology of Tamil and English

**Course Content:** An outline of the morphology of Tamil and English, Noun morphology of Tamil and English Verb morphology of Tamil and English, The structure of a morpheme and its behaviour in larger units such as words and sentences of Tamil and English, The relationship between the morphological sub system and the other sub system of a language, Comparison of morphemic analysis in Tamil and English.

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Ability to analysis the morphological structure of Tamil and English, Identify the basic concepts of morphological principles, Ability to compare and contrast the patterns of morphological systems.

**Recommended Readings:**

1. Suseendirarajah, A (1993) Jaffna Tamil phonology and morphology, University of Jaffna publication.
2. Nida, E.A. (1965), Morphology the descriptive analysis of words, The University of Michigan Press.

### EX. ALGC 31013- Introduction to Syntax

**Objectives:** The primary purpose of this syllabus subsumes the study of the different approaches to syntax topics, the development of more modern theories and the principles of IC analysis with problems involved in different Languages. Identify the sentence patterns according to the principles of Structural Linguistics. Improve the ability of syntactic analysis. Enable students to improve their analytical ability by using the principles of syntactical theories of Linguistics.

**Course Contents:** General characteristics in relation to each other: morpheme, word phrase, clause and sentence, The sentence as a grammatical unit and unit of analysis, Immediate, constituent analysis, The morphology – Syntax boundary, Form classes and constructions, Kinds of syntactical Linkage, Identification of constructions Indeterminacy, Syntactic construction types: Endo-centric, Edo-centric, Problems in syntactic analysis.

**Teaching and Learning Methods:** Lectures and Discussions

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Formative Assessments:** Students will identify the structure of sentences of the Human Language.

**Recommended readings:**

1. Lehman Thomas, (1993) A Grammar of Modern Tamil, Pondicherry Institute of Linguistics and culture.
2. Charls.F.Hockett(1968) A Course in Modern Linguistics, The Macmillan Company.
3. Gleason,H.A.,(1969) An Introduction to Descriptive Linguistics, Holt, Rinchart and Winston.
4. Noam Chomsky, 1969, Syntactic structure, Paris: Mouton.
5. Verma,S.K, Krishnaswamy,N, (1989) Modern Linguistics: An Introduction, Oxford University Press.
6. Nadarajapillai,N, (1992) A Syntactic study of Tamil Verbs, Central Institute of Indian Languages.
7. முத்துச்சண்முகன் (1998) இக்கால மொழியியல், சென்னை,முல்லை நிலையம் ,சென்னை.



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### EX.ALGC 31023- Applied Linguistics

**Objectives:** This module subsumes the principles of Linguistics in teaching languages and introducing another approach to teaching and learning languages. Identify the principles of Linguistics in Teaching Languages. To provide the Linguistic approaches to second language Teaching and Language acquisition.

**Course Contents:** General introduction to the field of Applied Linguistics, The role of the first language and the second language learning and teaching, Language teaching methods, materials and testing, Linguistics approaches to second language teaching, Language acquisition, Contrastive analysis and Error analysis in language teaching, Comparison between L1 and L2 learning.

**Teaching and Learning Methods:** Lectures and Discussions

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Explain the analysis the error analysis in Language Teaching. To compare first language, second language and foreign language Teaching and Learning.

**Recommended readings:**

1. Allen, J. and Corder, S (eds) (1975), The Edinburgh course in Applied Linguistics, Vols. 1, 2, 3, 4 and 8, Oxford University Press.
2. Corder, S. Pit (1973) Introducing: Applied Linguistics, Penguin Education.
3. Ellis, R. (1987) Understanding Second Language Acquisition, Oxford University Press.
4. Krishnaswamy, K. (1992) Modern Applied Linguistics, Macmillan India Ltd.
5. Longman, L. (1977) An Introduction to discourse analysis, by Malcolm Coulthard-England.
6. கருணாகரன், கி. வ.ஜெயா (1997) மொழியியல், கவிதா பதிப்பகம்
7. கயிலநாதன் இ (1999) தமிழ் மொழி கற்பித்தல் மொழியியலாளர் நோக்கு, யாழ்ப்பாணப்பல்கலைக்கழகம்.
8. முத்துசண்முகம், (1971), இக்கால மொழியியல், முல்லை நிலையம், சென்னை.

### EX. ALGC 32013- Syntax of Tamil and English

**Objectives:** This course unit is to introduce students to study the latest developments in syntactic theory and focusing on classification of sentence pattern in Tamil and English. Identify the Grammatical categories in Tamil and English. Improve the ability to analysis the parts of speech.

**Course Contents:** Grammatical categories in Tamil and English- Parts of speech in Tamil and English, Syntactic structure of Sri Lanka Spoken Tamil with special reference to Jaffna Tamil, Syntactic structure of Indian spoken Tamil – over all pattern, Syntactic structure of modern literary Tamil, Syntactic Paradigms, Reading in Linguistics (reading, explanation and discussion of selected English readings on syntax), Selected articles in Tamil and English, Although this paper broadly covers the same field in ALG 3101, a deeper understanding of the range of topics is expected.

**Teaching and Learning Methods:** Lectures and Discussions

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will identify the grammatical categories of Human Language. Ability to Understand the classification of grammatical categories of Tamil and English.

**Recommended readings:**

1. Kothandaraman, Pon (1988) Tamil Morphemics, Department of Tamil Literature, University of Madras.
2. Asher, R.E. (1982) Tamil, Lingua Descriptive Studies, Routledge Publishers.
3. Kothandaraman, Pon (1997) A Contemporary Literary Tamil, International Institute of Tamil Studies, Chennai.
4. Lehmann Thomas (1993) A Grammar of Modern Tamil, Pondicherry Institute of Linguistics and Culture.
5. Nist, John (1970) A Structural History of English, St.Martin's press, Newyork.
6. Radford, Andrew (1997) Syntactic theory and the structure of English, Cambridge University press.

7. Kothandaraman, R. (1990), Tamil Syntax-New perspectives, Pondicherry Institute of Linguistics and Culture
8. Verma, S.K, Krishnaswamy, N, (1989) Modern Linguistics: An Introduction, Oxford University Press.

### EX. ALGC 32023- Linguistic Principles of Translation

**Objectives:** The primary purpose of this syllabus subsumes the process and techniques of translation. The addition to provide to students for historical and methodological background. Identify the concepts of translation. Improve the ability of historical and methodological background in translation.

**Course Contents:** A short history of translation studies, Major theories of translation Nida, Catford and Newmark, Translation theory and allied disciplines, Translation studies and linguistics, Translation process and some important concepts; substitution, naturalization, paraphrasing; over translation, under translation and loss of meaning; Interpretive vs objective translation, Linguistics as a scientific study of language; philological vs linguistic approaches to language; prescriptive vs descriptive approaches; language specific vs cross- linguistic studies.

**Teaching and Learning Methods:** Lectures and Discussions

**Formative Assessments:** Mid semester Exam 15%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will identify the concepts and techniques of translation. Ability to translate the traditional and modern text. Understand the problems of translation.

**Recommended readings:**

1. Bassnett, Susan (1997) , Translating literature, Cambridge University Press.
2. Catford, J (1965), A Linguistic theory of translation, London, Oxford University Press.
3. Theodore Savory (1968), The Art of Translation, London, Jonathan cape Ltd.
4. Newmark, Peter (1982), Approaches to Translation, New York, Printice Hall.
5. சிவசண்முகம், சி, தயாளன், வே., (1989), மொழிபெயர்ப்பியல், இந்தியா, சிவகங்கை வெளியீடு.
6. Ladisias Gara, Paul Tabori and Tazararalami Romr(1961), A world association of writers, Translations and Translators.

### EX.ALGC.32034 Project Report

## PHILOSOPHY

### EX. APHC 11013 Introduction to Philosophy

**Objectives:** This unit will provide the students an understanding of the basic issues of Philosophy. This unit is designed to promote the intellectual faculty of students and enlighten them with core fields within Philosophy such as Epistemology, Metaphysics, Mind, Religion, Ethics, Psychology, Social Political Philosophy, Aesthetics etc. This unit will help the students to gain knowledge of the role of Rationalists and Empiricists in shaping Philosophical trend. It will help to develop the ability to think critically. Ultimately students will be able to acquire knowledge of the problems of Philosophy and the solutions to them..

**Course Content:** Introduction to nature of Philosophy and development of Philosophy. Theory of Knowledge and general perception of world by man. Ethical norms, Ethical Theories and problems in Ethics. Social and Political ideas, Art and Aesthetics, Rationalism, Empiricism and Immanuel Kant's reconciliation between Empiricism and Rationalism, Introduction to Philosophy of Mind and Philosophy of Religion. Psychology of human behaviour.

**Teaching and Learning Methods:** Lectures, presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay– 10%

**Learning Outcome:** Students successfully completing this course shall be able to develop a general understanding of the history of philosophy and how it contributes to the development of the contemporary philosophy.

**Recommended readings:**

1. Ayer A.J, 1973, *The Central Questions of Philosophy*, Penguin Books.
2. Burr. J.R & Goldinger. M, 2008, *Philosophy and Contemporary Issues*, Prentice Hall of India, New Delhi.
3. Patrick.G.K & White, 1978, *Introduction to Philosophy*, Surjeet Publication, New Delhi.
4. Roger, Scruton, 2005, *Philosophy: Principles and Problems*, California Continuum International Publishing Group, America.
5. Steven M. Emmanuel, Patrick Allen, 2002, *Modern Philosophy: from Descartes to Nietzsche* (3<sup>rd</sup> Edition)
6. Wolff, R. Paul, 1971, *Philosophy, A Modern Encounter*, Prentice Hall, New jersey.
7. Velasquez, Manuel, 2008, *Philosophy*, Wadsworth Cengage Learning, India.
8. பேராசிரியர்.நா.ஞானகுமாரன், 2012, *மெய்யியல்*, சேமமடு பதிப்பகம், கொழும்பு.
9. கனகசபை சிவானந்தமூர்த்தி, அன்ரன்டயஸ், 1998, *மெய்யியல்-ஓர் அறிமுகம்*, அம்பாள் பதிப்பகம், புத்தூர்.
10. கலாநிதி. எம்.எஸ்.எம் அனஸ், 2006, *மெய்யியல் - கிரேக்க மெய்யியல் முதல் தற்காலம் வரை*, குமரன் புத்தக இல்லம். கொழும்பு.

**EX. APHC 11023 Modern Logic and Critical Reasoning**

**Objectives:** This unit is designed to promote the intellectual capacity of students in Modern Logic and Critical reasoning. This unit will help the students to gain an appreciation for the complexity of language, to learn effective methods of resolution for a variety of disagreements, to apply the principles of modern logic to ordinary language – reasoning and to develop the ability to think critically. Students will acquire with the problems of ordinary language and solutions of modern logicians and study the application of formal, mathematical methods in the study of reasoning to demonstrate what’s true and false, what’s valid and invalid, analyze the efficiency of deductive and inductive reasoning and identify, evaluate, and construct inductive and deductive arguments in spoken and written forms; recognize common fallacies in everyday reasoning

**Course Content:** Nature and scope of modern logic, the relations to modern logic and language, Class Logic, Propositional Calculus, predicate logic, truth tree method, Logical gate, law of thought, critical thinking skills, arguments, inference and logical fallacy.

**Teaching and Learning Methods:** Lectures, Presentation and discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** Students who are successfully completing this unit shall be able to make critical reasoning when they articulate argument for or against in a certain position on an issue demonstrating what’s true and false , what’s valid and invalid, Self-aware, recognizing their own biases and influences; Inquisitive and curious, wanting to learn more about issues before passing judgment

**Recommended readings :**

1. Susanne Katherina Knauth Langer, 2007 , *An Introduction to Symbolic Logic*.
2. R. L. Simpso, 1999, *Essentials of Symbolic Logic*.
3. Daniel A. Bonevac, 2002, Deduction: *Introductory Symbolic Logic*.
4. Evandro Agazzi, 1981, *Modern Logical Survey: Historical, Philosophical, and Mathematical aspects*.
5. William Hughes, Jonathan Lavery, 2002, *Critical Thinking: An Introduction to the Basic Skills*.
6. Jennifer A. Moon, 2007, *Critical Thinking: an Exploration of Theory and Practice*.
7. மு.ரவி, 2012, *அளவையியலும் விஞ்ஞான முறையும்*. மகுடம் பப்ளிகேஷன் பிறைவேட் லிமிட்டெட், மட்டக்களப்பு.

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**EX. APHC 12013 Introduction to Western Philosophy**

**Objectives:** This course unit help students to understand the modern thoughts and the exact significance of types of Philosophy and about various Philosophers. This study also focuses on several fundamental issues that have arisen in the course of the development of the Western philosophical tradition in the field of epistemology, ethics, metaphysics, morality and art & aesthetics. It also helps students to appreciate what philosophy is and the way in which it is relevant to practical issues. It would enable them to examine and measure many different philosophical theories, comparing and contrasting them and apply their views to different philosophical questions.

**Course Content:** Nature and scope of western philosophy, Origins of western philosophy, branches in philosophy, early modern philosophy, Rationalism, Empiricism, Skepticism, logical positivism, determinism etc.

**Teaching and Learning Methods:** Lectures, presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay– 10%

**Learning Outcome:** Students who are successfully completing this unit shall be able to develop their critical thinking and writing skills In order to develop their views on the philosophical issues, to understand the difference between good and bad arguments, and to have the ability to critically and carefully analyze the philosophical arguments; students will have the competence to write well, organized, and effective argumentative essays

**Recommended readings:**

1. E.L Allen, 1957, *Guide Book to Western Thought*.
2. D.W. Humlyn, 1987, *History of Western Philosophy*.
3. Peter J, King, 2006, *One Hundreds of Philosophers: the Life and Work of the World's Greatest Thinkers*.
4. Scruton Roger, 1999, *Philosophy: Principles and Problems*, California Continuum International Publishing Group, America.
5. Doglas. J, 2004, *Archetypes of Wisdom: an Introduction to Philosophy*.
6. பேராசிரியர்.நா.ஞானகுமாரன், 2012, *மெய்யியல்*, சேமமடு பதிப்பகம், கொழும்பு.
7. கனகசபை சிவானந்தமுர்த்தி, அன்ரன்டயஸ், 1998, *மெய்யியல்-ஓர் அறிமுகம்*, அம்பாள் பதிப்பகம், புத்தூர்.
8. கலாநிதி. எம்.எஸ்.எம் அனஸ், 2006, *மெய்யியல் - கிரேக்க மெய்யியல் முதல் தற்காலம் வரை*, குமரன் புத்தக இல்லம். கொழும்பு

**EX. APHC 12023 Introduction to Indian Philosophy**

**Objectives:** This unit introduces some of the central topics, questions, strategies and styles of Indian Philosophical thought. This unit emphasizes the Indian traditions with consideration given to competing notions of the self, consciousness, the origin of human suffering, and the possibility of transcendence. Students will familiarize with basic concepts and vocabulary of Indian philosophy. Studying several important texts and identifying some of the questions which Indian philosophers had addressed and critically examining their answers, positions, and arguments. Identify and evaluate their presuppositions about Indian thought

**Course Content:** This unit includes the following topics in Indian Philosophy: Definition, scope and nature of Indian philosophy, How Indian philosophy differs from Western philosophical thoughts, philosophical speculation of Vedas, Philosophical speculations of the Upanishads, the central teachings of Bhagavad Gita, the nature and scope of Orthodox and Heterodox system of Indian philosophy, six school of orthodox and its implication, main concept of Buddhism, the philosophy of Jainism.

**Teaching and Learning Methods:** The lectures and presentation as well as discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** Students who are successfully completing this unit shall be able to develop a general understanding of the history of Indian philosophy, how it differs from the history of Western philosophy, and of its relation to Indian religions. They will be able to understand the views about the self, the divine, religion, ethics, epistemology and philosophy

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**Recommended readings:**

1. Bleeker J.C , 1971, *Historia Religionum*, Leiden.
2. Flood, Gavin, 2005, *An Introduction to Hinduism*, Cambridge University Press, London.
3. Dasgupta Surendranath, 2009, *A History of Indian Philosophy*, Volume I-V, Motilal Banarsdass, New Delhi.
4. M.Hariyanna, 1995, *The Essentials of Indian Philosophy*.
5. Richard King , 2007, *Indian philosophy: an Introduction to Hindu and Buddhist Thought*.
6. Deepak Sarma, 2011, *Classical Indian Philosophy* (4th Edition).
7. Chandradhar Sharma, 1991, *A Critical Survey of Indian Philosophy* (5th Edition).
8. Max Muller, 2003, *Six Systems of Indian Philosophy; Samkhya and Yoga; Naya and Vaiseshika*.

**EX. APHC 21013 Contemporary Indian Philosophy**

**Objectives:** This course unit provides an introduction to the modern philosophers of India, who take care about the social reformation through epistemology, metaphysics, morality and spirituality. Students will become familiar with basic ideas of contemporary Indian philosophers to reform society, identifying some of the questions which contemporary Indian philosophers have addressed and critically examining their answers, positions, and arguments. Identify and evaluate students' own presuppositions about contemporary Indian thought.

**Course Content:** Introduction to Indian mode of Thinking, Development of Philosophical thoughts and the contribution of Ram Mohan Roy, Rabindranath Tagore, Dayananda Sarasvati, Syed Ahmad Khan, Ramakrishna Paramahansa, Sri Ramana Maharishi, Swami Vivekananda, Lokamanya Balgangathar Tilak, Sri Aurobindo Ghose, Vinopba, Mahatma Gandhi, S.Radhakrishnan, K.C.Bhattacharya, Mohamad Iqbal etc.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay– 10%

**Learning Outcome:** Students who are successfully completing this unit shall be able to use their creative ideas to reform a good moral and spiritual society. Students will possess the ability to identify, discuss issues of twentieth century Indian philosophy.

**Recommended readings:**

1. Basant Kumar Lal, 2010, *Contemporary Indian philosophy*.
2. G.R. Sharma, 2003, *Trends In Contemporary Indian Philosophy of Education A Critical Evaluation*.
3. Eliot Deutsch, Ronald Bontekoe, 2000, *A Companion to World philosophies*.
4. Lal.B,Kumar, 1999, *Contemporary Indian Philosophy*, Motilal Banarsdass, New Delhi, New Delhi.
5. Nalini Bhushan, Jay L. Garfield, 2011, *Indian Philosophy in English: From Renaissance to Independence*.
6. Krishna Prasad Deo, 2003, *Elements of Mysticism in Contemporary Indian Philosophy*.

**EX. APHC 21023 Contemporary Western Philosophy.**

**Objectives:** To determine the main factors influencing the contemporary movements in philosophy, discuss the contemporary philosophical debates surrounding the issues about the objectivity of scientific knowledge, metaphysics, ethics, and cultural difference. Discuss how does contemporary philosophical thinking could revisit ancient and modern origins of the history of Philosophy.

**Course Content:** Nature and scope of contemporary western philosophy, origin and development, Analytic Philosophy, Phenomenology, Existentialism, Realism, Pragmatism, linguistic philosophy, Positivism and Post – Positivism, Hermeneutics, Feminism and Deconstruction

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%



**Learning Outcome:** Students will be able to demonstrate mastery of the basic debates that characterize twentieth century philosophical thought, will develop an understanding of how various theories were historically developed in the context of philosophical forces, and will learn to utilize basic critical thinking skills including the capacity to logically assess the claims of contemporary theorists.

**Recommended readings:**

1. Brian Fay , 1996, *Contemporary philosophy of social science: a multicultural approach* (4<sup>th</sup> Edition).
2. Nicholas Rescher, 2005, *Collected Papers: Studies in 20th century philosophy*, (5<sup>th</sup> Edition).
3. Friedrich Stadler, 2010, *The Present Situation in the Philosophy of Science* (4<sup>th</sup> Edition).
4. Rudolf A.Makkreel, Sebastian Luft , 2004, *Neo-Kantianism in contemporary philosophy* (2<sup>nd</sup> Edition).

**EX. APHC 22013 Fundamental Issues in Psychology**

**Objectives:** The purpose of this unit is to make the students familiar with the nature of Psychology, concepts, theories, research methods, history and problems. Further this unit provides a clear understanding of the scope and main issues in Psychology.

**Course Content:** Nature and scope of Psychology, History of Psychology, Cognitive Development, Memory and Forgetting, Learning Theory, Theories of Motivation, Theories of Personality, Theories of Leadership. Mind body relationship, Behaviorism.

**Teaching and Learning Methods:** Lectures, presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** Students who are successfully completing this course shall be able to apply psychological concepts in their day to day life.

**Recommended readings:**

1. Robert Morris Ogden, 2008, *An Introduction to General Psychology* (5<sup>th</sup> Edition).
2. José Luis Bermúdez, 2005, *Philosophy of psychology: a Contemporary Introduction* (7<sup>th</sup> Edition).
3. André Ariew, Robert Cummins, Mark Perlman, 2005, *Functions: New Essays in the Philosophy of Psychology and Biology*.
4. Henry D. Schlinger, Alan D. Poling, 1997, *Introduction to Scientific Psychology* (4<sup>th</sup> Edition).
5. Jay N. Eacker, 1996, *Problems of Philosophy and Psychology* (6<sup>th</sup> Edition).

**EX. APHC 22033 Epistemology**

**Objectives:** Analyze different sources of knowledge: perception, memory, consciousness, reason and testimony, demonstrate an understanding of different perspective of knowledge issues, study how we can develop, justify and structure our knowledge, draw links and make effective comparisons between different approaches to knowledge, and ways of knowing, theoretical positions and cultural values.

**Course Content:** Nature and scope of Theory of Knowledge - Skepticism, Knowledge, Conditional Theory of Knowledge, Justification - Foundationalism and Others minds, Empiricist Theories of Meaning, Holism and Indeterminacy. Forms of Knowledge – Perception, Memory, Induction, A Priori Knowledge.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** Students who are successfully completing this unit shall be able to identify central issues or debates in the theory of knowledge, develop an awareness of how the knowledge is constructed, take an interest in the diversity of ways of thinking and ways of living

**Recommended readings:**



1. L. T. Hobhouse, 2005, *The Theory of Knowledge: A Contribution to Some Problems of Logic and Metaphysics*.
2. Leslie Joseph Walker, 1976, *Theories of Knowledge: Absolutism, Pragmatism, Realism*.
3. Louis P. Pojman, 2005, *The Theory of Knowledge: Classical and Contemporary Readings*.
4. Roderick M. Chisholm, 1986, *Foundation of Knowing*.

### EX. APHC 31013 Philosophy of Art and Aesthetics

**Objectives:** Prime object of this module is to introduce the salient features and the basic concepts of Philosophy of Art and aesthetics. Further the unit provides the students to familiarize with the concepts, and ideas of art and Aesthetics.

**Course Content:** Defining Art and Aesthetic, Artist - Centered Aesthetic issues, Viewer Centered Aesthetic issues, Art & language, Aesthetic objects and their context, interpretation and criticism, Aesthetic values.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion, field study

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** At the completion of the course unit students will be able to understand the complexities of art and the significance of aesthetics.

#### Recommended readings:

1. Robert Stecker, 2010, *Aesthetics and the Philosophy of Art*.
2. Rowman & Littlefield, Gordon Graham, 2005, *Philosophy of the Arts: An Introduction to Aesthetics*, Routledge publication.
3. John W. Bender, H. Gene Blocker, 1993, *Contemporary Philosophy of Art: Readings in Analytic Aesthetics*, Prentice Hall.
4. Ruth Lorand, 2000, *Aesthetic Theory: A Philosophy of Order, Beauty and Art*, Routledge.

### EX. APHC 31023 Philosophy of Saiva Siddhanta

**Objectives:** This unit helps to understand the logical structure and the significance of the Philosophy of Saiva Siddhanta. While understanding the three entities of Saiva Siddhanta it explains the religious perspective of the Saiva Siddhanta. It gives the epistemological, logical, spiritual, ethical and psychological flavour of the Philosophy of Saiva Siddhanta.

**Course Content:** Philosophical notions in the Vedic Literature, Logical coherence among the three entities, Epistemological structure, Ethical perspective in Saiva Siddhanta, Psychological implication and its philosophy, Doctrine of Karma, Rebirth, mukthi etc.

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** This unit enlightens the students to find out the significance of a religion with sound philosophical base. Students who are successfully completing this unit shall be able to identify central issues or debates in the Philosophy of Siddhanta, develop an awareness of how the religious belief is constructed, and take an interest in the diversity of ways of thinking and ways of living

#### Recommended readings:

1. Devasenathipathi V.A, 1974, *Saiva Siddhanta*, University of Madras, Madras.
2. Murugesu Mudaliyar, N, 1968, *The relevance of Saiva Siddhanta Philosophy*, Annamalai University, India.
3. Nallaswami Pillai J.M, 1962, *Studies in Saiva Siddhanta*, Dharma pura adhinam, Madras.
4. ஞானகுமாரன். நா, 1994, *நயந்தரும் சைவசித்தாந்தம்*, என்.சி.பி.எச், சென்னை, இந்தியா.
5. ஞானகுமாரன். நா, 2012, *சைவசித்தாந்தத் தெளிவு*, சேமமடு பதிப்பகம், கொழும்பு.
6. கலைவாணி இராமநாதன், 1998, *சைவசித்தாந்த மெய்ப்பொருளியல்*, கார்த்திகேயன் லிமிட்டெட், கொழும்பு.

**EX. APHC 32013 Applied Ethics**

**Objectives:** This course unit deals with the application of Ethical theories and principles to the present need of the society.

**Course Content:** Identifying and analyzing the moral problems through ethical theories. It include politics, business, medicine, genetics, law, sexuality, science, animal rights, abortion, child abuse, violence, Intellectual property rights

**Teaching and Learning Methods:** Lectures, PowerPoint presentation, Discussion and Field study

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** After completion of the course, the students will be able to judge the ethical justification and right and wrong of the social issues.

**Recommended readings:**

1. Larry May, Kai Wong, Jill Delston, 2010, *Applied Ethics: A Multicultural Approach*, Prentice Hall PTR.
2. R. G. Frey, Christopher Heath Wellman, 2008, *A Companion to Applied Ethics*, John Wiley & Sons.
3. Tony Fitzpatrick, 2008, *Applied ethics and social problems: moral questions of birth, society and death*, The Policy Press.
4. Shashi Motilal, 2004, *Applied Ethics and Human Rights*, Anthem Press.
5. Cohen ,2012, *Contemporary Debates in Applied Ethics*, John Wiley & Sons.

**EX. APHC 32023 Psychology of Social Behaviour**

**Objectives:** This course unit will examine individual behavior in its social and cultural context. Theoretical and empirical examination of core social Psychological issues such as cognition, social influence, interpersonal relationship, and group behavior will be emphasized.

**Course Content:** Nature and scope of Social Behaviour, Further, this unit focuses on the individual 's behavior as it affects and is affected by, the behavior of others. Social norms, social states, social roles, leadership, drive theories,

**Teaching and Learning Methods:** Lectures, Power Point presentation, Discussion, Field work

**Formative Assessments:** Assignment – 10%, Mid semester Exam – 10%, Final essay – 10%

**Learning Outcome:** After following the course the students may describe social behaviour empirically, including operational definitions.

**Recommended readings:**

1. Aronson.H, 1980, *The Social Animal*.
2. Baron R.A, 1977, *Human Aggression*, New York.
3. Baron R.A. & Donn Byrne, 2002, *Social Psychology*, New Delhi.

**EX. APHC 32034 Project Report**

## PSYCHOLOGY

### EX.APYC 11013 Basic Concept of Psychology

#### Objectives:

To enable students to understand the meaning of Psychology, It gives a brief historical sketch of the science of Psychology, the concept of heredity and environment, Current issues of Psychology.

#### Course Content:

Define Psychology, Nature and Scope of Psychology - Psychology as science, Heredity and Environment, – Human relations-Work of Psychologists

#### Teaching and Learning Methods:

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

#### Formative Assessment:

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

#### Learning Outcome:

Students will be able nature and scope of Psychology. And Basic aspects of Psychology. Become more aware of psychology in everyday life.

#### Recommended Readings:

1. Baron.A.R. (2001). Psychology. (5<sup>th</sup> Ed,)New Delhi: Pearson Education
2. Santrock, J, W, (2005) Psychology Essentials. New Delhi: Tata Mc Graw Hill Publishing Company Limited.
3. Feldman.R.S Understand Psychology.8<sup>th</sup> edition (2008)TMH
4. Cicarelli, S& Myer.G.E (2006) Psychology. New Delhi: Pearson Education
5. Morgan, King ,Weiss and Schopler, Introduction to Psychology,VII edition(1989) Mc Graw Hill, India

### EX.APYC 11023 Schools of Psychology

#### Objectives:

To enable students to understand the basic knowledge of the overview schools of Psychology, Traditional thoughts of Psychology, Developmental Psychological schools thoughts

#### Course Content:

Historical and development of psychology, Structuralism, functionalism, Associationism, Behaviourism, Gestalt psychology, Psychoanalysis, Humanistic view, Contemporary Development of early schools.

#### Teaching and Learning Methods:

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

#### Formative Assessment:

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

#### Learning Outcome:

Students will be able to Overview of Schools of psychology, Traditional thoughts, Historical Developmental of psychology thoughts

#### Recommended Readings:

1. Baron.A.R. (2001). Psychology. (5<sup>th</sup> Ed,)New Delhi: Pearson Education
2. Morgan, King ,Weiss and Schopler, Introduction to Psychology,VII edition(1989) Mc Graw Hill, India
3. Santrock, J, W, (2005) Psychology Essentials. New Delhi: Tata Mc Graw Hill Publishing Company Limited.

### **EX.APYC 12013 Methods in Psychology**

#### **Objectives:**

- To provide an introduction to the methods used in Psychology.
- Explain the basic method of Psychology,
- Current Psychological Research and knowledge of statistics for Psychology

Introduction, Introspective method, **Observational method, Experimental method, Statistical method, Case study method, Questionnaire method, Survey and Field study method, Clinical method,**

#### **Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

#### **Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

#### **Learning Outcome:**

Students will be able to understand and apply the research methods, they are able to apply rational thought and a scientific approach to solving psychological problems, they develop critical thinking skills of reasoned and rational argument in the context of a scientific discipline.

#### **Recommended Readings:**

1. Haslam A.S, Megarty C ,Doing Psychology: An Introduction to Research Methodology and statistics, London, Sage Publications, 1998
2. Bower G, Hilgard .E Theories of learning (5<sup>th</sup> Ed) Nee York, Appleton of Century Crofts, 1981
3. Gleitman H, Psychology(4<sup>th</sup> Ed) Nee York,W.W.Notton and company,1991

### **EX.APYC 12023 Branches of Psychology**

#### **Objectives:**

- Psychology influence other field
- Different branches of Psychology
- A view to developing historical view and contemporary fields of Psychology.

Introduction to various field of psychology, Clinical psychology, Industrial psychology and Institutional Psychology, Educational Psychology, Cognitive Psychology ,Abnormal Psychology, Criminal psychology, Counselling psychology, Community psychology, Child psychology, Para psychology, Experimental psychology, Individual psychology, Developmental Psychology, Contemporary issues.

#### **Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

#### **Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

#### **Learning Outcome:**

Students will be able to identify the major fields of psychology and contemporary field issues of psychology.

#### **Recommended Readings:**

1. Baron.A.R. (2001). Psychology. (5<sup>th</sup> Ed,)New Delhi: Pearson Education
2. Santrock, J, W, (2005) Psychology Essentials. New Delhi: Tata Mc Graw Hill Publishing Company Limited.
3. Feldman.R.S Understand Psychology.8<sup>th</sup> edition (2008)TMH

### **EX.APYC 21013 Sensation and Perception**

#### **Objectives:**

To enable the students to understand Distinguish between the processes of sensation and perception, explain the concepts of absolute and difference thresholds, Discuss vision as a sensory process, discuss the adaptive aspects of normal hearing, including auditory localization, consider the sensation of taste

#### **Course Content:**

Principles of sensation and perception, Characteristics of sensation, Types of sensation, Meaning of perception, Process of perception form, depth, Colour, Motion and Etc. Determination of perception, Gestalt theory of perception, Illusions and Hallucinations

Problem of Visual illusion

#### **Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions, Cooperative learning, Role playing

#### **Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

#### **Learning Outcome:**

Students will be able to Understanding the processes of Sensation and Perception, various perception errors

#### **Recommended Readings:**

1. Santrock, J.W., (2005), **Psychology Essentials**. New Delhi : Tata Mc Graw Hill Publishing Company Limited.
2. Dennis Goon (2001), **Introduction to Psychology**, 9<sup>th</sup> Edition, California, Wadsworth & Thompson Learning.
3. Baron;R.A. (2002), **Psychology**, New Delhi, Pearson Education, Vth Edition, New Delhi.
4. Hilgard;E.R.(1999), **Introduction to Psychology** (6<sup>th</sup> Edition), New Delhi; Oxford and I.B.H. Publishing Co. Pvt Ltd.
5. Passer, M.W. & Smith, R.E. (2007). **Psychology – The Science of Mind and Behavior**. (3rd Edn).New Delhi: Tata McGraw-Hill.
6. Coon, D. & Mitterer, J, O. (2007), **Introduction to Psychology – Gateways to Mind and Behavior**,(11th Edn). USA: Thomson Wadsworth.

### **EX.APYC 21033 Biological foundation of Behaviour**

#### **Objectives:**

To enable the students to understand The meaning and methods of physiological psychology, The concepts and importance of metabolism, hormones and homeostasis, The brain lobes, their dysfunctions and the methods of studying them, The various neurotransmitters and their role in the development of mental illness

#### **Course Content:**

The nature and scope of physiological psychology, the Neurons, Nervous system, Behaviour Genetics, Basic mechanism of heredity, Brain function and behaviour, Definition – Causes of brain Disorder – Epilepsy – Frontal Lobe Dysfunctions – Parietal Lobe Dysfunctions – Temporal Lobe Dysfunctions Brain Metabolism – Major Neuro -transmitters in the brain – Genetic and biochemical bases of mental illness – Psychiatric drugs.

#### **Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

#### **Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcomes:**

Students will be able to Basic aspect of biological basic of behaviour, describe an action potential and how, understand the functions of various parts of the brain and physiological mechanisms

**Recommended Readings:**

1. Levinthal C.F. (2000) **Introduction to Physiological Psychology**, New Delhi; Prentice Hall of India Pvt. Ltd.
2. Kevin Walsh, A.D. (1999) **Neuropsychology – A Clinical Approach**, New York, B.I. Churchill Livingstone Pvt.Ltd.
3. Kalat, J. W. (2009). **Biological Psychology** (10th ed.). Belmont, CA: Wadsworth/Thomson Learning.

**EX.APYC 22013 Motivation and Emotion**

**Objectives:**

To enable the students to understand The meaning of motivation, Significance of motivation, Theories of motivation, The various Physiological and Psychological motives. The meaning of Emotion, Nature of Emotions, Theories of Emotions

**Course Content:**

Introduction to various theories of motivation, General principles of motivation and the nature of specific motives, Hunger motivation, Sexual motivation, Achievement motivation, Aggressive motivation, The nature of emotion, The biological basic of emotion, the external expression of emotion, Emotion theories.

**Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:**

**Assignment** – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:**

Students will be able to motivation and emotion, understanding basic motive, various emotions and its theories.

**Recommended Readings:**

1. Passer, M.W. & Smith, R.E. (2007). **Psychology – The Science of Mind and Behavior**. (3rd Edn).New Delhi: Tata McGraw-Hill.
2. Coon, D. & Mitterer, J, O. (2007). **Introduction to Psychology – Gateways to Mind and Behavior**.(11th Edn). USA: Thomson Wadsworth.
3. Baron.A. Robert, **Psychology**, Pearson Education Vth Ed.,2002

**EX.APYC 22033 Social Psychology**

**Objectives:**

To enable the students to understand The field of Social Psychology and the different methods of data collection, The factors related to interpersonal attractions, The importance of attribution and how attributions are made, The information's used while perceiving others, The knowledge about the relationships others.

**Course Content:**

Nature and scope of social psychology, Method of social psychology, Attribution Aggression, Attitude, Social perception, Group and Individual behaviour, Social cognition, Propaganda, Prejudice and Discrimination, Communication and Interpersonal

Relationships.



**Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:**

Students will be able to basic knowledge of social psychology and its concepts, theories, research methods

**Recommended Readings:**

1. **Elements of Social Psychology** by B. Kuppaswamy, 7<sup>th</sup> Edition, 1990, Konark Publishers, Delhi – 110 092.
2. Ghorpade M.b. (1979): **Essentials of Social Psychology**, First Edition, Himalaya Publishing House, Bombay
3. Taylor, S.E., Peplau, L.A. & Sears, D.O. (1997) **Social Psychology**. Ninth edition. Prentice Hall Inc. New Delhi.
4. Baron, R.A. & Byrne D. (1997). **Social Psychology**, 8<sup>th</sup> edition, Prentice Hall Inc. New Delhi.

**EX.APYC 31013 Abnormal Psychology**

**Objectives:**

To enable the student to acquire the knowledge on abnormal behaviour in terms of The concept, approaches, classifications and causes of abnormal behaviour, The stress induced psychological and physiological disorders and disorders of personality, Anxiety induced disorders of somatoform and dissociation, Substance induced disorders, disorders of sexual problem and disorders of childhood and adolescence, Schizophrenic disorders, delusional disorder, mood disorders and suicide, disorders of brain.

**Course Content:**

Introduction – Abnormality – Dilemmas of definition – Classification – DSM IV – Models – Biological – Psychodynamic – Behavioral – Cognitive Behavioral – Humanistic – Interpersonal. Causes of abnormal behaviour, Patterns of maladaptive behaviour, Alcoholism and drug addiction, Mental retardation, Schizophrenia – Types - Clinical Picture – Delusional Disorders - Clinical Picture – Mood Disorders – Unipolar – Bipolar – Theories - Suicide – Causal Factor - Brain Disorders.

**Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:**

Identify some of the historical origins of contemporary abnormal psychology and characterize the field of abnormal psychology as it stands today, critically analyze causal explanations in psychology, identify and describe the major theoretical explanations of mental disorders and illness.

**Recommended Readings:**

1. Robert C. Carson, James N Butcher, and Susan Mineka (1996): **Abnormal Psychology and Modern Life** (10<sup>th</sup> Edition). New York: Harper Collins College Publishers.
2. Irwin G Sarason and Barbara R Sarason (2002): **Abnormal Psychology – The problem of Maladaptive Behaviour** (10<sup>th</sup> Edition). New Delhi: Pearson education, (Singapore) Pvt Ltd.
3. Kaplan, H.J. and Sadock B.J.(1998): **Synopsis of psychiatry** (8<sup>th</sup> Edition) New Delhi: B.L. Waverly Pvt. Ltd.
4. American Psychiatric Association (1995): **Diagnostic and Statistical Manual of Mental illness**, (4<sup>th</sup> Edition ). Washington, American Psychiatric Press.

### **EX.APYC 31023 Health Psychology**

#### **Objectives:**

To gain familiarity with Meaning of Health in Socio Cultural Context, Stress and Coping Behaviour, Behavioural Health, Resources Promoting and Maintaining Mental Health, Behaviour and Chronic Diseases, future of health psychology.

#### **Course Content:**

Meaning of Health in Socio Cultural Context: Nature, Scope and Development, Stress and Coping Behaviour, Models and sources of stress. Technique of coping, stress management, Behavioural Health, Preventing Smoking, Health Consequences of Tobacco use, Interventions to Reduce Smoking; Preventing Alcohol and Other Drug, Effects of Alcohol, Drug Misuse, Abuse and HIV and Aids Future Prospects of Health Psychology

**Teaching and Learning Methods:** Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

#### **Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

#### **Learning Outcome:**

Students will be able to understand impact of psychological factors on health and disease, To understand the bio psychosocial model (mind-body linkages) in understanding health, illness and disease, To analyze different health behaviours, attitudes, outcomes, and illnesses from the perspectives of the major theories of health, and recognize those theories when used by others to analyze events.

#### **Recommended Readings:**

1. Aboud, F.E. (1998). **Health Psychology in Global Perspective**. Thousand Oaks, C.A. Sage.
2. Brannon, L. & Feist J. (2000). **Health Psychology**,. U.S.A.Brooks/Cole.
3. Bishop, G.D. (1994). **Health Psychology: Integrating Mind and Body**. Boston: Allyn & Bacon
4. Brcome, A.K. & Llewellyn, S. (1995). **Health Psychology** London: Chapman & Hall
5. Friedman, D.N. (1989). **Health Psychology**. New York: Prentice- Hall
6. Shelley F. Taylor (2006): **Health Psychology**. (6<sup>th</sup> Ed.) New Delhi: Tata McGraw Hill Publishing Co. Ltd.
7. Edward P. Sarafino (1990): **Health Psychology**. New York: John Wiley & Sons.
8. Ogden, J. (2010): **Health Psychology**. (4<sup>th</sup> Edition). New Delhi: Tata McGraw Hill Education Private Limited.

### **EX.APYC 32023 Environmental psychology**

#### **Objectives:**

To enable the students to understand environmental issues and factors and their impact on human behaviour. To highlight the simultaneous mutual interaction of environment and behaviour. To delineate psychological approaches to the study of environment. To discuss the impact of ecological degradation and the need for enhanced awareness programmes.

#### **Course Content:**

Nature and Scope of Environmental Psychology Approaches to Environmental Psychology, Environmental Stress: Nature and Characteristics, Meaning, Source, and effects of density, temperature, noise and air pollution. Natural disasters and technological catastrophe. Personal space and territoriality: Meaning and nature of Personal space and territorial behaviour. Effects on Social-behaviour and Performance. Methods of changing environmental favourable attitude and behaviour.

#### **Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:**

To develop a sensitivity and understanding of environmental issues and problems as they relate to human behaviour in a variety of settings and from a variety of related disciplines, To make students aware of the major topics in environmental psychology and related fields, To develop a personal understanding of how the environment has affected and continues to affect them as individuals, To develop an understanding of how they personally impact the environment and possible ways to make their environment more sustainable and habitable, Help students understand how the knowledge gained from this unit can be used in improving their current and future environments.

**Recommended Readings:**

1. Bell, P.A. Fisher, J.D. & Laomis, R.J. (2002 ed.), **Environmental Psychology**, Philadelphia W.B. Saunders
2. William H. Ittelson (1974). An Introduction to environmental psychology .
3. Charles J. Holahan - Environmental psychology (1982) Environmental psychology
4. Mirilia Bonnes, Gianfranco Secchiaroli (1995) Environmental Psychology: A Psycho-social Introduction.

**EX.APYC 32033 Guidance and Counselling**

**Objectives:**

To enable the students to understand Fundamentals of guidance and counselling, Characteristics and purposes of various types of counselling, Importance of counselling in real life.

**Course Content:**

Guidance and Counselling: Meaning, Nature, Characteristics and Basic Principles, Approaches to counseling and the related processes, Aims and Importance Characteristics of Counselee and Counsellor, Counselling Process and Skills, Ethical issues in Counselling, Guidance Services in Schools and Clinical Settings: Importance, Scope and Problems; Family, Marital and Health Counselling. counselling movements in Srilanka.

**Teaching and Learning Methods:**

Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:**

Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:**

Emergence And Growth Of Counselling Psychology, Approaches to counselling and the related processes, Use of psychological tests, Mechanisms *and* dynamics of group counselling, Special areas in counselling and status of guidance.

**Recommended Readings:**

1. Narayana Rao.S. (2002): Counselling & Guidance (II Edition). New Delhi: Tata Mc Graw Hill.
2. Nelson Jones. (1982): The Theory and Practice of Counselling Psychology, New York: Holt Rinehart & Winston.
3. Gerard Egan. (1994): The Skilled Helper, (5<sup>th</sup> Edition) California: Brooks/Cole.
4. Tryon,G. S. (2002): Counseling Based on Process Research. New Delhi: Pearson Education.
5. Harold, L. (1996). Counselling: The Professional Counsellor
6. Corey, G. (2001). Theory and Practice of Counselling and Psychotherapy. California, Brooks/Cole  
Nelson ,J : The theory and practice of counselling Psychology ; New York

**EX.APYC 32034 : Project Report**

## **POLITICAL SCIENCE**

### **EX. APSC 11013 Basic Political Concepts**

**Objectives:** This concise and complete course unit covers the important concept of Political Science, highlighting their practical values and insights to Society.

**Course Content:** The concept of liberty, The concept of equality, The concept of rights and duties, The concept of law, The concept of Justice, The concept of property.

**Teaching and Learning Methods:** Students-centred lectures with audio-visual aids and handouts, if necessary.

**Formative Assessments :** Mid-semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcome:** Realization of good citizenship and ideal civil society.

#### **Recommended Readings:**

1. Axford, B. et al (eds.) (2003) Politics: An Introduction, Rutledge, London.
2. Tansey, S., (2003) Politics: The Basics, Rutledge, London.
3. Johari, J.C. (1996) Principles of Modern Political Science, Sterling Publishers, New Delhi.
4. Kurian, G.T., et al (eds.) (2010) The Encyclopedia of Political Science, COPRESS, London.
1. Political Science and Politics (Quarterly Journal from the USA)

### **EX. APSC 11023 Theories of State**

**Objectives:** With great clarity and insight, the course unit proves into the origin, nature evolution, merits and demerits of different theories of state.

**Course Content:** Political Science as a study of state in the methodological, Theoretical and Social science ambit, Theories of elements, nature, functions and purpose of state, theories of the origin of state, Theories of evolution of state, Theories of nation, nationality and nationalism, Theories of sovereignty.

**Teaching and Learning Methods:** Students-centred lectures with audio -visual aids and handouts, if necessary.

**Formative Assessments:** Mid - Semester examination (10%), Critical / creative/innovative writing (15%), Skill-development(05%).

**Learning Outcome:** Visualization of norms and values of polity from the contending theories of state.

#### **Recommended Readings:**

1. Axford, B., et al (eds.) (2003) Politics: An Introduction, Rutledge, London.
2. Tansey, S., (2003) The Politics :The Basics, Rutledge, London
3. Johari, J.C., (1996) Principles of modern Political; Science, Sterling Publishers, New Delhi.
4. Kurian, G.T., et al (eds.) (2010) The Encyclopedia of Political Science, COPRESS, London.
5. Political Science and Politics (Quarterly Journal from the USA).

### **EX. APSC 12013 Forms of Government**

**Objectives:** To provide a coherent framework of Analysis to a field, characterized by a growing number of forms of government.

**Course Content:** Classifications of government – old and new, Monarchical form of government, Aristocratic form of government, Democratic form of government, Dictatorial form of government, Unitary and federal forms of government, Parliamentary and Presidential forms of government.

**Teaching and Learning Methods:** Students- centred lectures with audio -visual aids and handouts, if necessary.

**Formative Assessments:** Mid - Semester examination (10%), Critical / creative/innovative writing (15%), Skill-development(05%).

**Learning Outcomes:** Demonstrating of the relative merits and demerits of different forms of government, among other things.

**Recommended Readings:**

1. Rienow,R., (1986) Introduction to Government, Alfred Knopf, New York.
2. Shultz,E.B., (1991) Essentials of Government, Prentice Hall, Princeton.
3. Hawkes-Worth, M., and Kogan, M. (eds.) (2003) Encyclopedia of government and Politics, Rutledge, London.
4. Tansey, S.,(2003) Politics: The Basics, Rutledge, London.
5. Political Science and Politics (Quarterly Journal from the USA).

**EX. APSC 12023 Organization of Government**

**Objectives:** To provide a comprehensive and coordinated attempt, to form a complete course unit on core governmental organizations.

**Course Content :** Constitution and constitutionalism, Separation of powers and checks and balances, Legislature –meaning, kinds, selection, tenure, functions and decline, Executive –meaning, kinds, selection, tenure, functions and dominance, Judiciary- meaning, necessity, selection, functions, grandeurs, conditions of independence, Local self-government .

**Teaching and Learning Methods:** Students- centred lectures with audio -visual aids and handouts, if necessary.

**Formative Assessments:** Mid - Semester examination (10%), Critical / creative/innovative writing (15%), Skill-development(05%).

**Learning Outcome:** Critical understanding of the underlying thread of structural –functional relationship, prevailing between the major governmental organizations, among other things.

**Recommended Readings:**

1. Boyne, C., and Ashworth, R., (eds.) (2010) Organizing Government, Four Volume Set, Sage , New Delhi.
2. Kurian,G.T., et al (eds.) (2010) The Encyclopedia of Political Science, COPRESS, London.
3. Singh,G.N., (1998) Fundamentals of Political Science and Organization, Sterling Publishers, NewDelhi.
4. Wit,D., (1983) Comparative Political Institutions, Henry Holt, New York.
5. .Political Science and Politics (Quarterly Journal from the USA).

**EX. APSC 21013 Constitutional Development in Sri Lanka**

**Objectives:** To provide a clear, concise yet analytical account of the constitutional development in Sri Lanka.

**Course Content:** National movement for constitutional Reforms; Earlier reforms by the colonial rulers; Colebrook-Cameran reform; Significance of Donoughmore constitution; Soulbury constitution- components and limitations; A critical study of the First Republican constitution; A Critical study of the Second Republican Constitution with especial reference to proportional representation and executive presidential system.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**Formative Assessments:** Mid–semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcome:** The constitutional conundrum confronting Sri Lanka’s polity which can assume crisis proportions, if not tackled judiciously and expeditiously.

**Recommended Readings:**

1. Wilson, A.J., The Politics of Sri Lanka, 1988, Macmillan, London.
2. De Silva, K.M., 1993, History of Sri Lanka, 1993, Vol.III, Apothecaries, Colombo.

3. Perera, N.m., 1978, A Critical Analysis of the Second Republican of Sri Lanka, Star Press, Colombo.
4. Cooray, J.A.L., 1973, Constitutional and Administrative Law of Sri Lanka, Nansa Publishers, Colombo.
5. De Silva, K.M., 1988, Reaping the Whirlwind, Penguin, London.

### **EX.APSC 21023 Principles of Public Administration**

**Objectives:** To bring together the reflections and insights of the established principles in the broad field of public administration.

**Course Content:** The nature and scope of public administration; Public and private administration; Principles of organization, Bureaucratic phenomenon; Chief executive; Field administration; Personnel administration; Financial administration; E-administration.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**Formative Assessments :** Mid–semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcome:** It seeks to capture the ways in which the tenets and foundations of public administration have given rise today's 'administrative state'.

#### **Recommended Readings:**

1. Henry,N., 2007, Public Administration and Public Affairs, Prentice – Hall, New Delhi.
2. Peters, B.G., 2003, Handbook of Public Administration, Sage, New Delhi.
3. Osborne, D., and Gaebler, T., 1992, Reinventing Government, Penguin, New York.
4. Manivasagar, A.V., 2001, Aspects of Public Administration, Unie Arts. Colombo
5. International Review of administrative Sciences (Quarterly Journal of the International Institute of Administrative Sciences). 1999, Human Rights in changing world , polity oppress, Cambridge.

### **EX. APSC 22013 Political Issues in Sri Lanka**

**Objectives:** To bring out the origin, causes and consequences of the issues that Sri Lanka faces today.

**Course Content:** The problem of national integration and nation-building and development. Language and religious issues in politics; Party politics and the problem of democracy; The problem of Indian origin Tamils; The problem of left movement; The problems of human rights, political violence and mass alienation; The politics of peace; Sri Lanka's foreign policy

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**Formative Assessments:** Mid–semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcome:** It is a must that renewing and rebuilding the fractured island through new missions and visions.

#### **Recommended Readings:**

1. Wilson,A.J., 1988, The Politics of Sri Lanka, Macmillan, London.
2. De Silva, K.M., 1998, Reaping the Whirlwind, Penguin, London.
3. Dharmasani,M.D (ed)., 1988, Sri Lanka : An Island in Crisis, Salimar, Varanasi.
4. Spencer,J(ed)., 1990, Sri Lanka, History and the Roots of Conflict , Rutledge, London.
5. Tamhiah, S.J., 1992, Buddhism Betrayed, University of Chicago Press, Chicago.



### **EX. APSC 22023 Public Administration in Sri Lanka**

**Objectives:** To bring together from a wide variety of sources the essential elements of knowledge that are prerequisite to understand the parameters of public administration.

**Course Content:** A short history of the public service in Sri Lanka; Balance –sheet of the reforms; A critical review of the constitutional provision as to public service; Reflection on devolution, decentralization and delegation of power; Problem of corruption; Problem of politicization.

**Teaching and Learning Methods:** Students – centered lecturers with audio-visual aids and handouts, if necessary.

**Formative Assessments :** Mid–semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcome:** Political, economic, social and cultural milieus that underlie the country’s public administration will come to light.

#### **Recommended Readings:**

1. Wijeweera, B.S., (1988) A Colonial Administrative system in Transition, Marga, Colombo.
2. Warnapala, W.A., (1995) (Second Edition) Civil Service Administration in Ceylon, Post Graduate Institute of Management, Sri Jayawardenapura University, Kotte.
3. Leitan, T., (1979) Local Government and Decentralized Administration in Sri Lanka, Lake House, Colombo.
4. Somasundaram. M., (ed.) (1997) The Third Wave: Governance and Public Administration in Sri Lanka, Konark Publishers, Delhi.
5. Sri Lanka Journal of Development Administration (Journal of the SLIDA).

### **EX. APSC 31013 Political Participation and Representative Devices**

**Objectives:** To fill the yawning gap prevails in the rhetoric and reality of democracy.

**Course Content:** Participation -implications and imperatives, The history of universal adult franchise, Election and its methods, Kinds of constituencies, Forms and Methods of voting. Representation - meaning, Representation and responsiveness, Role of representative, Varieties of representation - territorial, functional, proportional, minority, Modus operandi of representative devices- Panorama in different systems.

**Teaching and Learning Methods:** Students-centred lectures with audio -visual aids and handouts, if necessary.

**Formative Assessments:** Mid–semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcomes:** Discernment of the people centred dynamics of democratic cores.

#### **Recommended Readings:**

1. Piattoni, S.,(ed.) (2001) Clientalism, Interests and Democratic Representation, Cambridge University Press, Cambridge.
2. Franklin, M., (2005) The Internet and Postcolonial Politics of Representation, Routledge, Andover.
3. Farrell, D.M., (2012) Electoral Systems, Six -Volume Set, Sage, New Delhi.
4. Evans, J.A.T.,(2004) Voters and Voting, Sage, New Delhi.
5. Democratization (A quarterly Journal from the USA).

### **EX. APSC 31023 The study of Political Parties**

**Objectives:** To provide students thoughtful and wide ranging views of political parties conjoined with various political systems.

**Course Content:** Definition and nature of political parties, Origin and evolution of political parties, Functions of political parties, Kinds of political parties, Merits and demerits of political parties, Political parties in the UK the USA, France, Switzerland and China and India.

**Teaching and Learning Methods:** Students- centred lectures with audio -visual aids and handouts, if necessary.

**Formative Assessments :** Mid-semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcomes:** Discernment of the actual contribution of political parties to democracy, development and nation -building.

**Recommended Readings:**

1. Mehre,A.K., Khanna,D.D., and Kueck,G.W., (2003) Political Parties and Party Systems, Sage, New Delhi.
2. Warren,K.F., (2008) Encyclopaedia of Campaigns, Elections and Electoral Behaviour, Two- Volume Set, Sage, New Delhi.
3. Gibson,R.K., Nixon,P.G., and Ward,S.J., (2003) Political Parties and the Internet, Routledge, Andover.
4. Katz,R.S., Crotty,J., (eds) (2006) Handbook of Party Politics, Routledge, Andover.
5. Party Politics (A quarterly journal from the UK).

**EX. APSC 32013 Politics of Developing Countries**

**Objectives:** To bring out the peculiar characteristics and the prominence of developing countries in the global order through objective study.

**Course Content:** The Third World-etiological implications, The legacy of imperialism and traditionalism, The light and shade of modernization, Problems of plural Societies and trans planted democracy, The Third World political culture, The relations between developed and developing countries, Globalization challenges to the developing countries, whether the so-called third power?

**Teaching and Learning Methods:** Students- centred lectures with audio -visual aids and handouts, if necessary.

**Formative Assessments :** Mid-semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcomes:** Development and enrichments of the right cognizance on developing countries.

**Recommended Readings:**

1. Almond,G.A., and Coleman,G.B., (1960) The Politics of Developing Areas, Princeton University Press, Princeton.
2. Boyrd,R., and Nge,T.W., (eds.) (2005) State Making in Asia, Routledge, Andover.
3. Tedesco,L., and Berton,J.R., (2004) The State of Democracy in Latin America, Routledge, Andover.
4. Thomson,A., (2004) An Introduction to African Politics, Routledge, Andover.
5. The Third World Quarterly (A journal from the U.K).

**EX.APSC 32023 Pressure Groups and Public Opinion**

**Objectives:** To understand, explain and evaluate the key role of the two informal cores of democracy

**Course Content:** Pressure groups - meaning, nature and kinds, Difference between political parties and pressure groups, Working of pressure groups, Functions and role of pressure groups-America, Britain, France and India , Meaning of Public opinion,. Crystallization and formation of public opinion, Agencies of public opinion, The importance of Public opinion in democracy.

**Teaching and Learning Methods:** Students- centred lectures with audio -visual aids and handouts, if necessary.

**Formative Assessments :** Mid-semester examination (10%), Critical/Creative/innovative writing (15%), Skill-development (05%).

**Learning Outcomes:** Understanding together the actuals and parallels of democracy

**Recommended Readings:**

1. Dalton,R.J., (2008) Citizen Politics, Sage, New Delhi.
2. Robteutscher,S., (2005) Democracy and the Role of Associations.
3. Norris,P., (2002), Democratic Phoenix, Cambridge University Press, Cambridge.
4. Clawson,R.A.,(2012) Public Opinion, Sage, New Delhi.
5. Politics and Society (A quarterly journal from India).

**EX.APSC 32034 : Project Report**

## SANSKRIT

**EX. ASNC 11013 An Introduction to Classical Sanskrit Literature.**

**Objectives:** This is aimed at providing outline knowledge of Classical Sanskrit Literature.

**Course Content:** Origin and Development of History of Classical Sanskrit Literature ,Gradual growth and development of Sanskrit epic , kavyas, prose and verse drama, major writers their works and literary merits.

**Teaching and Learning methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ), Tutorial (10% ), Mid Semester Examination (10%).

**Learning Outcome:** By end of this course, the students will have good outline knowledge of Classical Literature.

**Recommended Readings:**

1. Keith, A. B.,1959, *A History of Classical Sanskrit Literature*, Oxford university press, London.
2. Macdonnel , A. , 1962 *A History of Sanskrit literature*, Delhi .
3. Warder, A.K. ,1990, *Indian Kavya literature Vol-1* ,Motilal ,Banarsidas, Delhi.
4. வையாபுரிபிள்ளை, எஸ். , 1956 *இலக்கிய உதயம்* , சென்னை.
5. நடராஜன், .சோ., 1967, *வடமொழி இலக்கிய வரலாறு* , கல்விவெளியீட்டுத் திணைக்களம், கொழும்பு.

**EX. ASNC 11023 Elementary Sanskrit Grammar.**

**Objectives:** To obtain general knowledge of Sanskrit Grammar.

**Course Content:** First Conjugation (root classes 1,4,6,10) in the present tense, imperfect, declension of nouns, ending in vowels, pronouns, sandhi rules, investigating case, number , and person. vocabulary building.

**Teaching and Learning methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Learning Outcome:** By end of this course ,the students will have good knowledge of fundamental Sanskrit grammar.

**Recommended Readings:**

1. Macdonel, A. , 1927, *Sanskrit Grammer for students* , oxford.
2. Bandarkar ,R.G. ,1978 , *First book of Sanskrit*, New Delhi.
3. Apte , V.S. , 1952, *The Students Guide to Sanskrit Composition*, Poona.
4. Sivasamy, V. , 1999, *Sivabodha Lagu Samaskritam*, Thirunelvely, Jaffna.
5. Witney, W., 1973, *Sanskrit Grammer*, Delhi.

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**EX. ASNC 12013 - Prescribed Texts.**

**Objectives:** This unit is aimed at providing the students with the knowledge of literary aspects of classical Sanskrit works through the textual study .

**Course Content:** Hitopadesa 1.1-10, Rtusamhara I 1-15 , II 1-15, Neethi Satakam 1-3, Svapnavasavadattam 1-3, Authorship , chronology, contents, Language and Literary merits of the prescribed texts.

**Teaching and Learning methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Learning Outcome:** By end of this course the students will be able to discuss about the general background of the prescribed books and the authors and literary aspects in them.

**Recommending readings:**

1. Kalidasa, 1961, *Ritusamkara*, Shri Jainendra Research Institute, Delhi.
2. Bhasa, 1940, *Svapnavasavatatham*, Nirnayasaragapress, Delhi.
3. தியாகராயணியர் (தொகுப்பு), 1961. *இதோபதேசம்*, சிவானந்த வித்தியாலயம், மட்டக்களப்பு.
4. தியாகராயணியர் (தொகுப்பு), 1961, *நதிசுதகம்*, சிவானந்த வித்தியாலயம் மட்டக்களப்பு.
5. நடராஜன், .சோ. , 1967, *வடமொழி இலக்கிய வரலாறு*, சென்னை.

**EX. ASNC 12023 Unspecified Text and Sanskrit Composition**

**Objectives:** This unit aims at enhancing the students ability to read and comprehend unseen Sanskrit passages and also translating Tamil passages into Sanskrit.

**Course Content:** Passages from Epics, Puranas, Fables and other stories will be given for Translation.

Translation of Tamil passages into Sanskrit. Writing short essays in Sanskrit on given topics.

**Teaching and Learning methods:** lectures, discussions, visual aids and presentations

**Formative Assessments:** Quiz (10% ) ,Tutorial (10% ) , Mid Semester Examination (10%).

**Learning outcome:** By end of this course the students will have good knowledge of Sanskrit Language.

**Recommending readings:**

1. Lanman, C.R. , 1947 *A Sanskrit Reader* ,Harward University Press, London.
2. Bhandarkar , R.G., 1978, *The second Book of Sanskrit* ,New Delhi .
3. Apte, V.S. , 1952, *The Students Guide to Sanskrit Composition* , Poona.
4. Macdonell , A., 1927, *A Sanskrit Grimmer for Students* , Oxford University Press , London.
5. சிவசாமி , வி. , 1999, *ஸ்வபோத லகு சம்ஸ்கிருதம்* , திருநெல்வேலி, யாழ்ப்பாணம்.

**EX. ASNC 21013 Prescribed Text – Classical Literature.**

**Objectives:** To enable the students to understand and appreciate the Sanskrit literary works Maghakavyas , kandakavyas and Dramas .

**Course Content :** Dasakumaracarita ucchuvasa – 4, Mehaduta , purvamegha 1-20, Ratnavali - 1, Buddha Carita Chapters 1,2.

**Teaching and Learning Methods :** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Learning out come:** By the end of this course, the student will be able to discuss about the general background of the prescribed books and the authors and the literary aspects in them .

**Recommended readings.**

1. Asvagosha . ,1977, *The Buddha carita or life of Buddha* , New Delhi.
2. Dandin . ,1961 , *The Dasakumaracharita* , Motilal Banarsidas ,Delhi.
3. Keith , A.B. , 1953, *A History of Sanskrit literature*, London
4. Harsa. ,1927, *Ratnavali* , Bombay .
5. Kalidasa,1948, *Megaduta* , Bombay.

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**EX. ASNC 21023 Sanskrit Grammar and Composition.**

**Objectives :** This unit intends to enhance the students with further knowledge Sanskrit Grammar . It is expected to prepare the students to read and comprehend sentences in Sanskrit

**Course Content :** Sanskrit words . genders and numbers Declension of nouns ,adjectives , participles ,Conjugation of verbs ,Compounds ,and syntax .

**Teaching and Learning Methods :** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Learning out come:** By the end of this course will have good knowledge of classical Sanskrit grammar and fundamental structure and formation of the Sanskrit language .

**Recommended readings.**

1. Bhandarkar , R.G., 1978, *The First Book of Sanskrit* , New Delhi.
2. Macdonell, A., 1967, *Sanskrit Grammar for Students*, Oxford University.
3. Kale, .M.R. , 1945, *A Higher Sanskrit Grammar*, Motilal Banarsidas.
4. .சிவசாமி, வி. , 1999, *ஸ்வபோத லக சமஸ்கிருதம்* , திருநெல்வேலி.
5. Apte , V. , *The Students Guide to Sanskrit Composition*, Poona.

**EX. ASNC 22013 Sanskrit Poetic**

**Objectives:** The aim of the course is to familiarize the students with the basic elements of Sanskrit poetics.

**Course Content:** Introducing the eight schools in Sanskrit poetics and their exponents.

Concept of kavya definition purposes, classification, body of poetry and soul of poetry.

Introduction to Natyasastra, Detail study of Rasa theory, varieties of Rasa –Chapter VI, VII

Kavya darsa of Dandin, Kuvalayananda of Appiyadikshita, Dhvanyaloka of Ananthavardhanar,

**Teaching and learning methods :**

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Learning Outcome:** By end of this course the students will have good knowledge of basic concepts of literary theories in Sanskrit through the general study of certain texts.They can appreciate literature.

**Recommending Readings.**

1. Kane, P.V., 1951, *History of Alankara Sastra*, Bombay.
2. Raghavan , 1973, *Some Concepts of the Alankara Sastra*, The Adayar library and Research centre, Madras.
3. Sankaran , A ., 1973, *Some Aspects of Literary Criticism in Sanskrit*, University of Madras.
4. Krishnamoorthy, K ., 1985, *Indian Literary Theories*, New Delhi.
5. De, S.K., 1960, *Sanskrit Poetics*, Calcutta.

**EX. ASNC 22023 Sanskrit Epics and Puranas.**

**Objectives :** To enable the students know about the authorship ,purpose ,date and the historical background of Sanskrit Epic and puranas. To provide the knowledge of Sanskrit Epics and puranic society. The course is intended to familiarize the culture and civilization of Epic and puranas .

**Course Content :** Origin and development of the Epic ,puranas , Analysis of the content ,literary aspects, language and style,Translation of selected portions from the following Ramayana and Mahabharata , puranas and Harivamsa. Ramayana Balakanda 4-6, Sunderakanda 14-15 , Mahabharata, Adiparvan 217-219, Vanaparavan 184 -189.

**Teaching and learning Methods :** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10%,) Tutorial(10%), Mid Semester Examination (10%).

**Learning Outcome:** By the end of his course ,the Students will have good knowledge of epic and puranas.



**Recommended readings:-**

1. Vaidya, C.V., 1907, *Epic India*, Bombay.
2. Pusalkar, A.D., 1955, *Studies in the Epic and Puranas*, Bombay.
3. Raghavan, V., 1950, *The Ramayana Tradition in Asia*, New Delhi.
4. ஆனந்தகுருகே, 1966, *இராமாயணசமுக்கம்*, மகரகம்.
5. Sitaramaiah, V., 1982, *Valmiki's Ramayana*, New Delhi.

**EX. ASNC 31013 Sanskrit Mahakavyas with Special Reference to Kumarasambhava**

**Objectives:** The aim of the paper is to provide the students with detailed study of mahakavyas with special reference to kumarasambhava.

**Course Content:** Evaluation of the Mahakavya tradition, Salient features of Mahakavya as enunciated by the writers on poetics. The detailed study of the important Mahakavya with reference to author ship, age, language and literary merits. Passages from the Kumarsambhava will be given for translation literary appreciation and comments on language.

**Formative Assessments:** Quiz (10%), Tutorial (10%), Mid Semester Examination (10%).

**Teaching and learning methods:** lectures, discussions, visual aids and presentations.

**Learning Outcome:** To familiarize the students with maha kavya literature in Sanskrit.

**Recommended Readings**

1. Kalidasa, 1967, *The Kumarasambhava*, Delhi.
2. Karmarkar, R.D., 1960, *Kalidasa*, Dharwar.
3. Keith, A.B., 1953, *A History of Sanskrit Literature*, London.
4. Dasgupta, 1947, *A History of Sanskrit Literature, VOL I*, Calcutta.
5. Tilaksiri, 1988, *Kalidasa Imagery and the Theory of Poetics*, New Delhi.
6. Warder, A.K., 1990, *Indian Kavya Literature, vol -I*, Motilal Banasidas, Delhi.

**EX. ASNC 31023 Sanskrit Literature of Sri Lanka**

**Objectives:** The aim of this paper is to give the students a comprehensive view of Sanskrit studies in Sri Lanka from early times to the present day.

**Course Content:** This will cover the beginning of Sanskrit studies in Sri Lanka, the factors contributing of Sanskrit studies, various aspects of Sanskrit Mahakavya, Khanda Kavyas, religious, philosophical, medical and grammatical works, inscriptions, modern compositions, Sanskrit in Schools, Universities, and traditional centers. Translations from selected relevant specified texts, Janakiharana 3<sup>rd</sup> chapter, Sivayogaratna 1-50 Selected Stotras by Sri Lankans

**Teaching and learning methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10%), Tutorial (10%), Mid Semester Examination (10%).

**Learning Outcome:** By end of this course, the students will good knowledge of Sri Lankan Sanskrit tradition and contribution of the Sri Lankan Sanskrit poets.

**Recommended readings:**

1. Pannasaraa, D., 1958, *Sanskrit Literature*, Colombo.
2. Ganaprakasara, 1975, *Sivayogaratna Text with French Translation*, Pondichery.
3. Sivasamy, V., 1992, *The Sanskrit Tradition of the Sri Lankan Tamils*, The Historical perspective, Jaffna.
4. நாகலிங்க பண்டிதர், (பதிப்பாசிரியர்) 1928, *தக்சிணகைலாச மாஹாத்தமியம்*, வினாயகசுந்தர விலாசமுத்திராலயம், யாழ்ப்பாணம்.
5. Warder, A.K., 1990, *Indian Kavya Literature, vol -I*, Motilal Banasidas, Delhi.



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**EX.ASNC 32013: Prescribed Texts (Vedic and Classical Literature)**

**Objectives:** This unit aims at a detail study of specified portions from Vedic and classical literature with reference to their authors, age , translation, subject matter, language and literary aspects.

**Course Content:** Meghaduta – Purvamega 15-35 with the commentary of Mallinatha.

Abhijnanasakunthala III & IV, Bhagavadgita – 7, Dasakumarcharita III,

Kathopanisad I - III with the commentary of Sankarachariya.

**Teaching and Learning Methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) Tutorial (10% ) Mid Semester Examination (10%)

**Learning Outcome:** By end of this course the students will be able to discuss about the general background of the prescribed books , authors and the literary aspects.

**Recommended Readings:**

1. Kalidasa , 1994, *Abhijnanasakuntalam* , Delhi.
2. Kalidasa, 1947, *Meghadutam, Mallinatha(Commentary)*, Motilal Banarsidas, Bombay.
3. Dandin , 1977 , *Dasakumaracharita*, Nirnayasar Press, Bombay .
4. *The Bhagavatgita*, 1977, Sri Sangaracharya(Commentary) Samada books, Chennai.
5. *கடோபநிடதம்*, 1925, தமிழ் உரை :சங்கராச்சாரியார் , பிரம்மநீ.கடலங்குடி நடேசசாஸ்திரிகள் பதிப்பு , சென்னை.

**EX.ASNC 32023: Prose Poems and Champu Literature in Sanskrit.**

**Objective:** To familiarize the students with prose literature, and champu literature in Sanskrit.

**Course Content:** Original development of Sanskrit prose literature and champu and their language styles. Salient features of the works of subhandu, and Dandin and Bana, Prescribed portions.Intensive study of Dasakumarachartra Chap-5, Panchatantra 4<sup>th</sup> Chap, Kathampari ( I .7-12 pages), Mahabharata Champu ( I . 1-10), Ramayana Champu ( I . 1-10), Visvagunatharsa Champu. (suryavarnam 1-15)

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Teaching and Learning Methods:** lectures, discussions, visual aids and presentations.

**Learning Outcome:** By end of this course the students will be able to discuss about the prose and champu literature.

**Recommended Readings:**

1. Warder, A.K., 1990, *Indian Kavya Literature vol-I* , Motilal Banasidas, Delhi.
2. Dasgupta ,S.N. ,1947, *History of Classical Sanskrit Literature vol-I* , Calcutta.
3. Kethi , A.B., 1953, A *History of classical Sanskrit Literature* , Oxford University, London .
4. Kunhan Raja, C., 1962, *Survey of Sanskrit Literature*, Bombay.
5. Winterize, M. , 1927, A *History of Indian Literature VOL II*, Calcutta.

**EX.ASNC 32034: Project Report**

## TAMIL

**EX.ATAC 11013 An Introduction to Classical Tamil Literature**

**Objectives:** Objective of this course unit is to orientate students with the ancient and middle age Tamil literary works through certain prescribed texts.

**Course Content:** Prudent studies of following texts are made under this course unit.Cankam poems: selection from Kurunthokai and Purananuru. குறுந்தொகை (பாடல்கள் 150-200), புறநானூறு (பாடல்கள் 100-140); Ramayanam – Mitilaikkarchppatalam (இராமாயணம் மிதிலைக்காட்சிப் படலம்); Muttollayiram (முத்தொள்ளாயிரம்); Thiruvacakam (திருவாசகம்: திருக்கோத்தும்பி, திருத்தெள்ளேணம், திருச்சாழல், அச்சோப்பதிகம்); Thirumankaiyavalvar - Periya Thirumadal (திருமங்கையாழ்வார்-பெரிய திருமடல்). The

theme, literary techniques, language and metrical forms of above works are taught in detail along with their historical background and literary trend. Students are also expected to appreciate and analyze such works.

**Teaching and learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%,

**Learning Outcomes:** By the end of this course the students will be able to familiarize with the classical Tamil literary works and learn the modus operandi to analyze and appreciate ancient literary texts.

**Recommended Readings:**

1. மாணிக்கம்.வ.சு.ப., 1962, *தமிழ்க்காதல்*, பாரி நிலையம், சென்னை.
2. கைலாசபதி.க., 1966, *பண்டைத்தமிழர் வாழ்வும் வழிபாடும்*, பாரிநிலையம், சென்னை.
3. கேசவன்.கோ., 1979, *மண்ணும் மனித உறவுகளும்*, வள்ளல் பாரி அச்சகம், சென்னை.
4. விசாகரூபன், கி., 2007, *சங்க இலக்கியம் பதிவும் பார்வையும்*, மலர்பதிப்பகம், யாழ்ப்பாணம்.
5. சுப்புரெட்டியார்.ந., 1985, *அகத்திணைக் கொள்கைகள்*, மாணிக்கவாசகர் பதிப்பகம், சிதம்பரம்.
6. செங்கல்வராயபிள்ளை, 1966, *திருவாசக ஒளிநெறிக் கட்டுரைகள்*, தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், திருநெல்வேலி.
7. தாமோதரன், கு., 1978, *ஆழ்வார் திருவுள்ளம்*, பூங்கொடிப் பதிப்பகம், சென்னை.

### EX. ATAC 11023 An Introduction to Modern Tamil Literature

**Objectives:** Objective of this course unit is to introduce modern literary forms and basic principles of literary criticism to the students and to familiarize them with the same.

**Course Content:** Origin and the development of modern literary forms in Tamil (Modern poetry, Short story, Novel), differences between classical and modern texts, distinguish features and characteristics of the same and ways and means to approach such texts are taught in detail. Students are also trained to appreciate and analyze the theme, techniques, language style and structure of modern literary texts prudently.

**Teaching and learning methods:** Lectures, discussions, question and answer method and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%,

**Learning Outcomes:** By the end of this course, the students will be able to familiarize with the modern Tamil literary works and learn the modus operandi to analyze and appreciate modern literary texts.

**Recommended Readings:**

1. வல்லிக்கண்ணன், 2004, *புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும்*, அகரம் பதிப்பகம், தஞ்சாவூர்.
2. கைலாசபதி.க., 2002, *நவீன இலக்கியத்தின் அடிப்படைகள்*, குமரன் பதிப்பக இல்லம், கொழும்பு.
3. சிவத்தம்பி.கா., 1967, *தமிழில் சிறுகதையின் தோற்றமும் வளர்ச்சியும்*, பாரி நிலையம், சென்னை.
4. சிவத்தம்பி.கா., 1978, *நாவலும் வாழ்க்கையும்*, தமிழ்ப் புத்தகாலயம், சென்னை.
5. கைலாசபதி.க., 1999, *தமிழ் நாவல் இலக்கியம்*, குமரன் புத்தக இல்லம், கொழும்பு.
6. இராமலிங்கம்.மா., 1973, *இருபதாம் நூற்றாண்டுத் தமிழ் இலக்கியம்*, சென்னை.
7. சுப்பிரமணியம்.க. நா., 1985, *நாவல் கலை*, N.C.B.H, சென்னை.

### EX.ATAC 12013 History of Tamil Literature Up to Chola Period

**Objective:** This course is designed to introduce and outline of the history of Tamil literature up to Cholo period. The evolution trends and landmarks of the main epochs of Tamil literature will be highlighted in this course.

**Course Content:** The sources and the evidences to study the history of Tamil literature, the period of Cankam, the period that immediately follows the Cangam age and the ages of Pallavas-Pandiyas are taught in detail. Problems of dating literatures and dividing periods, language developments, socio - cultural background that determines the literary evolution, the changes in literary trends and literary genre and salient features of the literary works composed during this period are also dealt in detail.

**Teaching and learning methods:** Lectures, discussions, question and answer method and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to acquaint with the literary trends, literary genres, literary techniques and the contents of literature of each period with the historical background, identify the mutual interaction between the origin of literature and the socio economic

background of a particular period and evaluate the literatures according to the milieu in which they are originated.

**Recommended Readings:**

1. செல்வநாயகம்.வி., 1973, *தமிழ் இலக்கிய வரலாறு*, ஸ்ரீ லங்கா வெளியீடு, யாழ்ப்பாணம்.
2. வேலுப்பிள்ளை.ஆ., 1985, *தமிழ் இலக்கியத்தில் காலமும் கருத்தும்*, பாரி புத்தகப் பண்ணை, சென்னை.
3. சிவத்தம்பி.கா., 1988, *தமிழில் இலக்கிய வரலாறு*, நியூ செஞ்சரி புக் ஹவுஸ், சென்னை.
4. வரதராசன்.மு., 1992, *தமிழ் இலக்கிய வரலாறு*, சாகித்திய அக்கதெமி, புதுடெல்லி.
5. அருணாசலம்.மு., 2005, *இலக்கிய வரலாறு*, 9-17 ஆம் நூற்றாண்டு வரை பல பாகங்கள், தமிழியல் ஆய்வு மற்றும் வெளியீட்டு நிறுவனம்.

**EX.ATAC 12023 An Introduction to Tamil Grammar**

**Objectives:** Objective of this course unit is to train the students to learn an outline of the traditional and modern Tamil grammar and to also understand the development of Tamil language in different epochs.

**Course Content:** The preliminary Traditional and Modern grammatical trends, rules and regulations are taught under this course unit:

Traditional grammatical study consists of the following topics: Unique aspects of Tamil traditional grammar, short history of Tamil grammatical works (from Tlokappiyam to Ilakkana Curukkam of Arumuganavalar) and an introduction to the basic grammatical elements such as Letters, Nouns, Verbs, Sandhi, Idaichol, Urichcol, etc.

Modern grammatical study consists of the following matters: The short coming of the traditional grammar to describe the modern Tamil, modern linguistic approaches to understand the grammatical elements, the phonological and phonetic system of Tamil, the development of Tamil scripts and modern changes etc.

**Teaching and Learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to understand the grammatical rules and regulation of Tamil, comprehend the grammatical foundation of Tamil literatures and writings and eliminate grammatical errors from their writings.

**Recommended Readings:**

1. சண்முகதாஸ்.அ., 1982, *தமிழ்மொழி இலக்கண இயல்புகள்*, முத்தமிழ் வெளியீட்டகம், யாழ்ப்பாணம்.
2. வேலுப்பிள்ளை.ஆ., 1966, *தமிழ் வரலாற்று இலக்கணம்*, பாரி நிலையம், சென்னை.
3. நு.:மான். M. A., 1999, *அடிப்படைத் தமிழ் இலக்கணம்*, வாசகர் சங்கம் வெளியீடு, கொழும்பு.
4. முத்துச்சண்முகன், 1967, *இக்காலத் தமிழ்*, சீயோன் பதிப்பகம், மதுரை.
5. முத்துச்சண்முகன், 1971, *இக்கால மொழியியல்*, சீயோன் பதிப்பகம், மதுரை.

**EX.ATAC 21013 Study of Tamil Grammatical Work Nannul**

**Objectives:** This course is to provide a thorough knowledge of the grammatical treatise Nannul.

**Course contents:** The grammatical work Nannul which was composed during the period of Chola will be taught in detail with its commentaries (Kandikaiurai and Viruttiurai). It includes Eluttatikaram (deals with the classification of Tamil letters: Eluttiyal, Pathaviyal and Punariyals) and Collatikaram (deals with the classification of Tamil words: Peyariyal, Vinaiyiyal, Pothuviyal, Idaiyiyal and Uriyiyal).

**Teaching and Learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning out comes:** By the end of this course, the students will be able to understand the basic traditional grammar thoroughly, achieve a fair knowledge in Nannul commentaries – Kandikaiurai (காண்டிகையுரை) and Viruttiurai (விருத்தியுரை), cognize the development of Tamil language during the post Tolkappiyam age and compare and contrast the development of modern language with Nannul.

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**Recommended Readings:**

1. சண்முகதாஸ்.அ., 1982, *தமிழ்மொழி இலக்கண இயல்புகள்*, முத்தமிழ் வெளியீட்டகம், யாழ்ப்பாணம்.
2. வேலுப்பிள்ளை.ஆ., 1979, *தமிழ் வரலாற்று இலக்கணம்*, பாரி நிலையம், சென்னை.
3. நு.:மான். M.A., 1999, *அடிப்படைத் தமிழ் இலக்கணம்*, வாசகர் சங்கம் வெளியீடு, கொழும்பு.
4. சண்முகம். செ.வை., 1980, *எழுத்திலக்கணக் கோட்பாடு*, அனைத்திந்திய தமிழ் மொழியியல் கழகம், அண்ணாமலை நகர்.
5. சண்முகம். செ.வை., 1984, *சொல்லிலக்கணக் கோட்பாடு*, அனைத்திந்திய தமிழ் மொழியியல் கழகம், அண்ணாமலை நகர்.

**EX.ATAC 21023 History of Tamil Literature From Chola Period to Modern Age**

**Objectives:** This study is to provide deep knowledge of the history of Tamil literature from Chola period to Modern Age.

**Course Contents:** The evolution, trends and landmarks of the main epochs of Tamil literature will be highlighted in this course unit. The sources and the evidences to study the history of Tamil literature during the period of Cholas, Naykkas and Europeans' rule will be discussed. Problem of dating literatures and dividing periods, language developments, socio - cultural background that determines the literary evolution, the changes in literary trends and salient features of the literary works composed during this period will be analyzed.

**Teaching and Learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to comprehend the concept of the history of literature, acquaint with the literary trends, literary genres, literary techniques and the contents of literature of each period with the historical background, identify the mutual interaction between the origin of literature and the socio- economic background of a particular period and evaluate the literature according to the milieu in which they are originated.

**References:**

1. செல்வநாயகம், வி., 1973, *தமிழ் இலக்கிய வரலாறு*, ஸ்ரீ லங்கா வெளியீடு, யாழ்ப்பாணம்.
2. வேலுப்பிள்ளை, ஆ., , 1985, *தமிழ் இலக்கியத்தில் காலமும் கருத்தும்*, பாரிபுத்தகப் பண்ணை, சென்னை.
3. சிவத்தம்பி, கா., 1988, *தமிழில் இலக்கிய வரலாறு*, நியூ செஞ்சரி புக் ஹவுஸ், சென்னை.
4. இராசா, கி., 2006, *தமிழர் இலக்கிய வரலாறு*, அன்னை நிலையம், திருச்சி.
5. வரதராசன், மு., 1992, *தமிழ் இலக்கிய வரலாறு*, சாகித்திய அக்கதெமி, புதுடெல்லி

**EX.ATAC 22013 History of Sri Lankan Tamil Literature**

**Objective:** Objective of this course is to provide a deep knowledge of the history of Sri Lankan Tamil literature up to 19<sup>th</sup> century. The Students can understand the evolution, trends and landmarks of the main epochs of Sri Lankan Tamil literature clearly.

**Course Content:** Detail study of the sources and the evidences of the history of Sri Lankan Tamil literature during the periods of Pre Kingdom of Jaffna, Kingdom of Jaffna and the regime of Portuguese, Dutch and English, issues arising in assigning the date of the literatures and the divisions periods, development of language, socio - cultural background that determines the literary evolution, the changes in literary trends, literary genre and salient features of the literary works during this period are also dealt in detail.

**Teaching and Learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to comprehend the literary heritage of Sri Lankan Tamils, acquaint with the literary trends, literary genres, literary techniques and the contents of literature of each period with the historical background, identify the mutual interaction between the origin of literature and the socio economic background of a particular period and evaluate the Sri Lankan Tamil literatures according to the milieu in which they are originated.

**Recommended Readings:**

1. சிவலிங்கராசா, எஸ்., 2009, *ஈழத்துத் தமிழ் இலக்கியச் செல்நெறி*, குமரன் புத்தக இல்லம், சென்னை.
2. சதாசிவம், ஆ., 1966, *ஈழத்துத் தமிழ்க் கவிதைக் களஞ்சியம்*, சாகித்திய மண்டலம், கொழும்பு.
3. நடராசா, FX.C, 1970, *ஈழத்துத் தமிழ் நூல் வரலாறு*, அரசு வெளியீடு, கொழும்பு.
4. நடசாரா, க.செ., 1982, *ஈழத்துத் தமிழ் இலக்கிய வளர்ச்சி*, தமிழ்ச் சங்கம், கொழும்பு.
5. மெனனகுரு, சி., சித்திரலேகா, மெள, நு.:மான், எம். ஏ., 1979, *இருபதாம் நூற்றாண்டு ஈழத்துத் தமிழ் இலக்கியம்*, வாசகர் சங்கம், யாழ்ப்பாணம்.

**EX.ATAC 22023 Modern Tamil Poetry**

**Objectives:** This study is to introduce the origin and the evolution of Modern Tamil poetry which is diversified from the trend of traditional Tamil Poetry.

**Course Contents:** Differences between the traditional and modern Tamil poetry, the situation where the modern poetry is originated, theme and aesthetic aspects of modern poetry, milieu that determine the trends of modern poetry and commendable contributors of modern poetry are dealt with in detail in this Course unit.

**Teaching and Learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to read and understand poetry with clarity, learn the history of Tamil poetry and distinguish between the traditional and modern poetic works, identify the literary techniques that make the poems more effective and elegance – images, similes, metaphor, symbols and obscurity and appreciate and critically analyse various poetic works.

**Recommended reading:**

1. பாலா, 1999, *புதுக்கவிதை ஒரு புதுப்பார்வை*, அகரம் பதிப்பு, கும்பகோணம்.
2. வல்லிக்கண்ணன், 1980, *புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும்*, அகரம் பதிப்பு, சிவகங்கை.
3. அப்துல் ரகுமான், 1990, *புதுக்கவிதையில் குறியீடு*, செல்மா வெளியீடு, சிவகங்கை.
4. அரங்கராசு, சு., 1991, *தமிழ்ப் புதுக்கவிதை ஒரு திறனாய்வு*, மூன்றாம் உலகப் பதிப்பகம், கோவை.
5. வானமாமலை, நா., *புதுக்கவிதை முற்போக்கும் பிற்போக்கும்*, மக்கள் வெளியீடு, சென்னை.

**EX.ATAC 31013 Research Methodology and History of Tamil Research**

**Objective:** Objective of this course unit is to familiarize the students with the ways and means to conduct independent researches and to orientate them with the various types of research activities in Tamil. Students can understand the methodologies and the trends of Tamil research thoroughly and engage themselves in systematic researches.

**Course Content:** The methodology of research and the history of Tamil research are dealt in detail.

The methodology of research consists of the following topics: selection of problem, review of literature, methods of collecting & analyzing data, application of appropriate methodology, designing the research and the preparation of final report/ paper/ dissertation.

History of Tamil research consists of the following subjects: The beginning and the development of Tamil Research in Tamil Nadu and Sri Lanka, the main trends in Tamil research and the contribution of important personalities, institutions & universities to the development of Tamil research.

**Teaching and Learning Methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to acquaint themselves with the systematic research methodologies, develop their skills in various types of research and understand the trends of Tamil research apparently and conduct researches accordingly.

**Recommended Readings:**

1. முத்துச் சண்முகன், வேங்கடராமன், சு., 1980, *இலக்கிய ஆராய்ச்சி நெறிமுறைகள்*, முத்துப் பதிப்பகம், மதுரை.
2. சுப்பிரமணிய அய்யர், ஏ. வி., 1959, *தமிழ் ஆராய்ச்சியின் வளர்ச்சி*, அமுதநிலையம், சென்னை.



3. தமிழண்ணல், 1983, *தமிழியல் ஆய்வு*, மதுரை காமராசர் பல்கலைக்கழகம், மதுரை.
4. பஞ்சாங்கம், க., 1990, *தமிழிலக்கியத் திறனாய்வு வரலாறு*, செல்வன் பதிப்பகம், புதுவை.
5. மதியழகன், ம., , 1996, *தமிழியல் ஆய்வு வரலாறு*, ப்ரீத் வெளியீட்டகம், புதுச்சேரி.

### EX.ATAC 31023 Modern Tamil Grammar

**Objectives:** Objective of this course is to elucidate the trend of the modern Tamil grammar and to emphasis the necessity of the same.

**Course Contents:** Modern developments in Tamil grammatical tradition are taught in detail. Speech – writing dichotomy, diglossia situation, grammatical units and structure, grammatical categories and their functions syntactic patterns, theories of prosody, poetics and literary forms are dealt deeply.

**Teaching and learning methods:** Lecturer, discussion and Presentation.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning out comes:** By the end of this course, the students will be able to comprehend the development of Modern Tamil grammar, learn the growth of Tamil language and understand the different styles of language and the distinguish grammatical rules currently in usage.

### Recommended Readings

1. சண்முகதாஸ். அ., 1997, *தமிழ்மொழி இலக்கண இயல்புகள்*, பூபாலசிங்கம் புத்தகசாலை, கொழும்பு.
2. வேலுப்பிள்ளை. ஆ., 1979, *தமிழ் வரலாற்றிலக்கணம்*, பாரி நிலையம், சென்னை.
3. சீனிவாசன், இரா., 2000, *தமிழ் இலக்கண மரபுகள்*, The Parker, சென்னை.
4. நு.:மான். எம்.ஏ., 2000, *அடிப்படைத் தமிழ் இலக்கணம்*, வாசகர் சங்கம், கொழும்பு.
5. முத்து சண்முகன்., 1967, *இக்காலத் தமிழ்*, சீயோன் பதிப்பகம், மதுரை.
6. முத்து சண்முகன்., 1971, *இக்கால மொழியியல்*, சீயோன் பதிப்பகம்.
7. வரதராசன், மு., *மொழிநூல்*, தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை, 1974.

### EX.ATAC 32013: Practical Criticism

**Objective:** Objective of this course unit is to provide theoretical and practical knowledge of criticism and to orientate the students to criticize or evaluate literatures or artistic works. Students can learn the principles and theories of criticism thoroughly and enhance their talents of evaluating literatures and artistic works.

**Course Content:** Importance and needs of a literary criticism, qualities of a critic, steps to conduct a practical criticism – analysis, comparison, evaluation & explanation, theories and principle of Literary criticism are dealt in detail. Students are also expected to do practical works on various literary forms and artistic works.

**Teaching and Learning Methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to understand the principles of criticism thoroughly, get practical knowledge in criticizing or evaluating literatures and artistic works and discern new techniques and methods to enhance the creative skill.

### Recommended Readings:

1. கைலாசபதி, க., 1999, *இலக்கியமும் திறனாய்வும்*, குமரன் புத்தக இல்லம், கொழும்பு.
2. நடராசன், தி. சு., 1996, *திறனாய்வுக் கலை*, NCBH, சென்னை.
3. பஞ்சாங்கம், க., 2007, *தமிழ் இலக்கியத் திறனாய்வு வரலாறு*, அன்னம், தஞ்சாவூர்.
4. பூரணச்சந்திரன், க., 2007, *தமிழ் இலக்கியத் திறனாய்வு வரலாறு*, தமிழ்ப் பல்கலைக்கழகம், தஞ்சாவூர்.
5. நு.:மான், எம். ஏ., 1985, *திறனாய்வுக் கட்டுரைகள்*, அன்னம், சிவகங்கை.
6. ஞானசம்பந்தன், அ.ச., *இலக்கியக் கலை*, வைசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை, 2004.
7. சுப்புரெட்டியார், ந., *கவிதையனுபவம்*, வைசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை, 1961
8. ஞானமுர்த்தி தா.ஏ., *இலக்கியத் திறனாய்வியல்*, ஐந்திணைப் பதிப்பகம், சென்னை, 2006.



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**EX.ATAC 32023: Tamil Fiction**

**Objective:** Objective of this course unit is to provide a keen understanding on the literary form of Tamil fiction and its development in Tamil. Students can comprehend the distinguish features of Tamil fiction thoroughly and to analyse/ criticize/ scrutinize it effectively.

**Course Contents:** Distinct characteristics of Tamil fiction – selection of theme, characterization, diction, art of texturing the story and techniques, origin and the development of the same in Tamil, contribution of certain writers, magazines, newspapers and literary movements, milieu that determine the content and the different styles of the same, skill needs to criticize or analyse fictions and deep study of certain masterpieces are dealt in detail.

**Teaching and Learning Methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning outcomes:** By the end of this course, the students will be able to acquaint with this literary form and its features, comprehend the development of the same in Tamil, analyse or criticize such works effectively and develop creative talents.

**Recommended Readings:**

1. கைலாசபதி,க, 2002, *நவீன இலக்கியத்தின் அடிப்படைகள்* குமரன் புத்தக இல்லம், கொழும்பு, சென்னை.
2. சிவத்தம்பி, கா., 1967, *தமிழில் சிறுகதையின் தோற்றமும் வளர்ச்சியும்*, பாரிநிலையம், சென்னை.
3. வேதசகாயகுமார், எம், 1979, *தமிழ்ச் சிறுகதை வரலாறு*, ரட்ணா பிரண்டேர்ஸ், நாகர்கோவில்.
4. செல்லப்பா, சி.சு., *தமிழில் சிறுகதை பிறக்கிறது*, கலைஞன் பதிப்பகம், சென்னை
5. கேசவன், கோ., 1988, *தமிழ்ச் சிறுகதைகளில் உருவம்*, அன்னம், சிவகங்கை.,
6. மோகன், இரா., 1987, *புனைகதைத் திறன்*, ஏரக வெளியீடு, மதுரை.
7. சிவத்தம்பி.கா, 1978, *நாவலும் வாழ்க்கையும்*, தமிழ்ப்புத்தகாலயம், சென்னை,

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## SUPPLEMENTARY UNITS

### 1<sup>st</sup> year 1st semester

#### EX. ACOC 11012: Structure of Commerce

**Objectives:** Explain the nature and importance of Business, Identify the components of Business, Business activities in the Commercial world, specify the organization in Business, and explain the activities of financial market.

**Course Contents:** Nature of Business, Function, importance, organization of industrial in commerce, Principles of commerce. Industrial layout, pricing, pricing of nationalized industry, Business Organization, Local Trade, International Trade, Financial Market:- Money Market & Capital market, Insurance, Consumer safety. Business related local and international Organizations.

**Teaching and Learning Methods:** Lecture using the teaching aid (Multimedia), Providing Handouts, Field visits and Discussion Boards, Question & Answer Methods.

**Formative Assessments:** Tutorial 10%, Mid Semester 10%, Presentation 10%.

**Learning Outcome:** On completion of this course, students able to understand: Apply effective written and oral communication skills to business situations, Analyze the global business environment, Analyze the local business environment, Use critical thinking skills in business situations. Apply an ethical understanding and perspective to business situations

#### Recommended Readings:

1. Evalyn Thomas, S. (1993) *Commerce: Theory & Practices*, Thirteenth edition, Cassel, London.
2. Chartside, L., *Commerce – A Guide to the Business World*, Second Edition, Macdonald & Evans Ltd Publication.
3. Bandaranayakka Jegath., *Business Studies: I & II*, 2008. Kumaran Publication, Colombo.

#### EX. ACCS 11012 Rights and Duties of Christians in the Church

**Objectives:** This course attempts to impart theological and biblical basis for the laity to have their due rights and responsibilities in the Church. Besides, students will be enlightened regarding the Historical development concerning their identity and rediscovery in the Church.

**Course contents:** Lay ministers in the early church, Emergence of clergy and laity difference in Church History, Rediscovery of the laity after Second Vatican Council and the documents of other Churches, Place of the laity in the Church according to Vatican II, Formation of the laity, Lay ministries in the Church, Rights and Responsibilities of the Laity in the Church.

**Teaching and Learning Methods:** lecturers, discussions

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz-10%

**Learning Outcome:** By the end of the course students will be able to be familiar with the place of the laity in the Church, the duties, responsibilities and the privileges due to them as members of the Church and of the society.

#### Recommended Readings:

1. Avery Dulles, 1974, *Models of the Church: A critical assessment of the Church in all its aspects*, Dublin: Gill and Macmillan.
2. Emmanuel. S. J., 1978, *Recognizing the Faceless Minister*, Lake House Printers, Colombo.

3. Brena, S. J., *The Laity Today: Vocation, Formation and Mission*, St Paul's Publication, Bandra, Mumbai.
4. Congar, Y., 1965, *Lay people in the Church*, Westminster-Maryland.
5. Schillebeeckx, E., 1963, *The Layman in the Church*, Alba House, New York.

### **EX. AENS 11012 Glimpse into English literature**

**Objective:** This course is designed to provide a general view of English literature the texts given represent the different ages in the history of English literature. The different literary forms are also introduced in this unit.

**Course content:** Selections from Anglo Saxon poetry, Shakespeare's *Midsummer Night's Dream*, Selections from romantic poetry, *Silas Marner* by George Eliot, *Of Human Bondage* by Somerset Maugham, *Birthday Party* by Harold Pinter Selection from common wealth poetry.

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

#### **Recommended Readings:**

1. Fowler, Alastair. *A History of English Literature*. Oxford: Basil Blackwell, 1987.
2. Ed. Meyer, Michael. *The Bedford Introduction to Literature*. Boston: Bedford Books of St. Martin's Press, 1990.
3. Prasad, Birjadesh. *A Short History of English Poetry*. Madras: The Macmillan Co. of India Ltd., 1971.
4. Brown, John Russell. *A Short Guide to British Drama*. London: Heinemann Educational Books, 1982.

### **EX. AGYS 11012 Geographies of Globalization**

**Objectives:** To develop an understanding of the global scale of human activity with a particular emphasis on the economic dimension; to develop an understanding of how the world is shaped by the interaction between economic, political, social and cultural processes operating at different, but connected, geographical scales, from the global through the national to the local; to develop cognitive and analytical skills.

**Course Content:** This course will critically examine notions of globalization, and in particular, economic globalization, under the following headings: Introducing globalization, From international to global economy: the changing map of economic activities, The role of technology in economic globalization, Major shapers of the global economy, New geographies of international migration, Global markets, global cultures, Winning and losing in the global economy

**Teaching and Learning Methods:** They will comprise a mixture of lecture, discussions, interactive and group activities, and video presentations.

**Formative Assessment:** Mid semester exam-10%, take home essays-10%, Quiz-10%.

**Learning Outcomes:** By the end of the course, you should be able to: demonstrate a basic understanding of the major processes which are creating a new global economic geography; demonstrate a basic understanding of the role of key institutions in creating global economic change; demonstrate a basic understanding of the population and cultural issues surrounding the processes of economic globalization.

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**Recommended Readings:**

1. Dicken, P. (2011) *Global Shift: Mapping the Changing Contours of the World Economy* (6th edn.) London: Sage.
2. Held, D. and McGrew, A. (2003) (eds.) *The Global Transformation Reader* (2nd edn.), Polity, Cambridge.
3. Jones, A. (2006) *The Dictionary of Globalization*, Polity, Cambridge.
4. Knox, P., Agnew, J. & McCarthy, L. (2008) *The Geography of the World Economy* (5th edn.) Arnold, London.
5. Murray, W. (2006) *Geographies of Globalization*, Routledge, London.
6. Perrons, D. (2004) *Globalization and Social Change: People and Places in a Divided World*, Routledge, London.

**EX.AHCS 11012 Globalization in Hinduism**

**Objectives:** The objective of this course unit is to introduce the students a clear understanding about Hinduism and its Globalization.

**Course Content:** The following themes will receive special attention. The pattern of demographic distribution of Hindus in countries outside South Asia practical problems pertaining to the study and practice of Hinduism in the new environment.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10% Quiz. 10%,

**Learning Outcome:** Students would be familiar with the main aspects of Hinduism and their relevance the day to day life in Globalization.

**Recommended Readings:**

5. Joe H.Spring, 2001, *Globalization and Educational rights*.
6. Max L.Stack house, Peter J.Paris, Diane Burdttto, Oben Chain, Don S.Browning, *GOD and Globalization*, 2002.

**EX.AHPS 11012 –Religious Significance of Thirukkural**

**Objectives:** The purpose of this course unit is to make the students to clear understand the philosophical & Religious aspects of Thirukkural.

**Course Content:** The brief history of Thiruvalluvar and Thirukkural, concept of God, soul and world, Religion and Philosophy, Ethics of Thirukkural moral theory and Karma, concept of love and renunciation transitorinass(Nilayamai), duties of individuals and ethical aspects of politics.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:-** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** At the end of this course, Students would be familiar with the Philosophy and Religion as depicted in Thirukkural.

**Recommended Readings:**

1. வச்சிரவேல் முதலியார்,க., 1953, திருக்குறளின் உட்கிடை சைவசித்தாந்தமே, திருவருள் தவநெறிமன்றம், மதுரை.
2. அருணாசலம், ப. ,1988, குறளின் செய்தி, ,பாரிநிலையம், சென்னை.
3. காமாட்சிசீனிவாசன், 1979, குறள் கூறும் சமயம், மதுரை காமராசர் பல்கலைக்கழக திருக்குறள் ஆய்வக வெளியீடு, மதுரை.

### **EX. AHYC 11012 Cultural Tourism**

**Objectives:** This course will enable the students who are interested in the tourism industry to be equipped with the required knowledge and experience of cultural tourism when they handle the visitors both national and international. This will not only improve the knowledge and qualities of such students but also enhance the image of the country in the world.

**Course Content:** Definitions and Concepts of culture, introduction to cultural tourism, General Tourism Trends. Types of Tourists, history of cultural tourism, a study of the cultural sites of Sri Lanka as well as methods of their promotion, cultural heritage of Sri Lanka and their promotion, visitor related income, cultural events and tourism.

**Teaching and Learning Methods:** Lectures, seminars, tutorials, assignments and field studies

**Formative Assessments:** Mid semester exam – 10%, Tutorial – 10%, Quiz – 10%

**Learning Outcome:** At the end of this course unit students will be able to demonstrate a comprehensive knowledge and understanding of the significance of cultural tourism, its history and development in Sri Lanka and the world.

#### **Recommended Reading:**

1. Mill and Morrison, (1992), *the Tourism System: An Introductory Text*, Prentice Hall.
2. Cooper, Fletcher et al, (1993), *Tourism Principles and Practices*, Pitman.
3. Burkart and Medlik, (1981), *Tourism: Past, Present and Future*, Heinemann, ELBS.
4. Mill, R.C., (1990), *Tourism: The International Business*, Prentice Hall, New Jersey.
5. Seth, P.N., (1999) *Successful Tourism Management (Vol 1 & 2)*
6. Prematilleke, P.L. (1993) *Cultural Tourism*, ICOMOS, Central Cultural Fund, Colombo/
7. Lane, Michael Barry (Ed.) (1993) *The Cultural Triangle of Sri Lanka*, UNESCO Publishing House and Central Cultural Fund, Sri Lanka

### **EX.ALGS 11012 Sinhala Language and Society**

**Objectives:** The main object of the course unit is to provide the knowledge on Sinhala language and Sinhala society to Tamil native speakers. Identification of the basic features of the Sinhala language, understanding the of Basic sociolinguistics features of the Sinhala language society and help to mutual understanding between Sinhala and Tamil language societies are the main aims of this course unit.

**Course Contents:** Sinhala Language and Indo-Aryan language family, Sinhala alphabets and classification, Nouns, verbs, tenses, sentences, cases, suffixes and prefixes, Sinhala language society, dialects in Sinhala language, Sinhala language and Buddhism, language contact in Sinhala language.

**Teaching and Learning methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 10%, Tutorials 10%, Presentation 5%

**Learning outcomes:** At the end of this course unit students will be able to understand the basic features of the sinhala language and Sinhala language society.

#### **Recommended Readings:**

1. W.S.Karunatilaka, “an introduction to spoken Sinhala”, M.D.Gunasena & Co.Ltd. Colombo.
2. J.B.Disanayake, say it in Sinhala. Lake House printers & publishers Ltd. Colombo. 1992.
3. George Cardona and Dhanesh Jain. *The Indo-Aryan languages*. Routledge. London. 2003.

### EX. APYS 11012 Psychology of Welbeing

**Objectives:** Students can understand and develop Good study habits, Better memory, Appreciation of motivation and assessment of personality, Mechanism for intelligent and creative thinking, Stress management strategies

**Course Content:** Psychology- definition- nature –study habits. Memory: Meaning- short-term and long-term memory. Forgetting- meaning- causes- improving memory. Motivation: Meaning- classification of motives- Maslow's theory. Personality: Meaning- Meaning- steps in creative thinking- characteristics of creative people. Emotion: Meaning- psychological changes. Stress: Meaning- causes- effects- stress management.

**Teaching and Learning Methods:** Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:** Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:** Students will be able nature and scope of Psychology and Basic concept of Psychology. Become more aware of psychology in everyday life.

#### Recommended Readings:

1. Baron.A.R. (2001). Psychology. (5<sup>th</sup> Ed,)New Delhi: Pearson Education
2. Santrock, J, W, (2005) Psychology Essentials. New Delhi: Tata Mc Graw Hill Publishing Company Limited.
3. Feldman.R.S Understand Psychology.8<sup>th</sup> edition (2008)TMH
4. Cicarelli, S& Myer.G.E (2006) Psychology. New Delhi: Pearson Education
5. Morgan, King ,Weiss and Schopler, Introduction to Psychology,VII edition(1989) Mc Graw Hill, India

### EX. ASNS 11012 Sanskrit and Vedic literature

**Objectives:** To famaliarize the students with different texts of ancient Indian literature Specially Vedas, Vedangas, Upanisads and Smritis.

**Course Content:** Early Vedic period, General Introduction to Vedic period, Vedic Texts , It's Subject matter and literary aspects.

**Teaching and learning methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Learning outcome:** By end of this course the students can able to Understand Vedic Literature

#### Recommended readings:

1. Keith.A.B, 1972, The Religion and philosophy of Veda, Delhi
2. Gonda.J,1975,History of Ancient Indian Religion,Netherlands
3. Sircar.D.C, 1971, Studies in the Religious life of ancient and medieval India,Motilal Banarasidas.
4. Cultural Heritage of India vol:1, 1971,The Ramakrshna mission institute, Calcutta
5. வையாபுரிப்பிள்ளை.எஸ், 1956, இலக்கிய உதயம், 'இஇரண்டாம் பாகம், சென்னை.

### EX. ATAS 11012 Tamil Literary Authors

**Objective:** This course is designed to introduce selected Tamil literary authors and their contribution towards the development of Tamil literature.



**Course Contents:** The following Tamil literary authors are subjected to a critical analysis: Periyazhvar (பெரியாழ்வார்), Ilankovadikal (இளங்கோவடிகள்), Kampan (கம்பன்), Kumarakuruparar (குமரகுருபரர்), Viramamunivar (வீரமாமுனிவர்), Umarupulavar (உமறுப்புலவர்) Bharathi (பாரதியார்), Putumaippittan (புதுமைப்பித்தன்), Mahakavi Uruthiramoorthy (மகாகவி உருத்திரமூர்த்தி) and Jeyakanthan (ஜெயகாந்தன்). The background literary merits and the creative talents of the above authors are discussed in detail.

**Teaching and learning methods:** Lectures, discussions, question and answer method and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** Students will be able to understand the contributions of the literary authors and the literary background behind the scholarly attainments of the above scholars.

**Recommended Readings:**

1. துரைசாமிப்பிள்ளை, சு., 1942, சிலப்பதிகார ஆராய்ச்சி, தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை.
2. மாணிக்கம், சுப., 1990, காப்பியப் பார்வை, மணிவாசகர் பதிப்பகம், சென்னை
3. சுப்பிரமணியன், வ. அய்., 1952, காப்பியக் கட்டுரைகள், மிரானிய அச்சகம், சென்னை.
4. வையாபுரிப்பிள்ளை, எஸ்., 1965, கம்பன் காவியம், தமிழ்ப் புத்தகாலயம், சென்னை.
5. ஜகந்நாதன், கி.வா., 1955, தமிழ்க் காப்பியங்கள், அமுதநிலையம், சென்னை.
6. கைலாசபதி, க., 1984, பாரதி ஆய்வுகள், ஊ.உ.இ. சென்னை.
7. மணியரசன், பெ., வளவன், மா., 1982, பாரதி ஒரு சமூகவியல் பார்வை, கார்க்கி நூலகம், சென்னை.
8. ஜெயகாந்தனின் இலக்கியத் தடம், (தொகு.) கிருணசாமி, ப., காவ்யா பதிப்பகம், சென்னை.
9. அப்துல் கரீம், மு., 1980, சீறாப்புறாணத் திறனாய்வு, ஆயிர் பதிப்பகம், தஞ்சாவூர்.
10. முருகரத்தினம், தி., 1976, புதுமைப்பித்தன் சிறுகதைக்கலை, சு.மு. சைவநெசளஇ மதுரை.
11. பிரசாந்தன், ஸ்ரீ., 2008, மகாகவியியல், பூபாலசிங்கம் பதிப்பகம், கொழும்பு.

**EX.APHS 11012 Modern Logic and Scientific Method**

**Objectives:** Logic is an instrument of appraising the correctness of reasoning. This course is designed as a required optional core for external student as a general introduction to the Modern logic and method of science. The course provides a basic introduction to the main philosophical questions concerning modern logical analysis, scientific knowledge and methodology with a particular emphasis on philosophical view. This unit is designed to promote the intellectual capacity of students in Modern Logical theories, practical knowledge in science particularly within the context of observation-driven investigations, the steps of crafting scientific questions and hypotheses, research design, experimentation and data collection, data analysis.

**Course Content:** Nature and scope of modern logic and scientific methods, root causes to origin of modern logic and scientific methods, theories of modern logic and scientific methods, the relations to modern logic and language and scientific inquiry of Karl Popper, Thomas Khun, Ferabend, logical arguments, and logical fallacy. Further more, it includes the study of consistency, contradiction, validity, proof, logical truth, logical meaning etc.

**Teaching and Learning methods:** Lectures, Presentation and discussion

**Formative Assignment:** Tutorial & Assignment – 10%, Mid semester Exam – 10%, Final Essay - 10 %

**Learning Outcomes:** Students who are successfully completing this unit shall be able To become familiar with the basic processes of modern logic and scientific methods and how both fields are actually practiced, especially in the context of philosophical inquiry .students will be able to develop a basic understanding of the goals, structure, creation process, and types of logic, scientific literature in the field of philosophy.

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**Recommended Reading:**

1. Susanne Katherina Knauth Langer (2007) An Introduction to Symbolic Logic  
R. L. Simpso (1999) Essentials of Symbolic Logic
2. Damper.W.C, (1984) History of Science, Cambridge University Press, London
3. B.Russell, (1934) The Scientific Outlook, George Allen & Unwin, London.
4. Daniel A. Bonevac (2002) Deduction: Introductory Symbolic Logic
5. Dunbar, K., & Fugelsang, J. (2005). Scientific thinking and reasoning. Cambridge handbook
6. மு.ரவி, (2012) அளவையியலும் விஞ்ஞான முறையும், மகுடம் பப்ளிகே'ன் பிறைவேட் லிமிட்டெட், மட்டக்களப்பு.
7. முகமட் அனஸ், விஞ்ஞானமும் சமூக விஞ்ஞானங்களும். பண்பாட்டு வட்டம்,பேராதனை.

1<sup>st</sup> year 2<sup>nd</sup> semester

**EX. ACOF 12012: Fundamentals of Human Resources Management**

**Objectives:** Understand the Recruitment and selection, Distinction between training, development and education, Describe Career development, Understand the value and uses of the Performance appraisal in organizations and the prescriptions for effective appraisal.

**Course Contents:** Human Resource Planning: Recruitment and selection, Training and induction, Career development, Management development, Performance appraisal, Directing of employees, Industrial relations, Wages and salary administration, Job evaluation, Methods of remuneration, labor welfare health and safety policy.

**Teaching and Learning Methods:** Lecture using the teaching aid (Multimedia), Providing Handouts Field visits and Discussion Boards.

**Formative Assessment Marks:** Tutorial 10%, Mid Semester Exam 10%, Assignment 10%,

**Learning Outcome:** Synthesize information regarding the effectiveness of recruiting methods and the validity of selection procedures, and make appropriate staffing decisions, Design a training program using a useful framework for evaluating training needs, designing a training program, and evaluating training results, Properly interpret salary survey data and design a pay structure with appropriate pay grades and pay ranges, Evaluate a company's implementation of a performance-based pay system, Demonstrate knowledge of employee benefit concepts, plan design, administrative considerations and regulations governing employee benefit practices, Align HR systems with the strategic business objectives of a firm.

**Recommended Readings:**

1. Invaceivich, John M., Human Resource Management, Tata McGraw Hill, New Delhi.
2. Gomez. Megia, Lui, David Balkin, and Roberty Cardy, Managing Human Resources, Pearson Education.
3. Dessler, Gary, Human Resource Management, Pearson Education.
4. Decenzo, david.A, & Robbins, Stephen P. Fundamentals of Human Resource Management, Wiley Publications 2005.
5. Weidenborner, S. & Domenick C., 1983, *Writing Research Papers: A Guide to the Process*, St. Martin's Press, New York.
6. Booth, W. & Gregory, & Joseph, W., 1995, *The Craft of Reach*, Chicago.

### **EX. ACCS 12012 Thoughts of John and Paul**

**Objectives:** This course while attempts to introduce the students to the study of Johannine and Pauline writings particular emphasis is given to their theologies.

**Course Content:** **Johannine Writings** Authorship, Purpose, Content and the structure of the book, “I am” sayings, Johannine community, theology of John, Logos, Eternal life, Truth, Titles of Jesus and Paraclete, Johannine literary style. **Pauline Writings Pauline:** Classification and format of letters, background information of each letters, general analysis of the message of each letters, Theology, Division of Pauline letters, Eschatology, Sin and Grace, Justification, Indwelling of the Spirit, Paschal Mystery, Good News.

**Teaching and Learning Methods:** lecturers, discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz-10%

**Learning Outcome:** By the end of the course students will be able to identify and discuss the theological trends of John and Paul.

#### **Recommended Readings:**

1. Commentary on the Books of John (4<sup>th</sup> Gospel), *Arul Vaakku Manram*, Tirichirappali, & Tamil Theological Book Club, Madurai,
2. Commentary on the Letters of Paul, *Arul Vaakku Manram*, Tirichirappali, & Tamil Theological Book Club, Madurai.
3. Brown, R. E., 1966, *The Gospel According to John I-II*, New York.
4. Schnakenberg, 1982, *The Gospel According to John*, New York.
5. O’conner, J. M., 1996, *Paul. A Critical Life*, London.

### **EX. AGYS 12012 Climate Change**

**Objectives:** To introduce the concepts of weather, climate and climate change; To provide a sound understanding of the role of key components of the climate system, and how climate has changed through time; To introduce students to the use of models in understanding environmental change and to investigate the role of carbon in a range of climate change issues such as mitigation strategies

**Course Content:** Introduction to Climate Change, Science of climate change, Causes to the climate change, Impacts of climate change, Mitigation strategies, Adaption to climate change, National and International response to climate change

**Teaching and Learning Methods:** Lectures, Tutorials, Group work and presentation

**Formative Assignments:** Mid semester exam- 10%, Take home essays-10% and Group project-10%.

**Learning Outcomes:** By the end of the course unit, you should have gained: The ability to critically evaluate current hypotheses for modern climate change; An appreciation of the complexity of the carbon-climate system; A knowledge of the latest climate change information available at global, regional and local levels; and An understanding of policy aspects of climate change including mitigation and adaptation methods

#### **Recommended Readings:**

1. David Sparrt & Philip Suttan, 2008, “Climate Code Red: The Case for Emergency Action”, Scribe Publication Ltd, Australia
2. Edward Bryant. 1997. Climate process and change. Cambridge University press.
3. Jonathan Cowie, 2013, “Climate Change: Biological and Human Aspects” Cambridge University Press, UK.
4. John Gribbin.1979. Climate change. Cambridge University press.

5. United Nations. 2008. Climate change and children; a human security challenge. United Nations children's funds.
6. Stephen Peak & Joe Smith, 2009, Climate Change, Oxford University Press, Indian Edition, New Delhi, India
7. Visks and Yosponses. 2003. Climate changes and human health. Ed Mc Michael, A.J. WHO, Geneva.

#### **EX. AENS 12012: Writings of John Milton**

**Objectives:** This course aims to lead the student in understanding the work of another key figure in English literature: John Milton. The course includes his poems, sonnets, and prose work as well as his well-known pieces like *Paradise Lost* and *Paradise Regained*. While grounding his writings in the political context in which they were written.

**Course Content:** Selected poems, *Paradise Lost*, *Paradise Regained* and Pamphlets

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (15%), Assignments (15%), Mid-semester Examination (10%)

**Learning outcome:** The course will encourage students to read Milton's works from new critical perspectives.

#### **Recommended Readings:**

1. Bush, Douglas. *Paradise Lost in Our Time: Some Comments*. New York: Cornell University Press, 1945.
2. Macaulay, Rose. *Milton*. New York: Collier Books, 1962.
3. Rudrum, Alan. *Milton: Camus & Shorter Poems*. Melbourne: Macmillan, 1967.
4. Hanford, James Holly. *A Milton Handbook*. New York: F.S. Crofts & Co. Publishers, 1927.
5. Malaviak, D.P. *John Milton: Samson Agonistes*. New Delhi: Art Book Centre, 1971.
6. Ed. Martz, Louis L. *Twentieth Century Views: Milton*. New Jersey: Prentice Hall Inc., 1966.
7. Reesing, John. *Milton's Poetic Art: A Mask, Lycidas and Paradise Lost*. Cambridge & Massachusetts: Harvard University Press, 1968.

#### **EX.AHCS 12012 – Hindu Cultural Heritage of Tantras**

**Objectives:** The objective of this course unit is to make the student to understand significance and important of tantras.

**Course Content:** Meaning of Tantras, Evaluation of Tantras, Tantric culture, Tantriks mode of worship, Ethics and Tantras, Tantric Sadhenas.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with Hindu Cultural Heritage of Tantras.

#### **Recommended Readings:**

1. White, David Gordon (ed.) , 2000, *Tantra in Practice*. Princeton University Press. Bühnemann,
2. Harper, Katherine Anne (ed.); Robert L. Brown (ed.) , 2002, *The Roots of Tantra*. State University of New York Press, London.
3. Yeshe, Lama Thubten , 1987, *Introduction to Tantra: The Transformation of Desire* (2001, revised ed.), Wisdom Publications, Boston.
4. Avalon, Arthur ,1918, *Sakti and Sakta. Essays and Adresses on the TantraShastra*. Ganesh and Co., Madras.

### EX. APHS 12012 Siva Siddhanta in Kandapuram

**Objectives:** To enable the students to trace the salient features of Kandapurana and its special significance in Jaffna Society.

**Course Content:** Introduction to the salient features of Kanthapuram, Muruga worship, Social, Cultural, Philosophical significance of Kanthapurana, Conceptual analysis of devotion, war, evil, maya, liberation, etc., Kanthapuram and its special significance in Jaffna society

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** A clear grasp of the Saivism in Kanthapuram Muruga worship and Philosophical significance and special significance in Jaffna Society.

#### Recommended Reading :

1. ஆறுமுகநாவலர் ஸீலஸ்ரீ(பதிப்பு), 1958, கந்தபுராணம், வித்தியாநுபாலன யந்திரசாலை, சென்னை.
2. சுப்பிரமணியன், நா., 2002, கந்தபுராணம் ஒருபண்பாட்டுக் களஞ்சியம், கலைஞன் பதிப்பகம், சென்னை.
3. செந்திநாதையர், ஸீ காசிவாசி, 1969, கந்தபுராணநவநீதம், கூட்டுறவுத் தமிழ்நூற் பதிப்பு விற்பனைக் கழகம், யாழ்ப்பாணம்.
4. கணபதிப்பிள்ளை பண்டிதமணி, சி., 1960, கந்தபுராணபோதனை, அகில இலங்கை சைவமத்தியமகா சபையினர், சன்னாகம், இலங்கை.
5. இராமலிங்கம், நா., 1980, கந்தபுராணஆராய்ச்சி, மதுரைப் பல்கலைக்கழகம், மதுரை.

### AHYS 12012 Archaeological Heritage Resources in Northern Sri Lanka

**Objectives:** This course will give the students about the traditional Archaeological Heritage Resources and their Historical, social, religious, and cultural aspects and cultural impacts on the traditional culture in Northern Sri Lanka during the European rulers

**Course Content:** An introduction to Archaeological heritage resources, the various aspects of heritage, and concepts of world heritage. Traditional heritage resource, Historical temples, Heritage resources of Jaffna kingdom period and Europeans, rulers of Northern Sri Lanka.

**Teaching and Learning Methods:** Lectures, seminars, tutorials, assignments and field studies

**Formative Assessments:** Mid semester exam – 10%, Tutorial – 10%, Quiz – 10%

**Learning Outcome:** At the end of this course unit students will be able to demonstrate a high level of knowledge and understanding of the principles and concepts of Archaeological Heritage Resources and its significance in Northern Sri Lanka...

#### Recommended Reading:

1. Boniface, Pricilla and Peter J. Fowler (1993) *Heritage and tourism in 'the global village'*
2. (*Heritage: care-preservation-management*), Routledge, London
3. Cleere, Henry (2005) *Archaeological Heritage Management*, Routledge, London
4. Fielden, Bernard M. and Jukka Jokilehto (1993) *Management Guidelines for World Heritage Sites*, ICCROM, Rome
5. Pieris, Sita and P.L. Prematilleke (Eds.) (1993) *Training ICOMOS, CCF, Sri Lanka*
6. Prematilleke, P.L. (Ed.) (1993) *Archaeological Heritage Management ICOMOS, CCF, Sri Lanka*.
7. சிற்றும்பலம், சி.க., (பதிப்பு) (1993) *யாழ்ப்பாண இராச்சியம்*, யாழ்ப்பாண பல்கலைக்கழக வெளியீடு, யாழ்ப்பாணம்.
8. Pushparatnam, P. (Ed), (2012) *Lifestyles of Jaffna*, Department of History, University of Jaffna and Kalaiquesary, Express Newspapers (Ceylon) (PVT), LTD, Colombo.
9. (2011) *Workshop on Conservation and Management of Heritage Sites in Jaffna*, Published by The Department of Archaeology, Colombo.



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### EX. ALGS 12012- Anthropological Linguistics

**Objectives:** The main objective of this course unit is the fundamental concepts, theories, methods about the society and covers the traditional scope of cultural anthropology. Identify the fundamental concepts, theories, methods about the society, Understand the theory and method in cultural Anthropology, Ability to understand the cultural concepts of Human behavior.

**Course Contents:** Introduction to Anthropology, Meaning and scope of Anthropology, Applications of Anthropology, Linguistic Anthropology, Social Anthropology, Cultural Anthropology : Nature and Branches, Theory and method in Cultural Anthropology, The Culture concept, The Cultural context of human behavior, Socio cultural adaptations: Language, Learning Culture, Kinship and Association and Religion.

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 10%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will identify the theory and methods in cultural Anthropology. Compare Language and Culture

**Recommended readings:**

1. Dell Hymes (1964), Language in culture and society; A Reader in Linguistics and Anthropology, Allied Pub, Bombay.
2. Alessandro Duranti, (1997), Linguistic Anthropology, Cambridge University.
3. Annemarie Dewaal, Images of man: A history of anthropological thoughts
4. பக்தவத்சலபாரதி பண்பாட்டு மானிடவியல்

### EX. APYCS 12012 Child Psychological Perspective of Child Development

**Objectives:** To enable the students to understand Define child psychology, Recognize early biological factors in child psychology, describe the major theories of child psychology, and describe the processes of the development of language.

**Course content:** Concept of Child development-Early Biological factors in Child Psychology-Major Schools of Child Psychology-Piaget's Theory of Cognitive Development

**Teaching and Learning Methods:** Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:** Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:** Students will be able to Basic knowledge of child Psychology, physiological and Psychological development, and cognitive development of child

**Recommended readings**

1. E. M. Hetherington & Ross D.Parke, 1993, *Child Psychology – a contemporary viewpoint*, 4th edition, McGraw Hill Pub.
2. Laura .C. Berk, 1996, *Child Development*, Prentice Hall of India (Pvt) Ltd, 3rd edition.
3. Thomas J. Berndt, 1997, *Child Development*, 2nd edition, Brow & Benchmark Pub.
4. D.E.Papalia, Sally .W .Olds, 1994, *Child Development*, 5th edition, Tata Me Graw Hill.

### ATAS 12012: Applied Tamil: Usage and Problems

**Objectives:** Existence of a language inevitably relies on its day-to-day usage. When language application becomes devoid its essential characteristics communicative function and the significance of the value of the language composed of its multifarious linguistics feature is also subject to be a state of vulnerability. As such, this course unit presents the modals of the application of Tamil language.



**Course Contents:** Conversation, debates, delivering speeches, announcement, advertisement, essay, letter writing, report writing, precise-writing other documents and creative literate use etc. are taught in detail. Further the linguistic and communicative aspects of the language and critically analyses the appropriateness of such application are also dealt in detail.

**Teaching and Learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%,Tutorials- 10%,Quizzes/Short Exams- 10%.

**Learning Outcomes:** By the end of this course, the students will be able to differentiate literary Tamil from applied Tamil in day to day usages, identify the differences in modalities of application of Tamil in its daily usage, make decision on the possible dynamics of language and structure of each of the modalities of application and use Tamil language effectively with all its possibilities for the day to day needs.

**Recommended Readings:**

1. சிவத்தம்பி, கா., 2007, *தமிழ் கற்பித்தல்*, குமரன் புத்தக இல்லம்.
2. சண்முகம், செ. வை., 1998, *இலக்கியமும் மொழியமைப்பும்*, நியூ செஞ்சரி புக ஹவுஸ், சென்னை.
1. நு.மான், ஆ. யு.இ 2002, *ஆரம்ப இடைநிலை வகுப்புக்களில் தமிழ்மொழி கற்பித்தல் - ஒரு மொழியியல் அணுகுமுறை*, கொழும்புத் தமிழ்ச் சங்கம்.
2. Ball, Micke., 1985, *Narratology: Introduction to the theory of Narrative*, University of Toronto Press.
3. Thomas Lehman., 1989, *A Grammar of modern Tamil*, Pondicherry institute of linguistic Culture.

## EX. AEDS 12012 Teaching and Learning Methods

**Objectives:** The objectives of this course unit is to enable students to understand the meaning of Educational Technology and its importance in Education, and to help them to cognize and develop the knowledge of the various components to the teaching – learning process.

**Course Content:** Educational Technology and successful pedagogy; Technology of Education and Technology in Education; Educational Technology as a system, Teaching-Learning by objectives; Techniques of communication, The teaching and Learning process and its components; Individual and Group Approach to teaching and Learning; Use of technological products in classrooms, Instructional Designs.

**Teaching and Learning Methods:** Lectures, Demonstrations and Discussion with audio-visual aids and Presentations.

**Formative Assessments:** Tutorial-10%, Poster presentation 10%, Minor project- 10%

**Learning Outcome:** By the end of this course student will be able to understand the meaning of Educational technology, in Education and technology of Education, and to develop the Knowledge and skill related with successful pedagogy

**Recommended Reading:**

1. Burton, W. H. (1978). Guidance of learning activities. New York: Appleton Century crafts.
2. Kumar, K.L (1997): Educational Technology (2<sup>nd</sup> ed.) New Delhi: New Age International (p) Ltd.
3. Mohanty, J ((2001): Educational Technology New Delhi: Deep & Deep
4. Vedanayagam, E. G (1989) Teaching Technology for college teacher New Delhi: Sterling Publishers

## 2<sup>nd</sup> year 1st Semester

### COMMERCE

#### EX. ACOS 21012: Organization Behavior

**Objectives:** Define organizational behavior, Obtain a conceptual and practical knowledge in understanding, prediction and controlling human behavior in an organization, Describe the group behavior, Understand the foundations of organization system,

**Course Contents:** Introduction to organizational behavior, Individual behavior: Perception, Personality, Learning, Values, attitudes and job satisfaction, Group behavior: Leadership, The organization system: Foundation of organizational structure, Organizational reward system.

**Teaching and Learning Methods:** Lecture using the teaching aid(Multimedia), Providing Handouts, Field visits and Discussion Boards.

**Formative Assessment Marks 30%** Tutorial 10%, Mid Semester 10%, Presentation 10% .

**Learning Outcome:** On completion of this course Students able to understand: Demonstrate clear understanding of a number of established theorists, theories and studies relating to organizational behavior. Explain and evaluate the key assumptions on which behavior in organizations is currently managed and assess the effect of these ideas on employee attitudes and actions, Apply problem solving and critical thinking abilities to analyze the kinds of choices available for developing alternative organizational behavior approaches in the workplace, Form an appreciation of the complexities and uncertainties of organizational behavior by examining your own role in the light of experience of real-time problem settings, Demonstrate a developmental approach to personal and key skills of planning, review and feedback and verbal communication, Express ideas, concepts and arguments in a logical and coherent written form and in conformity with relevant standards of academic writing in assessed contexts,

#### Recommended Readings:

1. Don Hellriegel, John W. Slocum, 2007, Organizational Behavior, Cengage Learning,
2. David A. Buchanan, [Andrzej A. Huczynski](#), 2010, Organizational Behavior, Pearson Education, Limited.
3. [Laurie J. Mullins](#), 2007. Management and Organisational Behaviour, Financial Times Prentice Hall.
4. [Stephen P. Robbins](#), [Timothy A.](#), 2010, [Judge](#), Organizational Behavior, Prentice Hall,

#### EX. ACCS 21012 Leadership in the Church and in Society

**Objectives:** This course is designed, to make the students realise various aspects of leadership qualities portrayed in the lives of Biblical personalities and in the Church leadership. Besides, they will be acquainting with the qualities of a model leader

**Course content:** Leadership in the Old Testament-Leadership of Moses and Aaron, Prophetic leadership in the Old Testament, Jesus the leader par-excellence, Apostolic Leadership of Peter and Paul, Pastoral leadership, Lay leadership in the Church, Qualities of a model leader, Charismatic leaders in the Church- Pope John the XXIII, Ignatius of Loyala. Inculcating basic leadership qualities.

**Teaching and Learning Methods:** lecturers, discussions.

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz-10%

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**Learning Outcome:** By the end of the course, students would be able to identify the outstanding qualities of the Biblical persons and would be motivated and made convinced of the necessity of learning leadership qualities which would make them efficient leaders.

**Recommended Readings:**

1. Emmanuel. S. J., 1978, *Recognizing the Faceless Minister*, Lake House Printers, Colombo
2. Maxwell, J. C., 2000, *The 21 indispensable Qualities of a Leader*, Magna Publications, Mumbai.
3. Robin Sharma, 2010, *The Leader who had no Title*, JAICO Publishing House, New York.
4. David Heney, 2006, *Concrete Leadership Strategies*, Pauline Publications, Mumbai.
5. S. Joseph Kennedy & M. Berkman (ed), 2011, *Vaanam Vasapadam, Vaigarai* Publications, Dindigul, India.

**EX. AECS 21012 Labour Economics**

**Objectives:** Create the capacity in students to understand theories, concepts, policies and their applications in analyzing labour market issues, including impact evaluation of labour market programs and policies. Enable students to contribute to evidence – based policy input into economic development and the poverty reduction process. To provide institutional features of Labour market systems. Identify key issues and problems arising in Labour market. Introduce the key economic concepts required to analyse these key issues and problems.

**Course Content:** Introduction to labour economics, Labour Demand : Short Run & Long –Run, Labour Supply. Labour market equilibrium and labour market failure, Theories of wages. Human Capital and Labour Productivity, Wage and Employment determination, Wage structure & Wage Differentials, Executive and Alternative Pay Trends, Wages & Productivity. Analysis of Labour force, Employment & Unemployment, Trade unions and Collective Bargaining, Labour laws and labour reforms in Sri Lanka, Benefits, Labour Mobility & Migration, Globalization, International trade and labour market, Labour Market Discrimination & Poverty, Dual Labour Market : (Rural / Urban & Formal / Informal) labour markets, Retirement

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome:** At the end of the course and having completed the essential readings and activities students will be able to: Obtain a knowledge of job opportunities, labour laws and rights. Discuss why labour market systems exist, and how they are structured. Explain why the relative importance of wage theories is different around the world, and how bank based system differ from market- based systems. Understand why labour productivity exists, and discuss the role of transaction costs and information asymmetry theories in providing an economic justification. Ensure basically food security, reduce malnutrition rate Improve remarkably rural living conditions and infrastructure. Promote grass – root democracy. Understand principles and theories of rural development as a multi – disciplinary science. Develop well – defined social skills in the areas of human interaction and leadership.

**Recommended readings:**

1. McConnell, Brue & Mac Pherson, 2009, **Contemporary Labour Economics**, 8<sup>th</sup> edition, McGraw – Hill,
2. Bruce Kaufman & Julie Hotchkiss, 2006, **The economics of Labour Markets**, 7<sup>th</sup> edition, Thomson, ISBN:978-0-324-335-75-X.

3. Ronald G. Ehrenberg & Robert S. Smith, **Modern Labour Economics** (any edition), Addison - Wesley Longman.
4. Ronald G. Ehrenberg & Robert S. Smith, **Modern Labour Economics** Theory and Public Policy, Fifth Edition, Harper Collins College Publishers.
5. உதயகுமார். எஸ். எஸ்., 2012, **ஊழியப் பொருளியல் ஓர் அறிமுகம்**, கோசிகா வெளியீடு, குரு பதிப்பகம், யாழ்ப்பாணம்.
6. Abraham L. Gitlow, **Labour and Man Power Economics**, 3<sup>rd</sup> ed. Richard D. Irwin, Inc., Homewood, Illinois 60430 Irwin- Dorsey Limited, Georgetown, Ontario.

#### EX. AENC 21012 British Poetry

**Objectives:** As course students in English literature, this course aims at providing an understanding of British poetry. The course will pay attention to the political climate of the various periods and their impact on British poetry. The student will be guided to explore the diversity that characterizes the poetry written during different periods. The course will not include the writings of John Milton as they are taught in a separate course.

**Course Content:** *Beowulf* Selections from the [Metaphysical poets](#) [Samuel Taylor Coleridge](#), [Robert Browning](#), [Wilfred Owen](#), [W. H. Auden](#), [Dylan Thomas](#)

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (10%)

**Learning outcome:** At the end of this student will be able to recognize the diversity that characterizes the poetry of different ages, the political climate of the various periods and their impact on British poetry.

#### Recommended Readings:

1. Greenblatt, Stephen. *Renaissance Self-fashioning: From More to Shakespeare*. Cruttwell, Patrick. *The Shakespearean Moment and Its Place in the Poetry of the 17<sup>th</sup> Century*. London: Chatto & Windus, 1954.
2. Hall, Kim. *Things of Darkness: Economies of Race and Gender in Early Modern England*. Ithaca, New York: Cornell University Press, 1995.
3. Thompson, John. *The Founding of English Metre*. New York: Columbia University Press, 1989.
4. Amarasinghe, Upali. *Dryden and Pope in the Early Nineteenth-Century*. Cambridge: Cambridge University Press, 1962.
5. Knight, Wilson. *The Burning Oracle: Studies in the Poetry of Action*. London: Oxford University Press, 1939.

#### EX. AGYS 21012: Introduction to Remote Sensing and GIS

**Objectives:** The primary purpose of this syllabus is to provide an overview of GIS and Remote sensing facts, tools and applications. The syllabus specifically aims to provide with, Theoretical overview of GIS and RS, Illustrate the nature of spatial data and its characteristics, Hands on training on the ways and means of spatial data management, Comprehensive understanding on GIS and RS applications for various disciplines.

**Course Content:** Definition of GIS and RS related terminology; Evolution of GIS; Components of GIS; Application Map Projection and the Coordinate System; Geographical Data; Vector Data Model; Raster Data Model; Spatial Data Base Management; Principles of Remote Sensing; Principles of Electromagnetic Radiation (EMR) and EMR Spectrum; Elements of Photographic System; Application of Remote Sensing; Elements of Image Interpretation; Demonstration on data input and editing using commonly used vector based software (ArcView /ArcMap) and raster based software (ILWIS/ERDAS); GIS and RS application in agriculture, forestry, climatology, hydrology, natural resource management, land use and administration

**Teaching and Learning Methods:** Lectures, Computer based practical, Question & Answer methods, Discussions.

**Formative Assessments:** Computer based practical assessments 15%, mid exam 10%, Quiz 05%, in total 30%

**Learning Outcome:** Demonstrate capability in practical to support capture, management, manipulation of spatial data, Identify the methods of analysis, modeling and display of spatially referenced data for solving complex planning and management problems, Demonstrate the techniques to manage the Geographic data using vector and raster based software, Comprehend the theoretical basis of spatial information system, Understand the significance of system for a spatial information management, Understand the theoretical basis of vector and raster data models, coordinate system and data collection methods, Understand relevant data for specific purposes and the ways and means of such data collection, Comprehend the basics of the GIS and RS applications in agriculture, forestry, climatology, hydrology, natural resource management, land use, administration.

**Recommended Readings:**

1. Bernhardsen. T.1999.*Geographic Information System, An Introduction*, John Wiley and Sons, Inc.
2. George. B, Korte, P. E. 2001. *The GIS Book*, Cengage Learning India Pvt. Ltd.
3. Heywood. I., Cornells, S., Carver, S., Raju, S. 2007. *An Introduction to Geographical Information System*, Dorling Kindersley (India) Pvt. Ltd.
4. Lillesand. T. M., Kiefer, R. W., Chipman, J. W. 2008. *Remote Sensing and Image Interpretation*, John Wiley and Sons.
5. Longley. P. A., Goodchild, M. F., Maguire, D. J., and Rhind, D. W., 2001, *Geographical Information System and Science*, John Wiley and Sons, U.K.

**EX.AHCS 21012 Life Style of Siddhas.**

**Objectives:** The aim of this course unit is to provide students the significance of the Religion and Philosophy of Siddhas.

**Course Content:** Definition of Siddha, Religious concept of siddha, siddha Tradition in Indian History, Origin of Siddha in Tamil Nadu, Impact of Siddha thoughts on Hindu Society, Siddhas contribution to the humanity, Siddhas in Sri Lanka with special reference to North & East Comparative study of Siddhas, Selected Texts of Siddhas.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with the religion and philosophy of Siddhas.

**Recommended Readings:**

1. முருகேசன், சி.எஸ்., 2003, புதுச்சேரிசித்தர்கள், சங்கர்பதிப்பகம், சென்னை.
2. முத்தையா, நா., 1980, ஈழத்துச் சித்தர்கள், ஆத்மஜோதி நிலையம், நாவலப்பிட்டி.
3. சிதம்பரனார்சாமி, 2001, சித்தர்கள் கண்ட விஞ்ஞானத்தத்துவம், ஸ்ரீ செண்பகாபதிப்பகம், சென்னை.
4. நாராயணன், க., 1988, சித்தர்த்தத்துவம், தமிழ் புத்தகாலயம், சென்னை
5. Ganapathy, T.N., 1993, *The Philosophy of the Tamil Siddhas*, Indian Council of Philosophical Research, New Delhi.



### EX. AHPS 21012 *Thevaram and Religious philosophy*

**Objectives:** Thevaram applied philosophy- Every word in Sastras are supported in these.

**Course Content :** Introduction to the Saivism in Thevaram and its Philosophical and religious significance. Bhakti and religious life of Saiva Saints, moral practices, metaphysical structure of saivism.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation

**Formative Assessment:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcomes:-** Students are to be convinced that Tevarams are not more hymns, sung in the streets for the uneducated derote, but have a core of high philosophy, directed experienced through grace.

#### Recommended Reading :

1. செங்கல்வராயபிள்ளை, கா., தேவார ஒளிநெறி (சம்பந்தர்), முதலாம் - 1973, இரண்டாம்-1963, மூன்றாம் - 1954, தொகுதி, திருநெல்வேலி தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், சென்னை
2. வெள்ளைவாரணன், க., பன்னிரு திருமுறை வரலாறு, இருதொகுதிகள், அண்ணாமலைப் பல்கலைக்கழக வெளியீடு, 1969, 1972.
3. இரத்தினசபாபதி, வை., திருமுறைத் தெளிவே சைவசித்தாந்தம், இராதாகிருஷ்ணன் மேல்நிலைக் கல்வி நிறுவனம், சென்னைப் பல்கலைக்கழகம், 1979.
4. சந்திரலேகா வாமதேவா, திருஞானசம்பந்தர் தேவாரம் காட்டும் சமயமும் தத்துவமும், யாழ்ப்பாணப் பல்கலைக்கழக இந்துநாகரிக முதுமாணிப் பட்டத்திற்கான ஆய்வுக்கட்டுரை. 1981.
5. சர்வேஸ்வர ஐயர், ப., அப்பர் தேவாரத்திலுள்ள சமயமும் தத்துவமும், யாழ்ப்பாணப் பல்கலைக்கழக முதுமாணிப் பட்டத்திற்கான ஆய்வுக்கட்டுரை. 1980.
6. Rangaswamy Dorai, M.A., The Religion and Philosophy of Tevaram, Book I (1958) & II (1959), (Volumes I – IV), University of Madras, Madras.

### EX. ALGS 21012 History of Linguistics

**Objectives:** The Primary purpose of this syllabus is a brief history of the different stages in the development of modern linguistics as an autonomous discipline in the West and early attempts in the study of language in India with special reference to phonetics and semantics. The history of language studies from the ancient time to the end of the 20<sup>th</sup> century with special reference to western and Asian countries.

**Course Content:** History of Indian tradition, The period of Greece and Rome (A brief study), School of Linguistic thought, Middle age, Renaissance,

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 10%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Understand school of linguistic thoughts and history of Linguistics Analysis the need for ancient linguistics studies and modern linguistic studies to analysis the basic concepts of ancient and modern linguistics studies.

#### Recommended Readings:

1. Verma, S.K. , Krishnaswamy, N Modern Linguistics Mike Davenport & S.J.Hannahs (1998), Introducing Phonetics and Phonology, Oxford University Press, New York.
2. கருணாகரன், ஜெயா, மொழியியல், சுவிதா பதிப்பகம், சென்னை. புரமசிவன்-மொழியியல் அறிமுகம்
3. General Linguistics: An introductory survey-Robins A short history of Linguistics R.H.Robins

### EX. APYCS 21012 Psychology of Health and Healthy Life

**Objectives:** To gain familiarity with Meaning of Health in Socio Cultural Context, Stress and Coping Behaviour, Behavioural Health, Resources Promoting and Maintaining Mental Health, Behaviour and Chronic Diseases, future of health psychology.



**Course Content:** Meaning of Health in Socio Cultural Context: Nature, Scope and Development, Stress and Coping Behaviour, e, Interventions to Reduce Smoking; Preventing Alcohol and Other Drug, Effects of Alcohol, Drug Misuse, Abuse and HIV and Aids Future Prospects of Health Psychology

**Teaching and Learning Methods:** Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:** Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:** Students will be able to understand impact of psychological factors on health and disease, To understand the bio psychosocial model (mind-body linkages) in understanding health, illness and disease, To analyze different health behaviours, attitudes, outcomes, and illnesses from the perspectives of the major theories of health, and recognize those theories when used by others to analyze events.

**Recommended readings:**

1. Aboud.F.E, 1998, *Health Psychology in Global Perspective*, Thousand Oaks.
2. C.A. Sage, Brannon. L & Feist .J, 2000, *Health Psychology*, U.S.A. Brooks/Cole.
3. Bishop.G.D, 1994, *Health Psychology: Integrating Mind and Body*, Boston, Allyn & Bacon.
4. Brcome. A.K & Llewellyn. S, 1995, *Health Psychology*, London, Chapman & Hall
5. Friedman.D.N, 1989, *Health Psychology*, New York, Prentice- Hall.
6. Shelley F.Taylor, 2006, *Health Psychology*, (6<sup>th</sup> Edi) New Delhi, Tata McGraw Hill Publishing Co. Ltd.
7. Edward P.Sarafino, 1990, *Health Psychology*, New York, John Wiley & Sons.
8. Ogden.J, 2010, *Health Psychology*, (4<sup>th</sup> Edition), New Delhi, Tata McGraw Hill Education Private Limited.

### ATAS 21012 Minor Literary Genre in Tamil

**Objectives:** This course is to provide a deep knowledge of the origin and the development of Minor literary genres in Tamil.

**Course Contents:** This course unit is designed to teach minor literary genres that are abundant in Tamil literature. The structures and grammatical patterns of the minor literary genres elaborated in Paddiyal works and their origin and development in the History of Tamil literature will be taught in detail.

**Teaching and Learning methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, **Tutorials** - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to differentiate the minor literary genres from the other literary forms, identify the unique characteristics of each minor literary genre, cognize the origin and the development of each and every minor literary genre in the history of Tamil literature, understand the reflection and the absorption of social changes through these literatures and comprehend the literary calibre of the authors of minor literary genre.

**Recommended Readings:**

1. பன்னிருபாட்டியல், (பதிப்பு) கோவிந்தராச முதலியார், 1978, சைவ சித்தாந்த நூற்பதிப்புக் கழகம், சென்னை.
2. சிற்றிலக்கியச் சொற்பொழிவுகள் பாகம் ஐஇ ஐஐஇ ஐஐஐஇ ஐஐஐஇ ஏ ரு ஏஐஇ 1964, சைவ சித்தாந்த நூற்பதிப்புக் கழகம், சென்னை.

3. நிரமலா மோகன், 2009, *சிற்றிலக்கியங்களில் மும்முனைப் போக்கு*, அகரம் பதிப்பு, தஞ்சாவூர்.
4. செயராமன், ந. வீ, 1977, *பாட்டியல் திறனாய்வு*, மணிவாசகர் நூலகம், சிதம்பரம்.
5. ஈசுவரபிள்ளை, தா., 2005, *தமிழில் சிற்றிலக்கிய வரலாறு*, தமிழ்ப் பல்கலைக்கழக வெளியீடு, தஞ்சாவூர்.

### EX. APHS 21012 Applied Ethics and Social Values

**Objectives:** The purpose of the course is to explore public social values from the standpoint of applied ethics and social philosophy. Particular emphasis is placed on the social perspective and with public moral behavior of community. Help to think critically, analytically and justifying logical reasoning on social issues, problems from a global perspective.

**Contents of course units:** Introduction to Applied Ethics and Social implication on a number of problematic issues in Ethics. The Society and the applied ethics, Culture and Applied Ethics, Social justice and Ethics, injustice, inequality in society, Community development and Social responsibility. Brief introduction to Business Ethics, Medical Ethics, Environmental Ethics and Bio Ethics.

**Teaching and Learning method:** Lectures, PowerPoint presentation, Discussion and Field study

**Formative Assessments:** Tutorial / Assignment – 10%, Mid semester Exam – 10%, Presentation – 10%, Final essay – 10%

**Learning Outcomes:** After completion of the course, the Students will be able to explore what we mean by “ethics” and meaning of life and particularly to learn the strengths and limits of bioethics and applied ethics as applicable to social values. Able to understand the ethical, legal and philosophical foundations of the social perspective as social justice and as democratic ethics, as this helps to understand and guide critical awareness among society

#### Recommended readings:

1. Finn, J. & Jacobson, M. (2007). *Just Practice: A Social Justice Approach to Social Work*. Second Edition. Peosta, IA: eddie bowers publishing.
2. Stoesz, D. (2002). *From social work to human services*. Journal of Sociology and Social Welfare,
3. R. G. Frey, Christopher Heath Wellman (2008) *A Companion to Applied Ethics*, John Wiley & Sons
4. Tony Fitzpatrick (2008) *Applied ethics and social problems: moral questions of birth, society and death*, The Policy Press
5. Shashi Motilal (2004) *Applied Ethics and Human Rights*; Anthem Press
6. Cohen (2012) *Contemporary Debates in Applied Ethics*, John Wiley & Sons

### 2<sup>nd</sup> year 2<sup>nd</sup> Semester

#### EX. ACOS 22012: Commerce and Industrial Law

**Learning Objectives:** Identify the terms of contract and consideration; Gain knowledge about the commercial and Industrial law in Sri Lanka, Specify the law of sale of goods, agencies, partnership, negotiable instruments, banking and Insurance, Industrial Relation and Employee Act in Sri Lanka

**Course Contents:** Definition for Law, legal systems in Sri Lanka, doctrine of judicial Precedent, Law of contract: nature of contract, formation of a contract, offer acceptance, capacity to contract, frustration and breach of contract, remedies for breach of contract. Law of agency: creation of agency rectification, rights & doubts of principle and agent. Sales of goods, conditions and warranties, transfer of property of title, rights & duties of buyer and seller, auction sale & hire purchase. Partnership Law, Company law, Banking law and Insurance law

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**Teaching and Learning Methods:** Lecture using the teaching aid(Multimedia), Providing Handouts, Field visits and Discussion Boards.

**Formative Assessment Marks:** Tutorial 10%, Mid Semester 10%, Presentation 10%

**Learning Outcome:** On completion of this module, students are expected to be able to: On completion of this course, learners will be able to: appreciate the relevance of business law to individuals and businesses and the role of law in an economic, political and social context; identify the fundamental legal principles behind contractual agreements; examine how businesses can be held liable in tort for the actions of their employees; explain the legal and fiscal structure of different forms business organizations and their responsibilities as an employer; acquire problem solving techniques and to be able to present coherent, concise legal argument .

**Recommended Readings:**

1. Wickrema Weerasooria M.K.(2010) Text book of Commercial law 1<sup>st</sup> edition, Postgraduate Institute of Management, University of Sri Jeyawardanapura.
2. Sarath mathilal De Silva, The Legal System of Sri Lanka: An Overview, (publisher-author),

## EX. ACCS 22012 Concept of person in Christian Perspectives

**Objectives:** This course unit is designed to enable the students to identify the outstanding Biblical personalities and their special leadership qualities brought out through Biblical events. Besides, this unit is designed to assist the students enrich themselves with a balanced and a matured personality.

**Course Content:** Notion of Person in the Bible; in the Old Testament and New Testament, Pauline concept of a person, Concept of person presented in Greek, Hebrew and Christian philosophy, Person as understood by different Religions, Notion of person in modern Psychology: Sigmund Freud, Harold Sherman, Carl Jung, Characteristics of Self-Actualized person according to Abraham Maslow Basic Traits of a full-fledged personality,

**Teaching and Learning Methods:** lecturers, discussions.

**Formative Assessments:** Mid semester exam-10%, Tutorial-10%, Quiz-10%

**Learning Outcome:** At the end of the course students would be able to identify basic traits of matured and balanced personality and would take initiatives to enrich their personality.

**Recommended Readings:**

1. Tischner, J., ed. 1994, *The Philosophy of Person*, Washington.
2. Boethius, 1926, *The Theological tractates*, trans. H.F. Steward and E.K. Rond, London, Willaim Heinemann.
3. Clark William Norris, 1993, *Person and Being*, marguette University Press, Milwaukee.
4. Doran Kevin, 1989, *What is a Person? The concept and the Implication for Ethics*, E. Mellen Press, New York.
5. Kainz Howard., 1989, *The philosophy of Man: A New introduction to Some Perennial Issues*, University Press of America, New York.

## EX. AECS 22012 Rural Economic Development

**Objectives:** Help national development through rural development, Provide students with a better understanding of the unique characteristics of planning in rural areas. Focus on the continuing need to better integrate disparate and often conflicting components of human activities in rural areas. Identify key issues and problems arising in rural development. Use economic theory to analyze problems of rural and regional

development. Nature and role of economic analysis of rural development. Acquaint students with some tools that are useful in the analysis of rural and regional development. Examine the role and ability of government policies that influence rural and regional development. Understand the concept of poverty and measurement of poverty in the rural areas. Provide experience and impacts of poverty alleviation programs in Sri Lankan economy. Help students to find employment in development sector after their degree.

**Course Content:** Defining rural and community development, Major characteristics of rural economy, Major characteristics of family and community in the rural economy, Importance of rural economic development, Concepts of community economics, Descriptive tools of community economic analysis, Institutions and society in the rural area. Rural migration and modernization Agriculture, Industrial and natural resources in the rural economy, Business development as a rural / regional development strategy . Financial markets in the rural area. Micro level constraints to economic development (land, labour, capital markets) in the rural area. Economic issues of rural development, Rural development and the role of planners, Strategies of rural economic development, Poverty and income distribution in developing countries. Gender and Livelihoods, Methods and livelihoods in the rural areas in North Province of Sri Lanka

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcomes:** At the end of the course and having completed the essential reading and activities students will be able to: Identify the resources of rural areas and make maximum use of them. Improve the livelihood of rural people. Alleviate poverty of rural community. Find employment in development sector after their degree. Manage rural development. Forge harmonious existence of rural community. Become participants in the national development through rural development

**Recommended reading:**

1. David A. M. Lea & D. P. Chaudhri, (Ed.), 1983, **Rural Development and the State, Contradictions and Dilemmas in Development Countries**, Methuen, London and New York.
2. Shaffer, Ron, Steve Deller and Dave Marcouiller, 2004, **Community Economics**, 2<sup>nd</sup> ed. Ames, Iowa: Blackwell Publishing.
3. Franks Ellis, 2000, **Rural Livelihoods and Diversity in Developing Countries**, Oxford University Press, New York.
4. Leatherman, John c. & David W. Macrouiller, 1996, **Income distribution characteristics of rural economic sectors : Implications for local development policy. Growth and Change** (27(4): 434-459.

## English literature

**EX. AENS 22012: Non-Fiction Writing in English:**

**Objectives:** The objective of this course is to encourage students to understand and appreciate non-fiction writing in English. Representative texts from different periods will be used in this course for analysis. The student is expected to trace the stylistic differences existing in non-fiction texts under different political and historical periods.

**Course Content:** [James Boswell's \*The Life of Samuel Johnson\*](#) Lytton Strachey [Eminent Victorians: \*Cardinal Manning, Florence Nightingale, Dr. Arnold, General Gordon\*](#) [May Sarton's \*Journal of a Solitude\*](#), selections from Jawaharlal Nehru's *Glimpses of World History*, Arundhati Roy's "The Greater Common Good," selected speeches of Abraham Lincoln, Martin Luther King Jr.

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (10%)

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**Learning outcome:** this course will facilitate the student to trace the stylistic differences existing in non-fiction texts under different political and historical periods.

**Recommended Readings:**

1. Gordon, Jan A. *The Movement of English Prose*. London: Longmans, 1966.
2. Krapp, George Philip. *The Rise of English Literary Prose*. New York: Frederick Ungar Publishing Company, 1963.
3. Millar, Robert & Ian Currie. *The Language of Prose*. London: Heinemann, 1972.
4. Stafford, William & Frederick Candelaria. *The Voices of Prose*. New York: McGraw-Hill Book Company, 1966.
5. Arscott, John R. *Introduction to Nonfiction*. Kentucky: McCormick-Mathers Publishing Company, 1957.

**EX. AGYS 22012: Environmental System and Management**

**Objectives:** The objective is to provide substantial knowledge on environment and its management

**Course Content:** Introduction to environmental geography, Environment – elements and processes Eco-systems and habitat ecology-Types of eco-systems, structure, function, ecological, energetic and nutrient cycles, - Edaphic nutrient cycles and marine eco-system, Ecological adaptations, Community ecology – structure and dynamics, Biomes, Natural resources and conservation, Wildlife management, Environmental pollution, Environmental monitoring and impact assessment, Environmental education and organizations, Selected conventions.

**Teaching and Learning Methods:** Lecture using the teaching aids (multimedia), providing handouts; Field visits and Discussion Boards.

**Formative Assessments:** Field study 05%, Critical essays and tutorials 15%, Mid exam 05%, Presentation 05%, **In total 30%** End semester written exam grade 70%.

**Learning Outcome:** On successful completion of this module, competent students should be able to acquire, Understand the scientific nature of the environment and its functions in a multidisciplinary perspective, Understand human-environment interactions and related problems and measures to be taken for conserving the environment, Appreciate the value of the environment and need of its management, *Ability* to identify environmental systems and their patterns of distribution, Ability to interrelate human environmental relationships and to identify measures to mitigate the problem, Teamwork and field observation skills in identifying environmental problems, Undertake environmental impact assessments and field surveys, Capability to model the simple environmental issues.

**Recommended Readings:**

1. Barrow, C.J. 2006. *Environmental management for Sustainable Development*. 2<sup>nd</sup> edition. Routledge, London.
2. Bharuch. E. 2005. *Textbook of environmental studies for undergraduate courses*. University Press, India.
3. Phillips, A.D.M and Turton, B.J. (eds) 1975. *Environment, Man and Economic Change*. Longman, England.
4. Timothy O'diordan (ed). 1995. *Environmental Science for Environmental Management*. Longman group Ltd. England.
5. Vasudevan, N. 2009. *Essentials of Environmental Science*. Narosa Publishing House, New Delhi.



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### EX.AHCS 22012 Arumuganavlar and Saivism

**Objectives:** This is intended to make the students to be familiar with the Saiva traditions fostered by Navalar in Sri Lanka.

**Course Content:** Cultural background of 19<sup>th</sup> century in Jaffna, Vaidika Saiva Tradition and Navalar as a reformer of Hindus, His contributions to the development of Saivism and Saiva Siddhanta Implementation of Agamic rituals, tradition of Purana Patanam.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** At the end of this course students would be familiar with the following the practical religious activities preached by Navalar.

#### Recommended Readings:

1. கைலாசபதி,க., 2005, நாவலர் பற்றி கைலாசபதி, குமரன் குத்தக இல்லம், கொழும்பு-சென்னை.
2. கனகரத்தினம், வை.இரா., 2007, நாவலர் ஆளுமையும் புலமைத்துவமும், தமிழ்த்துறை பேராதனைப் பல்கலைக்கழகம், பேராதனை.
3. தனஞ்சயராசசிங்கம், ச., நாவலர் பணிகள், நென்ல் கிரிண்டர்ஸ், கண்டி.
4. சுத்தானந்த பாரதியார், 1945, நாவலர் பெருமான், அரவிந்தநாச்சிரமம், அச்சக்கூடம், புதுச்சேரி.
5. பூலோகசிங்கம்,பொ., 1973, ஈழம் தந்த நாவலர், அமுல் அச்சகம், சென்னை.
6. நாவலர் நூற்றாண்டு விழா மலர்,1979, ஸ்ரீலங்கை ஆறுமுகநாவலர் சபை வெளியீடு, யாழ்ப்பாணம்.

### EX.ALGS 22012 Lexicography

**Objectives:** The main focus of this course entitled lexicography as an independent area of study has a wider scope in language development, language learning, language acquisition and so on, and use of dictionaries.

**Course Contents:** What is lexicography, Making of a Dictionary, Dictionary types. Defining the "term Dictionary", Criteria for classification, Theoretical Dictionary and Practical Dictionary, Monolingual and Bilingual Dictionary, Types of Bilingual Dictionary, Encyclopedia and Linguistics Dictionary. Making of a Thesaurus.

**Teaching and Learning Methods:** Lectures and discussions.

**Formative Assessments:** Mid semester Exam 10%, Tutorials 10%, Presentation 5%

**Learning outcomes:** ability to analysis the lexical structure, ability to making of a Dictionary.

#### Recommended Reading:

1. Hartmann, R.R.K, (1983) Lexicography, Principles and practice, London, Academic press.
2. Malkiel, Y. (1967) A Typological classification of Dictionaries on the basis of Distinctive features. Problems in Lexicography(ed) Bloomington. Indian University press.
3. Singh, Ram Adhar (1982) An Introduction to Lexicography: Mysore. Central Institute of Indian Languages.
4. Katre, S.M (1965), Lexicography, Madras, Annamalai University.  
Misra, R.G (1980), Lexicography in India, Central Insitute of India.

### EX. APYCS 22012 Stress and Coping

**Objectives:** To enable the students to understand Recognize the impact of stress on modern life, understand the body's biochemical reactions to stressors, Identify common stress indicators and stress related diseases, Measure and monitor their own stress levels, Review various strategies to help cope with stressors more effectively.



**Course Content:** Introduction, causes of stress, model of stress, physiological arousal and behaviour change interventions, occupational stress, environmental stress, stress related disorders, stress management and specific applications.

**Teaching and Learning Methods:** Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:** Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcomes:** Students will be able to understanding stress and stressors, common and extreme stressors and variability circumstances. Types of stress, stress and coping

**Recommended readings:**

1. Robert Wool folk and Paul Lehrer, 1983, *Principles and Practice of Stress Management*, New York ,Guilford Press, p.1.
2. Gary Cooper, 1993, *Stress Research for the Eighties*, New York, John Wiley & Sons, p.81.
3. Goldberger and Breznitz, 1983, *Handbook of Stress*, London, The Free Press.
4. *Op. Cit.*, Robert Woolfolk and Paul Lehrer

#### **EX. ASNS 22012. A Comparative analysis of literary theories in Tamil and Sanskrit**

**Objectives :** This will enable the students to compare both languages with regard the literary theories.

**Course Content:** The need of comparative study, Definition of poetry in Tamil and Sanskrit, Rasa theory, Alankara theory, Dhavani , Riti System.

**Teaching and learning methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%).

**Learning outcome:** By end of this course the students can able to Compare the Literary aspects in Sanskrit and Tamil.

**Recommended readings:**

1. Meenakshi , K., 1999, *Literary Criticism in Tamil and Sanskrit* , International Institute of Tamil Studies, Chennai.
2. Sundaramoorthy.G,1974,Early literary theories in Tamil ,A comparison with Sanskrit theories Madurai
3. Sanskaran. A 1926, A Some concepts of Literary criticism in Sanskrit New Delhi
4. Krishnamoorthy.K, 1985, *Indian literary theories*, New Delhi.
5. DE S.K 1960, *History of Sanskrit Poetics*, Calcutta.

#### **EX.ATAS 22012 Ethics in Tamil Literature**

**Objective:** Objective of this course unit is to make a keen study on the ethical or didactic literatures composed in different epochs of Tamil literature. Students can acquire a clear understanding on ethical literature and their salient features.

**Course Content:** Definition of ethic, origin and development of ethical works in Tamil, significant features of the same, the diction and metrical forms employed in such literatures, socio political background of these works, textual study of particular ethical literatures: Thirukkural, Naladiyar, Nanmanikadikai, Acarakkovai, Tirikadukam, Muturi, Nalvali, Konrai Venthan etc are dealt in detail.

**Teaching and Learning Methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to understand the richness of ethical literature in Tamil feel the importance given by the Tamils to ethics and understand the contribution of ethical literature towards the development of Tamil Culture.

**Recommended Readings:**

1. *பதினெண்கீழ்க்கணக்கு நூல்கள்*, 2007, (உரையாசிரியர்) வேங்கடசாமி நாட்டார், ந.மு., (பதி) விருத்தாசலம், பி., தமிழ்மண் பதிப்பகம், சென்னை.
2. *பதினெண் கீழ்க்கணக்குச் சொற்பொழிவுகள்*, தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், திருநெல்வேலி,
3. *நீதிநூற்கொத்து*, 1961, தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், திருநெல்வேலி,.
4. வேலுப்பிள்ளை, ஆ., 1985, *தமிழ் இலக்கியத்தில் காலமும் கருத்தும்*, பாரி புத்தகப் பண்ணை, சென்னை.
5. முத்துலட்சுமி, ச., 2007, *அற இயலும் பண்பாடும்*, அறிவுப் பதிப்பகம், சென்னை.

### 3<sup>rd</sup> year 1<sup>st</sup> Semester

#### Commerce

##### EX.ACOS 31012 Introcutio to Marketing Management

**Objectives:** Describe and interpret the important of Marketing, Understand the marketing concepts and their application, Understand the different marketing environments and its affects on marketing decisions, Analysis the key issues in customer orientation including marketing mix, segmentation, relationship, marketing and the behavioral patterns.

**Course Content:** Concepts of marketing objectives of marketing, Functions of marketing, market segmentation and marketing mix, Market research, Product life cycle, Consumer goods and Industrial goods, Channel of distribution, marketing services and advertising marketing management.

**Teaching and Learning Methods:** Lecture using the teaching aid(Multimedia), Providing Handouts, Field visits and Discussion Boards.

**Formative Assessments: Tutorial** 10%, Mid Semester, 10% Presentation 10%

**Learning Outcome:** Identify core concepts of marketing and the role of marketing in business and society. Knowledge of social, legal, ethical and technological forces on marketing decision-making, Appreciation for the global nature of marketing and appropriate measures to operate effectively in international settings, Ability to develop marketing strategies based on product, price, place and promotion objectives, Ability to create an integrated marketing communications plan which includes promotional strategies and measures of effectiveness. Ability to communicate the unique marketing mixes and selling propositions for specific product offerings, Ability to construct written sales plans and a professional interactive oral sales presentation, Ability to formulate marketing strategies that incorporate psychological and sociological factors which influence consumers, Ability to collect, process, and analyze consumer data to make informed marketing decisions, Ability to analyze marketing problems and provide solutions based on a critical examination of marketing information, Ability to apply knowledge and skills to real-world experiences in an internship, After completing this course, the students will be able to understand the concepts, theories and other relevant facts governed by marketing management.

**Recommended Readings:**

1. Kotlar, Philip, Marketing Management, Prentice Hall, New Delhi
2. Stanton, Etzel, Walker, Fundamentals of Marketing, Tata-McGraw Hill, New Delhi
3. Saxena, Rajan, Marketing Management, Tata-McGraw Hill, New Delhi
4. Mc Carthy, E.J., Basic Marketing: a Managerial approach, Irwin, New York

### **EX. ACCS 31012 The First Five Books of the Bible**

**Objectives:** This course is designed to enable the student to understand the content, message and the formation of the Pentateuch and to identify the different sources of the Books of Pentateuch and appreciate the theological emphasis of the traditions of the Pentateuch.

**Course Content:** 'Pentateuch', its names, outline and place in the Canon. Critical approach to Authorship, Characteristics of different sources, The importance of Pentateuch in the religion of Israel as the word of God. special emphasis on Creation story – The fall – The floods – The Covenant with Noah-Tower of Babel. The Patriarchs: Gen. 12-50: Abraham, Isaac, Jacob. Covenant with Patriarchs. Story of Joseph and the Journey to Egypt. : Israelites in Egypt, The Exodus: Ex. 1-18. Moses. Plagues –Passover and Liberation from Egypt. Israel at Mount Sinai: Ex. 19-40; and Leviticus: Covenant at Sinai. Decalogue – Covenant Code. Law sections in Deuteronomy: Cultic Laws. Wanderings: The blessing and Death of Moses.

**Teaching and Learning Methods:** Lecture, discussion, visual aids and presentation.

**In course Assessment:** Mid Semester Exam 10%, Quiz-10%, Tutorials 10%

**Learning Outcomes:** By the end of the course students will be familiar with the major events reported in the first five books of the Bible and the salvific message given through them.

#### **Recommended readings:**

1. The New Jerome Biblical Commentary, ed. Raymond E. Brown et al., 1997 Theological Publications of India, Bangalore..
2. Thiyaaku, 1978, *Thora allathu Innuul*, Nobile Nulakam, Madurai..
3. Robinson, G. (ed.), 1972, *Thirumarai Tholan*, Chirithava Eraiyal Nulor Kulu, Chennai..
4. Ska, Jean-louis, 2006, *Introduction to Readings the Pentateuch*, trans, Pascale Dominique, Eisenbrannus, Indiana..
5. Robinson, G. (ed.), 1966, *Palaiyatpadu Arimugam, Paaham 1*, Christhava Eraiyal Illakiya Mandram, Chennai.

### **EX. AECS 31012 Industrial Economics**

**Objectives:** This course provides students with vigorous treatment of the main issues in industrial organization and provide students with the analytical skills required for understanding problems in industrial economics, including applications of game theory and examines the key questions on the internal organisation of firms, analyse various aspects of strategic interaction between firms and the determinants of industrial structure provides students with the ability to apply economic models of firm behavior, analyse questions in business strategy, competition policy and regulation.

**Course Content:** A Prelude to Industrial Economics, Industrial Location Analysis, Technological Change Measurement, Industrial Finance, Industrial Efficiency, Industrial Development in Sri Lanka and Government Regulation of Industries, Market structure; Problems related to R & D and innovation, Determinants of productive and economic efficiency – Measurement of the efficiency level. Pattern of industrialization since independence – Changing structure of industries- Debates on industrial stagnation – Issues in industrial development in the context of globalization, New arguments for trade intervention: Infant-industry arguments, Strategic trade policies, Foreign Direct Investment and Industrial Development.

**Learning outcome :** At the end of this course students will able to describe and explain the determinants of the size and structure of firms and the implications of the separation of ownership and control describe and explain the pricing behavior by firms with market power and its welfare implications apply analytical models of firm behavior and strategic interaction to evaluate various business practices.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Recommended Readings :**

1. Rogor Clarke, 1985, **Industrial Economics**, Basil Blackwell, New York.
2. Hay D A and Morns D J, 1979, **Industrial Economics: Theory and Evidence**, Oxford.
3. Smith D M., 1971, **Industrial Location – An Economic and Geographic Analysis**, John Wiley, New York.
4. Barthwal R. R., 1995, **Industrial Economics**, New Age International (P) Ltd, New Delhi.
5. Lakshman, L. D., 1997, **Dilemmas of Development Fifty Years of Economic Change in Sri Lanka**. Sri Lanka Association of Economists, Colombo.
6. John Cody, Helen Hughes & David Wall, (Ed.), 1982, **Policies for Industrial Progress in Developing Countries**, 2<sup>nd</sup> Print, A Study Jointly Sponsored by UNIDO and the World Bank.
7. Stephen Martin, 1988, **Industrial Economics, Economic Analysis and Public Policy**, Macmillan Press Ltd. New York, Michigan State University.
8. Tyagunenko & at al (ed.), 1973, **Industrialization of Developing Countries**, Progress Publishers, Moscow.
9. Central Bank Annual Reports, Central bank of Sri Lanka, Sri Lanka, various issues.

**EX. AECS 22012 Statistical Methods for Social Scientist**

**Objectives:** This course develops basic statistical methods and will emphasize their applications to problems in economics and related areas of Social Science. The objectives specifically include: Attention will focus on the interpretation of tables and results and the appropriate way to approach statistical problems. Treatment is at an elementary mathematical level. Ideas of probability, inference and multivariate analysis are introduced

**Course Content:** Basic background: Elementary summation signs, elementary probability, Venn and tree diagrams. Data collection: Elements of survey design, the stages of a survey, ideas of randomness, observation and experiment. Data presentation and analysis: Descriptive statistics, Data collection, classification, tabulation and presentation techniques. Pictorial and graphical representations. Analysis and measures of location and dispersion, skewness etc. Regression and correlation: An introduction to the ideas of regression and correlation, least squares, estimation of a, b, and  $r^2$ , scatter diagrams and applications. Basic regression models, Interpolation and extrapolation. Probability: Random experiment, sample space, event; Complement, union, intersection; Probability and its axioms; conditional probability; independence; Law of total probability, Bayes' theorem; Permutations and combinations; Sampling without replacement. Expectation and variance: Expectation; Expectation of a function; Properties of expectation; Variance; Expectation and variance of common distributions. Probability Distributions. Time Series Analysis: Longitudinal and time series data, basic TS models, evaluation of trend, seasonality, etc. Forecasting Economic Barometers: Measures and barometers of economic changes including Index numbers, Measurements of disparities and Inequality.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcomes:** At the end of the course the students should Be familiar with the key ideas of statistics that are accessible to a student with a moderate mathematical competence. Be able to routinely apply a variety of methods for explaining, summarizing and presenting data and interpreting results clearly using appropriate diagrams, title and tables when required. Be able to summaries the ideas of randomness and variability, and the way in which these link to probability theory to allow the systematic and logical collection of statistical techniques of grate practical

importance in many applied areas. Have a background in probability theory and some grasp of the most common statistical methods. Be able to perform inference to test the significance of common measures such as means and proportions and conduct chi-squared tests of contingency tables. Be able to use simple linear regression and correlation analysis and know when it is appropriate to do so.

**Recommended Readings:**

1. Newbold,P., W. Carlson and B. Thorne. Statistics for Business and Economics. (Pearson Education)
2. Monga, G. S., 1977, Mathematics and Statistics for Economics, Third Revised & Enlarged Edition, Vikas Publishing House Pvt. Ltd. Delhi, India.
3. Lindley, D.V. and W.F. Scott. New Cambridge Statistical Tables. (Cambridge University Press)

**EX. AENS 31012: Sri Lankan Literature in English**

**Objectives:** This course aims at providing the student with an in-depth understanding of some literary creations which are directly or indirectly linked to the social, political, cultural and economic developments the country witnessed in the past. Attention will be given to the manner in which the texts under study grapple with the fragmented character of the Sri Lankan nation in the postcolonial context on the hand and the critical establishment in English literary studies on the other hand.

**Course Content: Poetry:** Lakdasa Wikkramasinha, Jean Arasanayagam, Yasmine Gooneratne, Richard de Zoysa and contemporary Sri Lankan poets in English,

**Fiction:**

James Goonewardane *One Mad Bid for Freedom* – James Goonewardane, A. Sivanandan - *When Memory Dies*, Shyam Selvadurai *Hungry Ghosts*

Aiyathurai Santhan - *The Whirlwind*, A selection from the short stories of Suvimalee Karunaratne and J.S. Tissanayagam,

**Drama:** Regie Siriwardane - *The Almsgiving*, Ernest MacIntyre *Rasanayagam's Last Riot*

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**In course Assessments:** Presentations (1%), Assignments (10%), Mid-semester Examination (10%)

**Learning outcome:** This course will give an understanding of the Sri Lankan writers from diverse backgrounds, their socio political stand and the literary merits of these writers.

**Recommended Readings:**

1. Ed. Neloufer de Mel. *Essays on Sri Lankan Poetry in English*. Kelaniya: English Association of Sri Lanka, 1995.
2. Wijesinha, Rajiva. *Breaking Bounds: Essays on Sri Lankan Writing in English*. The Sabaragamuwa University Press, 1998.
3. Salgado, Minoli. *Writing Sri Lanka: Literature, Resistance and the Politics of Place*. Routledge: Oxon and New York, 2007.

**EX. AGYS 31012: Geography of Sri Lanka**

**Objectives:** The primary purpose of this course is to provide an overview of the physical and human environments of island of Sri Lanka. The course specifically aims to provide with an understanding of the Physical environment of Sri Lanka, Understanding the Human, economic, social and cultural and political environments of Sri Lanka, Studying the interrelationship between the nature and society, their patterns of distributions and the regional disparities in Sri Lanka



**Course Content:** Fundamentals of the physical environment; Geology and morphology, Climate, and ecological zones, hydrology, Land use, urban and rural patterns; Economic sectors and activities; Major Current issues on politics and social welfare.

**Teaching and Learning Methods:** Lecture with handouts, power point presentations, discussion, Field trips.

**Formative Assessments:** Critical Essay and tutorials 15%, Mid exam 05%, Presentation 05%, Field Notes 05%, **in total 30%** End semester written exam grade in total 70%.

**Learning Outcome:** Analyse the historical, physical, economic, social and political environments of Sri Lanka, Analyse contemporary political, economic and social issues of Sri Lanka, Analyses the regional disparities within the country, Teamwork and field observation skills towards radical reading, writing, listening and questioning.

**Recommended Readings:**

7. Cooray.P.G, 1984. An Introduction to the Geology of Sri Lanka, National Musium, Srilanka.
8. National Atlas of Sri Lanka. 2008. Government of Sri Lanka.
9. Peiris G.H, 2006. Sri Lanka –Challenges of the New Millennium. Creative printers & Designers, Kandy, Sri Lanka. ISBN- 99644-02-05-2
10. Saman Kelegama , 2004 . Economic policy in Sri Lanka, Sage Publication- New Delhi, India ISBN-0-7619-3278
11. Swan, Bernard. 1982. Coastal Geomorphology of Sri Lanka, New South Wales – University of New England ISBN- 0858344742

**EX.AHCS 31012 – Folklore in Hindu Religion**

**Objectives:** The aim of this unit is to make the students to understand the folklore traditions of Hindu Civilization.

**Course Content:** Introduction of Folklore, Folk literature in Hinduism, Folk Arts of the Hindus, Folk Practices of the Hindus, Folk Beliefs and customs, Current Trends in Folk Culture of Hindus in Sri Lanka.

**Teaching and learning methods:** Lectures, discussions, visual aids and presentation.

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quiz. 10%,

**Learning Outcome:** Students would be familiar with Folklore traditions as expounded in Hindu Culture and thus promote their aesthetic and artistic sense associated with Hindu Culture.

**Recommended Readings:**

1. Abbe, J.A., Dubois, 1981, Hindu Manners Customs and Ceremonies, Oxford University Press, Delhi.
2. இராமநாதன், ஆறு., 1982, நாட்டுப்புறப் பாடல்கள் காட்டும் தமிழர்வாழ்வியல், மணிவாசகர் நூலகம், சிதம்பரம்.
3. சக்திவேல், சு., 1995, நாட்டுப்புற இயல் ஆய்வு, மணிவாசகர். புதிப்பகம், சென்னை.
4. விசாகநாயகன், கி., 2007, நாட்டார்வழக்காற்றியல் ஓர் அறிமுகம், மலர்பதிப்பகம், யாழ்ப்பாணம்.
5. லுர்த்து, தே., 1997, நாட்டார்வழக்காற்றியல் சில அடிப்படைகள், நாட்டார்வழக்காற்றியல் ஆய்வுமையம், பாளையங்கோட்டை.

**EX. ALGS 31012- Dialectology**

**Objectives:** The purpose of this syllabus subsumes to focus on the linguistic survey of Sri Lankan languages and Indian languages and introducing a brief history of dialectology. Identify the

dialects and sub dialect variations. Improve the ability of dialect analysis and field work in dialectology.

**Course Contents:** Introduction to dialectology and Linguistics a brief history of dialectology, Dialect, idiolect, style, Drawing up of dialect maps, isoglosses and dialect boundaries and dialect are as. Methodology applied in dialect geography.

**Teaching and Learning Methods:** Lectures and Discussions

**Formative Assessments:** Mid semester Exam 10%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will identify the language structure, dialect structure and dialect variation. Ability to understand the problems in dialect analysis.

**Recommended readings:**

1. Dravidian Encyclopaedia (1982) Vol.3, The International School of Dravidian Linguistics. pp. 758-760
2. Grierson, G.A. (1967) Linguistic Survey of India, Vols. I & II, Reprinted Delhi: Motilal Banarsidass.
3. Thomas, Alan,R., (1987) Methods in Dialectology, Multi lingual matters Ltd.
4. Wardhaugh, Ronald (1986) An Introduction to Sociolinguistics.
5. சீனிவாசவர்மர்,கோ. (1977) கிளைமொழியியல், அண்ணாமலைநகர்

## EX. APYS 31012 Sexual Deviation and Abnormal Behavior

**Objectives:** Students will be able understand physiological, psychological, and social cultural variables associated with sexual identity, psychological, cultural, and biological aspects of human sexuality, including an overview of psychosexual development.

**Course Content:** Introduction, Sex Education and Society, The biology of sex, Sexual Deviation and Sexual offence, Forms of sexual deviation, Causes of sexual deviations, Treatment of the sexual deviation, Sexual disorders

**Teaching and Learning Methods:** Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment:** Assignment – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:** Explain the biological, cultural, and social dimensions of human sexual and reproductive behaviour, Relate sensitive topics regarding human sexuality with increasing awareness, tolerance, and respect for sexual diversity, Analyze psychological issues related the normal-abnormal continuum for sexual behaviour, Evaluate interventions for sexual abuse and victimization

**Recommended readings:**

1. Crooks .R & Baur. K, 2008, *Our Sexuality*, (11th ed), Belmont, CA: Wadworth.
2. [Simon Levay, Janice I. Baldwin, Human Sexuality, Third Edition](#) (Hardcover).
3. Rathus, Spencer A. Nevid, [Human Sexuality in a World of Diversity \(case\), \(8th Edition\), \(My Psych Kit Series\)](#), ISBN-13: 9780205786060 ISBN-10: 0205786065.
4. Crooks, Robert .L., Baur, Karla, [Our Sexuality](#), ISBN-13: 9780495812944: 11th

## EX. ASNS 31012 Sources on Social and Political Science.

**Objectives:** This unit intends to provide students with the knowledge of ancient Sanskrit work on social and political themes with special emphasis on social structure economics and sciences of polity ,the four ends of life and the code of ethics of ancient India

**Course Content:** The code of ethics of ancient India , Social structure of ancient India ,Economics and science of polity , The four ends of life

**Teaching and learning Methods:** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10%) , Tutorial (10%), Mid Semester Examination (10%).

**Learning Outcome:** By the end of this course the students will be able to acquire knowledge in social and political sources through Sanskrit.

**Recommended readings:**

1. Aggarawal , H.R. , 1963, *A Short history Sanskrit History Literature* ,Delhi.
2. Kirshnamachriyar, 1937, *History of Sanskrit Classical Sanskrit Literature* ,Thirumala Thirupathiy Devasthanam Press.
3. Kunhun Raja, C., 1962 , *Survey of Sanskrit Literature* , Bharatiya Vida Bhvan , Bombay.
4. Winetrnitz, M. , 1927, *A History of Indian Literature vol. II* , Calcutta. Wader, A.K. , 1990, *Indian Kavya Literature Vol.I*, Motilal Banasidas

### EX.ATAS 31012 Comparative Literature

**Objective:** Objective of this course unit is to provide theoretical and practical knowledge on comparing Tamil literatures with other languages. Students can make familiar with methodologies used to compare and contrast Tamil literary works with other languages and acquaint themselves with world literature.

**Course Content:** The origin and development of the study of comparative literature, history of the same in Tamil, theories applied in this study: parallel theory, thematology, influence theory, evolution theory, theory of genre etc are dealt in detail. Students are also guided towards practical studies on comparing Tamil literary works with other language.

**Teaching and Learning Methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to understanding the methodologies of comparative literature, achieve practical knowledge in comparing Tamil literature with other languages have a clear exposure of world literature and criticise the literary works deeply and acutely.

**Recommended Readings:**

1. கைலாசபதி, க., 1978, *ஒப்பியல் இலக்கியம்*, பாட்டாளிகள் வெளியீடு, சென்னை.
2. சச்சிதானந்தன், வை., 1985, *ஒப்பிலக்கியம்*, ஆக்ஸ்போட் யூனிவர்சிட்டி பிரஸ், சென்னை
3. தமிழண்ணல், 1973, *ஒப்பிலக்கிய அறிமுகம்*, மீனாட்சி புத்தக நிலையம், மதுரை.
4. காஞ்சனா, இரா., 2001, *ஒப்பிலக்கிய மரபும் திறனும்*, மதுரைக் காமராசர் பல்கலைக்கழகம்,
5. Susan Bassnett, 1998, *Comparative Literature – A critical Introduction*, Oxford University Press

### 3<sup>rd</sup> year 2<sup>st</sup> Semester

#### EX. AECS 32012 Economics of population

**Objectives:** This course is designed to teach the foundations of demographic analysis Students will learn: the terminology, methods, and practical guidance needed to create, evaluate, interpret, and use forecasts; fundamental demographic concepts including population size, composition, and change; the measurement, and interpretation of trends and patterns in fertility, mortality, and migration; key relationships between economic and demographic process.

**Course Content :** Introduction, Definition, Nature, Scope and Importance of Population Studies, Population Growth and Economic Development, World Population growth through history,

Population Projection, Malthusian theory of Population , Criticisms on the Malthusian theory, Neo Malthusian theory of population, Optimum theory of population, Theory of Fertility, Microeconomic theory of Fertility, Demographic Transition, Types of Unemployment, Human capital formation & Unemployment problems, Concepts of kidden unemployment in the Nurks View, Theory of Development with unlimited supplies of Labour (Arthur Lewis Model), Internal and International migration, population growth in Sri Lanka and problems, Population Aging Emerging Issues in Sri Lanka.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcome :** At the end of this course student will able to understanding economic problems related to population. Understanding the rural and urban population problems in Less Developing Countries.

**Recommended Readings :**

1. Bhende, A.A.,& Kanitkare, T., 1982, **Principles of Population Studies**, Himalaya.
2. Bogue, D. J., 1971, **Principles of Demography**, Wiley.
3. Misra, B. D., 1980, **An Introduction to the Study of Population**, South Asian Publishers.
4. சுரேஸ், வெ. ம. மற்றும் கலீல், எம். ஐ. எம்., 2010, **சனத்தொகைப் புவியியல்**, கண்டி பக், கட்டுகஸ்தோட்ட, இலங்கை.

## **EX. AECS 32012 Mathematics for Social Scientist**

**Objectives:** This course develops basic mathematical methods and will emphasise their applications to problems in various disciplines of Social Sciences. The objectives specifically include: To enable students to acquire skills in the methods of basic mathematics including algebra. To prepare students for further units in mathematics and/or related disciplines in Quantitative areas of social Sciences.

**Course Content:** Introduction: Mathematical Language, Constants and Variables, Mathematical symbols, Mathematical expressions, Problems solving by Mathematics. Basic Topics: Basic algebra; Sets, functions and graphs; Factorisation (including cubic); Inverse and composite functions; Exponential and logarithm functions. Functions of several variables: Partial differentiation; Implicit partial. differentiation; Critical points and their natures; Optimisation; Economic applications of optimisation; Constrained optimization. Matrices and linear equations: Vectors and matrices, and their algebra; Systems of linear equations and their expression in matrix form; Solving systems of linear equations using row operations (in the case where there is a unique solution); Sequences and series: Arithmetic and Geometric Progressions; Some Financial application of sequences and series. Differentiation: The meaning of the derivative; Standard derivatives; Product rule, quotient rule and chain rule; Optimisation; Curve sketching; Social science applications of the derivative: marginal and profit maximisation.

**Teaching and learning methods:** Illustrated lectures and discussions, visual aids and presentations.

**Formative Assessments:** Mid semester exam - 10%, Tutorial - 10%, Quiz - 10%.

**Learning Outcomes:** At the end of this course the students should have: Used the concepts, terminology, methods and conventions covered in the unit to solve mathematical problems in their respective subjects. The ability to solve unseen mathematical problems involving understanding of these concepts and application of these methods. Seen how mathematical techniques can be used to solve problems in social science related subjects.

**Recommended Reading:**

1. Anthony, M. and N. Biggs. Mathematics for Economics and Finance. (Cambridge University Press)
2. Monga, G. S., 1977, **Mathematics and Statistics for Economics**, Third Revised & Enlarged Edition, Vikas Publishing House Pvt. Ltd. Delhi, India.

### **EX.AENS 32012 African Literature in English**

**Objectives:** This course is designed with the aim of providing an opportunity to the students to explore African literature in English. The course will help them understand selected texts as representing the traditions, customs and rituals of the African people and constructing an identity for Africa against the backdrop of colonialism; the importance of these texts as vehicles from resistance to colonialism will be analyzed.

**Course Content: Poetry:** Gabriel Okara, Wole Soyinka, John Pepper Clark, Noemia de Souza and Dennis Brutus,

**Fiction:** Chinua Achebe –*No Longer at Ease*, Ngugi wa Thiongo, *A Grain of Wheat* Nadine Gordimer *The Conservationist*

**Drama:** Wole Soyinka –, *A Dance of the Forests* Athol Fugard *My Children! My Africa!*

**Teaching and Learning Methods:** lectures, Presentations, Discussions

**Formative Assessments:** Presentations (5%), Assignments (10%), Mid-semester Examination (10%)

**Learning outcome:** The course will help to focus on the diverse ways in which African literature in English approach contemporary/post-independence socio-political issues in the African continent.

#### **Recommended Readings:**

1. Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*. London: James Currey, 1986.
2. Abdul R. Jan Mohamed. *Manichean Aesthetics: The Politics of Literature in Colonial Africa*. Amherst: University Massachusetts Press, 1983.
3. Palmer, Eustace. *An Introduction to the African Novel*. London: Heinemann, 1972.
4. Ed. Dhawan, R.K. *Commonwealth Fiction*. New Delhi: Classical Publishing Company, 1988.
5. Stratton, Florence. *African Literature and the Politics of Gender*. New York: Routledge, 1994.

### **EX.AHYC 32012 Introduction to Culture of Sri Lanka**

**Objectives:** This course deals with the utility and diversity of human culture.

**Course Content:** It throws light on the complex dynamics of communal living and variations in ethnic groupings across Sri Lanka. This is juxtaposed with other cultures and cultural practices of Sri Lankan ethnic groups', aesthetics standards, norms and beliefs of the indigenous people and the unity that underlies cultural diversity and practices.

**Teaching and learning Methods:** Lecture with slides and multi media and Field Works.

**Formative Assessments:** End of Semester written examination 10%, assignment 10%, tutorials and presentations 10%.

**Learning Outcomes:** Students will gain knowledge about the various ethnic groups, their culture, unique features, similarities, differences and about the influences of one group on the other groups in a multicultural country, like Sri Lanka.

#### **Recommended Reading:**

1. Senevirathna, P. (1994) *Tourism in Sri Lanka's Coastal Environment: Activities, contributions, conflicts and projections, coastal resource management report*, sponsored by the United Agency for International Development and the Government of Sri Lanka .



2. Thahir, M.Y.M. (1983) Integrated Planning for Tourism Development- Sri Lanka Case Study, *Workshop on Environmental Aspects of Tourism*, World Tourism Organization, Madrid
3. Prematilleke, P.L. (Ed.) (1993) *Archaeological Heritage Management* ICOMOS, CCF, Sri Lanka.
4. Ragupathy, P., 1987, *Early Settlements in Jaffna: An Archaeological Survey*, Mrs.Thillimalar Ragupathy, and Madras.
5. Selvakumar, V., 2010, *Tamil Culture Connections Across the World*, Tamil University, Thanjavur
6. Krishnarajah,S., *Structure of the evolution of culture of Sri Lanka (Till 1500 A.D. )* in Tamil, AB Creator & publishers, Colombo,2012

### EX. AHPS 32012 Philosophy of Vallalar

**Objectives:** The aim of this unit is to provide the students the role of the religion and philosophy of Saint Ramalingam

**Course Contents:** Introduction to Vallalar, Philosophy of Vallalar, Suththa Sanmarka of Vallalar, Vallalar and his moral thoughts as a reformist Saiva Siddhanta and Vallalar.

**Teaching and learning methods:** Lectures, discussions, Visual aids and presentation

**Formative Assessments:** Mid. Semester Exam: 10%, Tutorials: 10%, Quizzes 10%,

**Learning Outcome:** To enable students to understand the studies made by Philosophy of Saint Ramalingam.

#### Recommended Readings:

1. கல்யாணசுந்தர முதலியார், வி., இராமலிங்க சுவாமிகள் திருவுள்ளம், சாது அச்சுக்கூடம்,. 1929.
2. சிவஞானம்,ம.பொ., வள்ளலார் கண்ட ஒருமைப்பாடு , இன்ப நிலையம், சென்னை. ஐந்தாம் பதிப்பு. 1974.
3. சிதம்பரனார், சாமி., வடலூர் வாய்மொழி, ஸ்டார் பிரசுரம், திருவல்லிக்கேணி. 1959.
4. துரைச்சாமிப்பிள்ளை,ச., திருவருட்பா மூலமும் உரையும், அண்ணாமலைப் பல்கலைக்கழகம், 1954.
5. ஸ்ரீ.பி., இராமகிருஷ்ணரும் இராமலிங்கமும், ஸ்டார் பிரசுரம், திருவல்லிக்கேணி. 1970.

### EX. ALGS 32012- Language Planning in Multi lingual Society

**Objectives:** The primary purpose of this syllabus subsumes an overview of language policies and planning (LPP) within and across nationally and socially defined borders. Identify the fundamental concepts theory and methods about the society. Enable students to improve their analytical study of typology of Language contact.

**Course Contents:** Language change, Importance of language planning, Language planning in bilingual context and multi-lingual context, Language, politics, region formation and regional planning, Language standardization, Language change, Linguistic borrowings, lexical planning.

**Teaching and Learning Methods:** Lectures and Discussions

**Formative Assessments:** Mid semester Exam 10%, Tutorials 10%, Presentation 5%

**Learning outcomes:** Students will identify the bilingual and multi lingual context of the society. Students to understand the language planning and education in the language environment.

#### Recommended readings:

1. Mohanty,K. Ajit (1994), Bilingualism in a Multilingual society, CIIL, Mysore.
2. Shanthakumar,B. (2008), Language rights in Sri Lanka: enforcing Tamil as an official Language, Law and Society trust.
3. Annamalai,E. (1986) Language planning Proceeding of an Institute, CIIL,Mysore.

4. இராமமூர்த்தி, எல் (1997) தமிழ் ஆட்சி மொழி, புதவை மொழியியல் பண்பாட்டு ஆராய்ச்சி நிறுவனம்
5. கருணாகரன் கி (1975) சமுதாய மொழியியல் சென்னை
6. முத்து சண்முகம் (1971) இக்கால மொழியியல்இ முல்லை நிலையம், சென்னை.

### EX. APYS 32012 Guidance and Counselling

**Objectives:** To enable the students to understand Fundamentals of guidance and counselling, Characteristics and purposes of various types of counselling, Importance of counselling in real life.

**Course Content:** Guidance and Counselling: Meaning, Nature, Characteristics and Basic Principles, Approaches to counseling and the related processes, Aims and Importance Characteristics of Counselee and Counsellor, Counselling Process and Skills, Ethical issues in Counselling, Guidance Services in Schools and Clinical Settings

**Teaching and Learning Methods:** Lecture, Presentation, seminar and Class discussions. Cooperative learning, Role playing

**Formative Assessment: Assignment** – 10%, Mid semester Exam – 10%, Project work – 10%

**Learning Outcome:** Emergence And Growth Of Counselling Psychology, Approaches to counselling and the related processes, Use of psychological tests, Mechanisms and dynamics of group counselling, Special areas in counselling and status of guidance.

#### Recommended readings:

1. Narayana Rao.S, 2002, *Counselling & Guidance* (II Edition), New Delhi, Tata Mc Graw Hill.
2. Nelson Jones, 1982, *The Theory and Practice of Counselling Psychology*, New York, Holt Rinehart & Winston.
3. Gerard Egan, 1994, *The Skilled Helper*, (5<sup>th</sup> Edition) California, Brooks/Cole.
4. Tryon.G. S, 2002, *Counseling Based on Process Research*, New Delhi, Pearson Education.
5. Harold. L, 1996, *Counselling: The Professional Counsellor*.
6. Corey. G, 2001, *Theory and Practice of Counselling and Psychotherapy*, California, Brooks/Cole.
7. Nelson .J , *The theory and practice of counselling Psychology* ,New York.

### EX. ASNS 32012 Influence of Sanskrit in Indian Culture.

**Objectives:** This is to provide the students with the compressive study of Sanskrit culture and its salient Features as reflected in ancient India.

**Course Content :** Indian Culture as gleaned from Vedic literature , Epic and Puranas, Buddhist – Jain Sanskrit sources, Classical Sanskrit Literature and Modern Literature. Role of Sanskrit as a language of Indian Culture.

**Teaching and learning Methods :** lectures, discussions, visual aids and presentations.

**Formative Assessments:** Quiz (10% ) , Tutorial (10% ) , Mid Semester Examination (10%)

**Learning outcome :** By end of this course the students will have good knowledge of Indian culture through Sanskrit language.

#### Recommended readings:

1. Pargiter, F.E. , 1962, *Ancient Indian Historical Tradition* , Motilal Banarsidas, Delhi.
2. Basham, A. C., 1954, *The Wonder that was India*, London.

3. Nilakantasastry, K.A., 1965, *A History of South India*, Madras.
4. Anandaguruge., 1960, *The Society of Ramanaya*, Maharagama.
5. Cultural Heritage of India Vol: 1, 1971, The Ramakrishna mission institute Calcutta.

### EX.ATAS 32012 Journalism and Mass Communication

**Objective:** Objective of this course unit is to provide skill based knowledge in Journalism and Mass communication. Students can comprehend the fundamentals of Journalism and Mass communication thoroughly and to promote their academic and professional talents in the above field.

**Course Content:** Introduction to communication, basic function and principles of mass communication, its theoretical foundation, history of media - mass media, print, electronic and new media, Introduction of Journalism, Journalistic writing in newspapers and magazines, creative Journalism - column writing, editorial writing, feature writings, etc and advertising strategies are dealt in detail in this course unit.

**Teaching and Learning Methods:** Lectures, discussions and presentations.

**Formative Assessments:** Mid-semester Exam -10%, Tutorials - 10%, Quizzes / Short Exams - 10%.

**Learning Outcomes:** By the end of this course, the students will be able to acquire adequate knowledge in writing articles features and columns, analyse news paper reports, editorials and understand the historical, cultural and ethical approach of Journalism and mass communication.

#### Recommended Readings:

1. விசாகரூபன், கி., 2009, *தொடர்பாடல்*, மலர் பதிப்பகம், யாழ்ப்பாணம்.
2. குருசாமி, ம.பே., 1999, *இதழியல் கலை*, குரு - தேமொழி வெளியீடு, திருச்செந்தூர்
3. ஈஸ்வரன், ச., சபாபதி, இரா., 2004, *இதழியல்*, பாவை பப்ளிகே'ன்ஸ், சென்னை.
4. சாந்தா, அ., மோகன், வீ., 2001, *மக்கள் ஊடகத் தொடர்பியல் அடிப்படைகள்*, மீடியா பப்ளிகே'ன்ஸ், மதுரை.
5. பூரணச்சந்திரன், க., 1992, *செய்தித் தொடர்பியற் கொள்கைகள்*, பில்ஹீபர் கல்லூரி, திருச்சி.

## Foundation Course Units

### 1<sup>st</sup> year 1<sup>st</sup> Semester

EX.AEGF.11012	Lower Intermediate English Language Skills (ESL I)
EX .ABFF 11012	Basic Knowledge of the French Language
EX. ACGF 11012	Career Guidance

### 1<sup>st</sup> year 2<sup>nd</sup> Semester

EX. ACLF 12012:	Computer Literacy & Application- Level 1
EX.ACOF 12012	Principles of Management

### 2<sup>nd</sup> year 1<sup>st</sup> Semester

EX.AEGF-12012	Advanced Reading and Writing (ESL II)
EX. AEFF 21012	Elementary knowledge of the French language.
EX. ASMF 21012	Environmental Studies
EX. ASMF 21012	Basic Sciences and Mathematics

### 2<sup>nd</sup> year 2<sup>nd</sup> Semester

EX.ARMF 22012	Research Methodology
EX. ACLF 22012	Computer Literacy and Application- Level 2

### 3<sup>rd</sup> year 1<sup>st</sup> Semester

EX. AEGF 31012	Listening & Speaking
EX. AAFF 31012	Advanced knowledge of French language.
EX. ASHF 31012	Social Harmony (Only for the Special Degree students)

### 3<sup>rd</sup> year 2<sup>nd</sup> Semester

EX. APCF 32012	Conflict and Peace studies (Only for the Special Degree students)
EX. ACRF 32012	Comparative Religions (Only for the Special Degree students)

## CORE SUBJECT & COURSE UNITS

### CHRISTIAN CIVILIZATION

EX. ACCC 11013	Introductions to Christian Civilization
EX. ACCC 11023	Introductions to Biblical Studies
EX. ACCC 12013	Introductions to Christian Doctrine
EX. ACCC 12023	Introductions to Old Testament Books
EX. ACCC 21013	Synoptic Gospels and Acts of the Apostles
EX. ACCC 21023	Tamil Christian Literature
EX. ACCC 22013	Sketches of Sri Lankan Church History
EX. ACCC 22023	General Survey of Christian Arts
EX. ACCC 31013	Christianity and its Founder
EX. ACCC 31023	General Church History
EX. ACCC 32013	Christian Philosophical Thoughts
EX. ACCC 32023	Christian Theological thoughts
EX. ACCC 32034	Project Report

## **ECONOMICS**

EX. AECC 11013	Introduction to Microeconomic
EX. AECC 11023	Introductions to Macroeconomics
EX. AECC 12013	Principles of Microeconomics
EX. AECC 12023	Principles of Macroeconomics
EX. AECC 21013	Intermediate Microeconomics
EX. AECC 21023	Introduction to Financial Economics
EX. AECC 22013	Intermediate Macroeconomics
EX. AECC 22023	Modern Economic History of Sri Lanka
EX. AECC 31013	Sri Lankan Economy
EX. AECC 31023	International Economics
EX. AECC 32013	North and East Economy of Sri Lanka
EX. AECC 32023	Entrepreneurship & Small Business
EX. AECC 32034	Project Report

## **ENGLISH LITERATURE**

EX. AENC 11013	History of English Literature
EX. AENC 11023	An Introduction to Literary Forms
EX. AENC 12013	History of the English Language
EX. AENC 12023	Introduction to Literary Texts
EX. AENC 21013	A Survey of British Poetry
EX. AENC 21023	Developments in English Fiction
EX. AENC 22013	American Literature
EX. AENC 22023	English Grammar
EX. AENC 31013	Varieties of English
EX. AENC 31023	Shakespearean Drama
EX. AENC 32013	Criticism: Theory and Practice
EX. AENC 32023	Postcolonial Literature(s) in English
EX. AENC 32034	Project Report

## **GEOGRAPHY**

EX. AGYC 11013	Fundamental of Practical Geography
EX. AGYC 11023	Principles of Physical Geography
EX. AGYC 12013	Advanced Cartography
EX. AGYC 12023	Human Geography
EX. AGYC 21013	Economic Geography
EX. AGYC 21023	Atmosphere, Weather and Climate
EX. AGYC 22013	Natural Resource Conservation
EX. AGYC 22023	World Regional Geography
EX. AGYC 31013	Geography of Fisheries
EX. AGYC 31023	Urban Geography
EX. AGYC 32013	Population and Society
EX. AGYC 32023	Geographic Education
EX. AGYC.32034	Project Report



## **HINDU CIVILIZATION**

EX. AHCC 11013	Introduction to Hindu Civilization
EX. AHCC 11023	Basic Doctrines of Hinduism
EX. AHCC 12013	Hindu Culture in Vedas and Agamas
EX. AHCC 12023	Hindu Culture in Epics and Puranas
EX. AHCC 21013	Hindu Culture as reflected in Bhakthi Literature upto 12.AD.
EX. AHCC 21023	Hindu Cultural Heritage in Sri Lanka
EX. AHCC 22013	Hindu Society and Social Harmony
EX. AHCC 22023	Hindu Ethics
EX. AHCC 31013	Six systems of Hindu Philosophy and SaivaSiddhanta
EX. AHCC 31023	Hindu Temples and Fine Arts
EX. AHCC 32013	Hindu Cultural Tourism
EX. AHCC 32023	Scientific Carnation of Hindus.
EX. AHCC 32034	Project Report

## **HINDU PHILOSOPHY**

EX. AHPC 11013	Introduction to Indian Philosophy
EX. AHPC 11023	Introduction to SaivaSiddhanta
EX. AHPC 12013	World Religions and SaivaSiddhanta
EX. AHPC 12023	thoughts in Early Saiva Siddhanta Literature
EX. AHPC 21012	Sects of Saivism
EX. AHPC 21022	Saiva Ethics and Saiva Siddhanta way of Life
EX. AHPC 22013	Philosophy of Vedanda
EX. AHPC 22023	Saiva Siddhanta thoughts in Thirumurais
EX. AHPC 31013	Saiva Epistemology
EX. AHPC 31023	Logical Coherence among three entities of SaivaSiddhanta
EX. AHPC 32013	SaivaSiddhanta with special reference to Sivajnanabhoda
EX. AHPC 32023	Sri Lankans contribution to SaivaSiddhanta
EX. AHPC 32034	Project Report

## **HISTORY**

EX. AHYC 11013	Introduction to History
EX. AHYC 11023	Introduction to Civilization
EX. AHYC 12013	Greco – Roman Christian and Arabian Civilizations
EX. AHYC 12023	European Civilization up to 1600 A.D.
EX. AHYC 21013	History of Sri Lanka up to 1000 A.D.
EX. AHYC 21023	History of North India from 300 to1200A.D
EX. AHYC 22013	History of Sri Lanka from 1000 to 1500 A.D
EX. AHYC 22023	Peninsular India from Up to 1700 A.D
EX. AHYC 31013	History of Modern Sri Lanka from 1500 to 1800 A.D
EX. AHYC 31023	History of Modern India up to 1947 A.D
EX. AHYC 32013	History of Modern Sri Lanka from 1800 to 1950 A.D
EX. AHYC 32023	History of Europe from 1600 to 1900
EX. AHYC 32034	Project Report

## LINGUISTICS

EX. ALGC 11013	Introduction to Linguistics
EX. ALGC 11023	Medium of Language
EX. ALGC 12013	Nature and Functions of the Languages
EX. ALGC 12023	General Phonetics
EX. ALGC 21013	Introduction to Phonology
EX. ALGC 21023	Introduction to Morphology
EX. ALGC 22013	Phonology of Tamil and English
EX. ALGC 22023	Morphology of Tamil and English
EX. ALGC 31013	Introduction to Syntax
EX. ALGC 31023	Applied Linguistics
EX. ALGC 32013	Syntax of Tamil and English
EX. ALGC 32023	Linguistic Principles of Translation
EX. ALGC 32034	Project Report

## PHILOSOPHY

EX. APHC 11013	Introduction to Philosophy
EX. APHC 11023	Modern Logic and Critical Reasoning
EX. APHC 12013	Introduction to Western Philosophy
EX. APHC 12023	Introduction to Indian Philosophy
EX. APHC 21013	Contemporary Indian Philosophy
EX. APHC 21023	Contemporary Western Philosophy.
EX. APHC 22013	Fundamental Issues in Psychology
EX. APHC 22023	Epistemology
EX. APHC 31013	Philosophy of Art and Aesthetics
EX. APHC 31023	Philosophy of Saiva Siddhanta
EX. APHC 32013	Applied Ethics
EX. APHC 32023	Psychology of Social Behaviour
EX. APHC 32034	Project Report

## POLITICAL SCIENCE

EX. APSC 11013	Basic Political Concepts
EX. APSC 11023	Theories of State
EX. APSC 12013	Forms of Government
EX. APSC 12023	Organization of Government
EX. APSC 21013	Constitutional Development in Sri Lanka
EX. APSC 21023	Principles of Public Administration
EX. APSC 22013	Political Issues in Sri Lanka
EX. APSC 22023	Public Administration in Sri Lanka
EX. APSC 31013	Political Participation and Representative Devices
EX. APSC 31023	The study of Political Parties
EX. APSC 32013	Politics of Developing Countries
EX. APSC 32023	Pressure Groups and Public Opinion
EX. APSC 32034	Project Report

## PSYCHOLOGY

EX. APYC 11013	Basic concept of Psychology
EX. APYC 11023	Schools of Psychology
EX. APYC 12013	Methods in Psychology
EX. APYC 12023	Branches of Psychology
EX. APYC 21013	Sensation and Perception
EX. APYC 21023	Biological foundation of Behavior
EX. APYC 22013	Motivation and Emotion
EX. APYC 22023	Social Psychology
EX. APYC 31013	Abnormal Psychology
EX. APYC 31023	Health Psychology
EX. APYC 32013	Environmental psychology
EX. APYC 32023	Guidance and Counseling
EX. APYC 32034	Project Report

## SANSKRIT

EX. ASNC 11013	An Introduction to Classical Sanskrit Literature.
EX. ASNC 11023	Elementary Sanskrit Grammar.
EX. ASNC 12013	Prescribed Texts.
EX. ASNC 12023	Unspecified Text and Sanskrit Composition
EX. ASNC 21013	Prescribed Text – Classical Literature.
EX. ASNC 21023	Sanskrit Grammar and Composition.
EX. ASNC 22013	Sanskrit Poetic
EX. ASNC 22023	Sanskrit Epics and Puranas.
EX. ASNC 31013	Sanskrit Mahakavyas with Special Reference to Kumarasambhava
EX. ASNC 31023	Sanskrit Literature of Sri Lanka
EX. ASNC 32013	Prescribed Texts (Vedic and Classical Literature)
EX. ASNC 32023	Prose Poems and Champu Literature in Sanskrit.
EX. ASNC 32034	Project Report

## TAMIL

EX. ATAC 11013	An Introduction to Classical Tamil Literature
EX. ATAC 11023	An Introduction to Modern Tamil Literature
EX. ATAC 12013	History of Tamil Literature Up to Chola Period
EX. ATAC 12023	An Introduction to Tamil Grammar
EX. ATAC 21013	Study of Tamil Grammatical Work Nannul
EX. ATAC 21023	History of Tamil Literature From Chola Period to Modern Age
EX. ATAC 22013	History of Sri Lankan Tamil Literature
EX. ATAC 22023	Modern Tamil Poetry
EX. ATAC 31013	Research Methodology and History of Tamil Research
EX. ATAC 31023	Modern Tamil Grammar
EX. ATAC 32013	Practical Criticism
EX. ATAC 32023	Tamil Fiction
EX. ATAC 32034	Project Report

## Supplementary Course Units

### 1<sup>st</sup> year 1st Semester

EX. ACOS 11012	Structure of Commerce
EX. ACCS 11012	Rights and Duties of Christians in the Church
EX. AENS 11012	Glimpses into English Literature
EX. AGYS 11012	Geographies of Globalization
EX. AHCS 11012	Globalization in Hinduism
EX. AHPS 11012	Religious Significance of Thirukkural
EX. AHYS 11012	Cultural Tourism
EX. ALGS 11012	Sinhala Language and Society
EX. APYS 11012	Psychology of Wellbeing
EX. ASNS 11012	Sanskrit and Vedic Literature
EX. ATAS 11012	Tamil Literary Authors
EX. APHS 11012	Modern Logic and Scientific Methods

### 1<sup>st</sup> year 2<sup>nd</sup> semester

EX. ACOS 12012	Fundamentals of Human Resources Management
EX. ACCS 12012	Thoughts of John and Paul
EX. AGYS 12012	Climate Change
EX. AENS 12012	Writings of John Milton
EX. AHCS 12012	Hindu Cultural Heritage of Tantras
EX. AHPS 12012	Siva Siddhanta in Kandapurnam
EX. AHYS 12012	Archaeological Heritage Resources in Northern Sri Lanka
EX. ALGS 12012	Anthropological Linguistics
EX. APYS 12012	Child Psychological Perspective of Child Development
EX. ATAS 12012	Applied Tamil: Usage and Problems
EX. AEDS 12012	Teaching and Learning Methods

### 2<sup>nd</sup> year 1st Semester

EX. ACOS 21012	Organization Behaviour
EX. ACCS 21012	Leadership in the Church and in society
EX. AECS 11012	Labour Economics
EX. AENC 21012	British Poetry
EX. AGYS 21012	Introduction to Remote Sensing and GIS
EX. AHCS 21012	Life Style of Siddhas
EX. AHPS 21012	Thevaram and Religious Philosophy
EX. ALGS 21012	History of Linguistics
EX. APYS 21012	Psychology of Health and Healthy Life
EX. ATAS 21012	Minor Literary Genre in Tamil
EX. APHS 21012	Applied Ethics and Social Values

### 2<sup>nd</sup> year 2<sup>nd</sup> Semester

EX. ACOS 22012	Commercial & Industrial law
EX. ACCS 22012	Concept of person in Christian Perspectives
EX. AECS 12012	Rural Economic Development
EX. AENS 22012	Non-Fiction Writing in English:

EX. AGYS 22012	Environmental System and Management
EX. AHCS 22012	Arumganavalar and Saivism
EX. ALGS 22012	Lexicography
EX. APYS 22012	Stress and Coping
EX. ASNS 22012	A Comparative Analysis of literary theories in Sanskrit and Tamil
EX. ATAS 22012	Ethics in Tamil Literature

### **3<sup>rd</sup> year 1<sup>st</sup> Semester**

EX. ACOM 31012	Introduction to Marketing Management
EX. ACCS 31012	The First Five Books of the Bible
EX. AECS 31012	Industrial Economics
EX. AECS 31022	Statistical Methods for Social Scientist
EX. AENS 31012	Sri Lankan Literature in English
EX. AGYS 31012	Geography of Sri Lanka
EX. AHCS 31012	Folklore in Hindu Religion
EX. ALGS 31012	Dialectology
EX. APYS 31012	Sexual Deviation and Abnormal behavior
EX. ASNS 31012	Sources on Social and Political Science.
EX. ATAS 31012	Comparative Literature

### **3<sup>rd</sup> year 2<sup>nd</sup> Semester**

EX. AECS 32012	Economics of Population
EX. AECS 32022	Mathematics for social Scientist
EX. AENS 32012	African Literature in English
EX. AHYC 32012	Introduction to Culture of Sri Lanka
EX. AHPS 32012	Philosophy of Vallalar
EX. ALGS 32012	Language Planning in Multi lingual Society
EX. APYS 32012	Guidance and Counseling
EX. ASNS 32012	Influence of Sanskrit in Indian Culture
EX. ATAS 32012	Journalism and Mass Communication