A	Justification for introducing/ Replacing the Course	:	Expansion of the course
B	Name of the Course	:	Āyurveda, Society, and Cultural Practice
C	Course Code	:	SUPE 101
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	The aim of this course is to introduce the basics of Āyurveda as explained in ancient Āyurvedic texts, and its uses in day-to-day life.
I	Intended Learning Outcomes	:	At the end of the course students will be able to identify concepts of good habits as explained in Āyurveda and practice them
J	Number of Hours	:	45
K	Course Content	:	History of Āyurveda; basic knowledge of Āyurvedic literature; content of Vṛddhatrayi (CarakaSaṁhitā, SuśrutaSaṁhitā and Aṣṭāṃgahṛdaya); content of Laghutrayi (Bhāvaprakāśa, Mādhavanidāna and ŚāraṃgadharaSaṁhitā); Āyurveda and Buddhism; philosophy and Āyurveda; duty of a physician according to Āyurveda; characteristics of a healthy person according to the Āyurveda; daily routine of a person according to Āyurveda; important habits of daily life according to Āyurveda.
L	**Assessment Scheme:** i. Time of Assessment - End of the Year ii. Assessment Method - Written examination iii. Assigned Percentage for each Component – 100%		

A	Justification for introducing /Replacing the Course	:	Expansion of the course
B	Name of the Course	:	Basic Tamil
C	Course Code	:	SUPE 102
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	The aim for this course is to provide knowledge and improve Tamil Language skills for day-to-day communication.
I	Intended Learning Outcomes	:	At the end of this course the students will be able to identify the Tamil alphabetical system and the Variations of Letters: vowels and consonants and their phonetic pattern, write simple sentences, read simple Tamil, and communicate in Tamil.
J	Number of Hours	:	45
K	Course Content	:	Tamil writing system - order of the alphabet and phonetics; noun: grammatical categories: person, number and gender; Basic vocabulary of nouns; verbs – categories of verb and tense; adjective, adverbs and particles; interrogative and negative expression; basic sentence structure; methods of daily communication.
L	Assessment Scheme:		

Assessment Scheme:
i. Time of Assessment - End of the Year
ii. Assessment Methods - Written and oral examinations
iii. Assigned Percentage of Marks for each Component - Oral examination 40%, written examination 60%

A	**Justification for introducing/Replacing the Course**	:	Expansion of the course
B	**Name of the Course**	:	International Relations in Islam
C	**Course Code**	:	SUPE 103
D	**Number of Credits**	:	03
E	**Degree Programme**	:	Bachelor of Arts General (External) Degree
F	**Core/Supplementary Course**	:	Supplementary
G	**Prerequisites**	:	None
H	**Aim of the Course**	:	The aim of the course is to acquaint the students with the knowledge of Islamic philosophy of International Relations and offer an insight into the Islamic approach in pursuit of peace, unity, security and co-operation.
I	**Intended Learning Outcomes**	:	At the end of the course students will be able to discuss the origin, development and concepts of International relations in Islam and assess relevant issues.
J	**Number of Hours**	:	45
K	**Course Content**	:	Theories of International Relations, concept of *Siyar;* Islamic state, non-Islamic state and neutrality. Co-existence, reconciliation, and interfaith dialogue. Muslims and non Muslim relationship, Islam and pluralism. Peace in Islam, concept of Jihad and Treaties in Islam, concept of fundamentalism, terrorism and colonialism. Human rights in Islam.
L	**Assessment Scheme:** i. Time of Assessment - End of the year ii. Assessment Method - Written examination iii. Assigned Percentage for each Component – 100%		

A	Justification for introducing / Replacing the Course	:	Expansion of the course
B	Name of the Course	:	Logic and Scientific Method
C	Course Code	:	SUPE 104
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	This course aims at giving the student knowledge of the processes and techniques of rational inference.
I	Intended Learning Outcomes	:	At the end of the course the student will be able to practice of techniques by which formal validity of arguments could be determined. The student will also be able to use the reasoning process and methodology in the establishment of scientific knowledge.
J	Number of Hours	:	45
K	Course Content	:	The Mature of Science, Science and Scientific Method, Concepts in Traditional Aristotelian logic, syllogism and Inductive reasoning, Laws of Thought, Terms & Propositions, Natural languages and formal languages Developing a symbolic language, Wk 3 Logical constants, variables and symbolic sentences, Translations from natural languages to symbolic language and vice versa, Mathematical logic : Introduction to Quantification, Proof of validity by derivation, Rules of inference for arguments involving logical constants of negation and implication, Introduction to the method of truth tables for testing for validity, Direct method of truth tables, Indirect method of truth tables, Further applications of truth tables, Universals & Particulars, Extension & Intension, The Mature of Science, Science and Scientific Method, Science and Non-Science –Karl Popper's view, Classifications of Science, Introduction to Scientific hypotheses, Construction of hypotheses, Statistics, probability and Scientific Method.
L	Assessment Scheme:		

L **Assessment Scheme:**
    i.   Time of Assessment   - End of the Year
    ii.   Assessment Methods - Written examination
    iii.   Assigned Percentage of Marks for each Component – 100%

A	Justification for introducing/replacing the Course	:	Expansion of the course
B	Name of the Course	:	Writing Skills and Academic Writing in Sinhala
C	Course Code	:	SUPE 105
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	This course aims to introduce the basics in academic writing, the methods of critical reading, the different prose styles in academic communication, and train students to write grammatically correct and elegant Sinhala prose
I.	Intended Learning Outcomes	:	At the end of this course the students will be able to read, appreciate different styles of Sinhala academic language, write correct and elegant academic essays in Sinhala, confidently present their views at academic forums and use basic research methods.
J	Number of Hours	:	45
K	Course Content	:	Aspects of academic writing: skimming, scanning, critical reading, note taking, summarizing, paraphrasing, paragraphing; internationally accepted elements of academic writing: crafting thesis, thesis statement, topic sentence and different modes of presenting academic ideas; composing in different modes of academic writing: answering written exams, book reports, assignment papers and scripts for oral presentation; producing Sinhala language academic writing in grammatically accurate and elegant styles appropriate; basics of research methodology.

L	**Assessment Scheme:**
	  i. Time of Assessment- End of Year
	  ii. Assessment of Methods- Written examination
	  iii. Assigned Percentage Marks for each Component – 100%		

A	**Justification for introducing / Replacing the Course**	:	Expansion of the course
B	**Name of the Course**	:	Writing Skills in Tamil
C	**Course Code**	:	SUPE 106
D	**Number of Credits**	:	03
E	**Degree Programme**	:	Bachelor of Arts General (External) Degree
F	**Core/Supplementary Course**	:	Supplementary
G	**Prerequisites**	:	None
H	**Aim of the Course**	:	This course is intended to introduce the various aspects of Tamil language and to develop the students' skills in writing Tamil language effectively.
I	**Intended Learning Outcomes**	:	At the end of this course the students will be able to write in Tamil, manipulate the structure and express through written and other forms of communication.
J	**Number of Hours**	:	45
K	**Course Content**	:	Introducing writing skills; language and styles; essential grammar; writing and spelling; Basic sandhi rules; Vocabulary building; Organizing ideas; Punctuation; Translations of foreign words and names; writing reports, essays and dissertations; Tamil dialect variations; Regional and social dialects
L	**Assessment Scheme:** i.　　Time of Assessment　- End of the Year ii.　　Assessment Methods　- Written examination iii.　　Assigned Percentage of Marks for each Component – 100%		

A	Justification for introducing/replacing the Course	:	Expansion of the course
B	Name of the Course	:	Introduction to Statistics
C	Course Code	:	SUPE 107
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	The aim of this course is to provide an introduction to the theory of statistics and its various applications.
I	Intended Learning Outcomes	:	At the conclusion of the course students will be able to apply various statistical tools in analyzing data and drawing inferences from them.
J	Number of Hours	:	45
K	Course Content	:	Introduction to statistics; data and types of data; presentation of data- graphical presentation, tabulation, frequency distributions; descriptive statistics - measures of central tendency –mean, mode, median; measures of dispersion-range, inter - quantile range, variance, standard deviation; measures of kurtosis and skewness; probability theory and probability distributions; sampling and sampling methods, sampling distributions; intervals estimates; testing of hypothesis; measures of association.
L	**Assessment Scheme** i. Time of Assessment - End of the Year ii. Assessment Method - Written examination iii. Assigned Percentage for each Component – 100%		

Department	Sociology
Course Code	SUPE 201
Course Title	Academic Writing for Social Sciences
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To equip students with basic writing competencies necessary to read, understand, and engage with academic texts in the discipline at the undergraduate level.

Intended Learning Outcomes:

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

- Define the meaning of academic texts
- Deliver a comprehensible summary of its content to an academic audience
- Respond to the text critically
- Articulate their own ideas in written communication to an academic audience effectively

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Brief history of writing in Social Sciences: special features, effective communication methods (1); **Conceptualization of issues in Social Sciences** (connected to research problem and question formulation) *Should draw from the previous component; in-class activity recommended* (1); **Developing a theoretical framework** *Should be exercise driven, using model research problems and classroom online connectivity* (2); **Literature survey** (1); **Methods and methodology** *Session 1 can be an introduction to the topic; session 2, group assignment and presentation* (2); **Presentation of qualitative and quantitative data in social research** *Can give an individual assignment based on this* (1); **Writing techniques** (internal coherence and logic of paragraphs and sentences, structural organization of dissertation and research papers, condensing) *Should include sessions on writing introductions, conclusion, abstracts, etc. Heavy emphasis on in-class activity recommended* (3); **Referencing** *Introduce students to one style and train them to stick with it (maybe also introduce a citation management software like Zotero). In-class activity a must* (2)

Recommended Texts (if any):

- http://www.apa.org/pubs/journals/pro/writing.aspx
- Uyangoda, J. (2011). *Writing Research Proposals in the Social Sciences and Humanities – A Theoretical and Practical Guide*. Colombo: Social Scientists' Association
- Uyangoda, J. (2015). *Social Research: Philosophical and Methodological Foundations.* Colombo: Social Scientists' Association

Assessment	**Percentage Mark**
End-Course Examination	100%

Department	Archaeology
Course Code	SUPE 202
Course Title	Ancient Built Environment of India
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To introduce the association between human society and the cultural landscape and to provide methodologies for recording, analyzing, and interpreting source materials.

Intended Learning Outcomes:

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

- Describe the basic concept of Built Environment
- Define the behavioral patterns, patronage, shared cultures, cultural diversity reflected in Built heritage
- Apply acquired knowledge in the modern built environment

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Concept of built environment and historical overview; the evaluation of Art and Architecture of Ancient India; Folk architecture, urban development and town planning in Harappan Civilization, principal trends in the development of secular and religious built environment in ancient India; Rock cut Architecture (Buddhist Hindu Jain), early Buddhist stupa architecture, Buddhist monasticism, the evolution of Hindu Temples in India, symbolisms in Indian art, Islamic Architecture.

Recommended Texts (if any):

- Brown, P. (1959). 'Indian Architecture,' fourth edition, Bombay: D.B. Taraporavala Sons and Co. Pvt.
- Dehejia, V. (1997). 'Issues of spectatorship and representation', in V. Dehejia (ed.), Representation the Body: Gender Issues in Indian Art, New Delhi: Kali for Women, in association with The Book Review Literary Trust, 35-45
- Dehejia, V. (1992). 'The collective and popular basis early Buddhist patronage: sacred monuments, 100 BC-AD 250', in B.S. Miller (ed.), The Power of Art: Patronage in Indian Culture, Delhi: Oxford University Press, 1-21.
- Fergusson, J. (1873), Tree and Serpent worship, 2nd Edition, London: India Museum.
- Knox, R. (1992) Amaravati: Buddhist Sculpture from the Great Stupa, London: British Museum Press.
- ශාස්ත්‍රී නීලකණ්ඨ (1962) දකුණු ඉන්දියා ඉතිහාසය, කොළඹ: රාජ්‍ය භාෂා දෙපාර්තමේන්තුව
- ගුරුගේ ආනන්ද (2014) දඹදිව බෞද්ධකලාව, කොළඹ: එස්ගොඩගේ සහ සහෝදරයෝ

Assessment	Percentage Mark
End-Course Examination	100%

Department	Philosophy
Course Code	SUPE 203
Course Title	Applied Ethics
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide knowledge on the practical dimension of ethics and moral issues that emerged in science, education, media, and social and private life.

Intended Learning Outcomes:

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

- Apply theoretical knowledge of ethics to their professional and personal lives.
- Critique moral issues in real situations.
- Analyze ethical dilemmas in practical situations.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Science and ethics: bio ethics; genetic engineering; cloning; science and values: animal ethics and animal rights; medical ethics: death and suicide; active and passive euthanasia; law and ethics: capital punishment; abortion; sexual and racial discrimination; media ethics; pornography and ethics; environmental ethics; child abuse; intellectual property right; violence; business ethics; sports and ethics.

Recommended Texts (if any):

- Billington, Ray.(1995), *Living Philosophy,* London, Routledge & Kegen Paul.
- Haber, J G. (1997), *Ethics for Today and Tomorrow,* Jones J Barlett Publication.
- Frey, R G and Wellmen, C H (editors). (2007). *A Companion to Applied Ethics,* Blackwell Publishing, Oxford.
- La Follette, H (ed.) (2007.) *Ethics in Practice,* Blackwell Publishing, Oxford.
- Singer, P. (ed.) (1986). *Applied Ethics,* Oxford University Press, Oxford.
- Singer, P. (1999). *Practical Ethics,* Cambridge University Press, Cambridge

Assessment	Percentage Mark
End-Course Examination	100%

Department	Sociology
Course Code	SUPE 204
Course Title	Basic Concepts of Social Psychology
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide knowledge of the basic concepts of Social Psychology.

Intended Learning Outcomes:
On successful completion of the course, the students should be able to:
- Identify the basic concepts of Social Psychology.
- Describe and comment on the basic concepts of Social Psychology.
- Apply basic concepts of Social Psychology to everyday life.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:
Introduction to social psychology: definition, characteristics, history; attraction: introduction to attraction, belonging and wellbeing, culture and close relationships; friendship: liking and friendship, animal and human liking; love: types of love, common elements of loving relationships, passionate love and companionate love, gender differences in love marriage and love; conformity: types of conformity, studies on conformity, reasons for conformity, adaptive conformity, blind conformity; attitude definitions: types of attitude, attitude formation, attitude change: role of communication; aggression: reasons / causes for aggression, approaches to aggression, expression of aggression, controlling and preventing aggression; prejudice: definitions, reasons for prejudice, types of prejudice: racism, gender, elimination of prejudice; counselling: importance and types: guidance, advice; counselee and counsellor, preliminary condition of counselling, counselling process.

Recommended Texts (if any):
- □□□□□□□□□□, □□□(1994) □□□□ □□□ □□□□□□□ □□□□□□ □□□□□□□, □□□ ළ□□□□, □□□□□□□□
- Baron, RA& Byrne, D (2003) Social Psychology, Prentice-Hall of India private Limited, New Delhi-110 001
- Pinnawala, Mallika *(2014)Prejudice and Discrimination*: A Social Psychological Analysis *Prathiman*a, No 09., Annual Journal Department of Sociology, University of Ruhuna, Matara (in Sinhala)
- Pinnawala, Mallika (2012) *Counselling*: A Theoretical Analysis, *Prathimana,* Annual Journal Department of Sociology, University of Ruhuna, No7, August (in Sinhala)
- Pinnawala, Mallika (2003) *Theoretical analyzes of Aggression* in *Samaja Vimasuma*, Department of Sociology, University of Peradeniya. (in Sinhala)

Assessment	Percentage Mark
End-Course Examination	100%

A	Justification for introducing / Replacing the course	:	Expansion of the course
B	Course Title	:	Buddhist Psychology
C	Course Code	:	SUPE 205
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	The aim of this course is to introduce Buddhist Psychology and Buddhist Social Psychology.
I	Intended Learning Outcomes	:	At the end of the course students will be able to explain Buddhist Psychology with special reference to the Sutras and Jataka stories, and to describe society and family as well as the Buddhist attitude to the society and its basic components.
J	Number of Hours	:	45
K	Course content	:	Buddhist Psychology: introduction to Buddhist Psychology, its basic background, main concepts of the Buddhist Psychology; basic knowledge of the western psychology and its different schools; Abhidhamma and related matters with psychology; main areas of the Buddhist Psychology; mind and it's important to the psychology; meditation as psychotherapy; Buddhist Social Psychology: what is society? Social psychology and Buddhist Social Psychology; Sutras related to the Society; Family life, Marriage life and other social groups; Main areas of western sociology; Buddhist attitude on Society and its main concepts.
L	Assessment Scheme 　i. Time of Assessment　- End of the Year 　ii. Assessment Methods　- Written examination 　iii. Assigned Percentage for each Component - 100%		

A	**Justification for introducing/ Replacing the Course**	:	Expansion of the course
B	**Name of the Course**	:	Colloquial and Communicative Sinhala
C	**Course Code**	:	SUPE 206
D	**Number of Credits**	:	03
E	**Degree Programme**	:	Bachelor of Arts General (External) Degree
F	**Core/Supplementary Course**	:	Supplementary
G	**Prerequisites**	:	None
H	**Aim of the Course**	:	This course aims to make students competent in speaking Sinhala in everyday communicative situations by introducing the Sinhala alphabet and developing reading,
I	**Intended Learning Outcomes**	:	After completing this course the students will be able to explain the characters in the Sinhala alphabet, read colloquial Sinhala, practice basic Sinhala in everyday situations, write elementary essays in colloquial Sinhala and, develop the skills to understand Sinhala in other modes of communication.
J	**Number of Hours**	:	45
K	**Course Content**	:	Introduction to Sinhala language; speaking, writing, reading and listening through exposure to daily communicative situations: meeting someone, buying something at a shop, visiting people at their homes, conducting an elementary conversations with a Sinhala speaker.
L	**Assessment Scheme**: i. Time of Assessment- End of the Year ii. Assessment of Methods- Written and oral examinations iii. Assigned Percentage Marks for each Component - Oral examination 40%, written examination 60%		

Department	Archaeology
Course Code	SUPE 207
Course Title	Cultural Resource Management
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To introduce students to various aspects of heritage management and its contemporary significance by providing them with knowledge and training in a board range of skills and expertise in Cultural Resource Management (CRM).

Intended Learning Outcomes:

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

- Define the role of cultural resource management and its contemporary significance.
- Apply acquired knowledge in professional contexts.
- Demonstrate competencies in the field of CRM.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

History and Concept of CRM – global context; cultural heritage conservation and management in Sri Lanka context: an overview, institutional and legislative frameworks in preserving cultural heritage – national and international standards and practices; ethical and legal issues in CRM; technical aspects and methodology in CRM; cultural resource reconnaissance; documentation and inventory process; assessing the values of cultural resources for interventions; heritage conservation; management context of heritage monuments and sites; cultural and heritage tourism.

Recommended Texts (if any):

- Cleere, H. (ed.) (1984). *Approaches to archaeological heritage*, Cambridge Cambridge University press
- Carman, J. (2002). *Archaeology and heritage: An introduction*, London and New York Continuum.
- Feilden, B. M. (1982). *Conservation of historic buildings*, London: Butterworth.
- Howard, P. (2003). *Heritage: Management, Interpretation, Identity*, London: Continuum.
- Hewson, R. (1986). *The Heritage Industry*, London: Methuen.
- John Carman, (2002). *Archaeology and Heritage, An Introduction*, New York: Continuum.
- Leask, A., and Fyall, A. (2006). *Managing World Heritage Sites*, Oxford: Butterworth-Heinemann.
- McKercher, B., & du Cros, H. (2002). Cultural tourism: *The partnership between tourism and cultural heritage management,* Binghamton, New York: Haworth Press.
- Smith, L. (2006). *Uses of Heritage*, London, and New York: Routledge.
- Wijesuriya, G. (1993). Restoration of *Buddhist Monuments in Sri Lanka*: *The case for an Archaeological Heritage Management Strategy*, Colombo: ICOMOS, Sri Lanka.

Assessment	Percentage Mark
End-Course Examination	100%

Department	Geography
Course Code	SUPE 208
Course Title	Disaster Management
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide students the basic concept and practical skills of disaster management.

Intended Learning Outcomes:
On successful completion of the course, the students should be able to:
- Explain the basic concepts of disaster management.
- Develop management and planning interventions in disaster management.
- Apply practical knowledge in disaster management

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:
Introduction to hazards and disasters; disaster management cycle: disaster strikes, emergency response, relief, rehabilitation, and reconstruction, mitigation and preparedness; Institutional role of disaster management global, national and local: state, INGOs, NGOs etc.; Legislative framework of disaster management in Sri Lanka, Early warnings, Introduction to assessment of disasters, Introduction to role of GIS and Remote Sensing in disaster management, Community based disaster management, Indigenous knowledge in disaster management. Post-disaster recovery planning and reconstruction.

Recommended Texts (if any):
- Keith, Smith, (1992), Environmental Hazards: Assessing Risk and Reducing Disaster, Routledge, London.
- Praddep Sahni & Madhavi M. Ariyabandu, (eds), (2003), Disaster Risk Reduction in South Asia, Prentice-Hall of India.
- Rajib Shaw and R.R. Krishnamurthy, (eds), (2009), Disaster Management: Global Challenges and Local Solutions, Hyderabad: Universities Press (India) Private Limited.
- Sri Lanka Disaster Management Act, No.13 of 2005 (Government of Sri Lanka)

Assessment	**Percentage Mark**
End-Course Examination	100%

Department	Classical Languages
Course Code	SUPE 209
Course Title	Indian Poetics and Literary Criticism
No. of Credits	03
Pre-requisites	None. Students opting for Sanskrit or Sinhala as core subjects are not allowed to offer this course.
Core/ Supplementary	Supplementary

Aim(s): To introduce students to the history of Indian poetics and literary criticism and to the application of their major theories with special emphasis on the major schools, their founders, key texts, proponents and opponents.

Intended Learning Outcomes:

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

- List major schools, theories, their founders and key texts.
- Compare various theories of Indian poetics and apply them in literary criticism.
- Formulate solid and applied literary theories based on it.
- Evaluate critically the strengths of Indian literary criticism.
- Argue related issues and suggest revisions.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Insights into literary criticism in Vedic literature; contribution of Bharatamuni's Natyasastra to the Indian literary criticism; common structure of a classical work of Indian literary criticism; development of concerns about the nature of good literature and that of connoisseur's appreciation; eightfold established traditions of literary criticism (*Rasavāda*, *Dhvanivāda*, *Guõavāda*, *Rītivāda*, *Alaṅkāravāda*, *Anumitivāda*, *Aucityavāda*, *Vakroktivāda*); founders, proponents, and opponents of those traditions; techniques and tools in applying the theories of Indian literary criticism; Issues on literary criticism: Indian traditional and contemporary debates.

Recommended Texts (if any):

- Ānandavardhana, Daniel Henry Holmes Ingalls, Jeffrey Moussaieff Masson, and Madhava Vasudeva Patwardhan (1990). The Dhvanyāloka of Ānandavardhana with the Locana of Abhinavagupta. Cambridge (Mass): Harvard University Press.
- De, Sushil Kumar. (1981). Some problems of Sanskrit poetics. Calcutta: Firma KLM Private Ltd.
- Gerrow, Edwin. (1977). Indian Poetics. *A History of Indian Literature,* (ed. Jan Gonda) Volume V – Fasc.3. Wiesbaden: Otto Harrassowitz.
- Kuppuswami Sastri, S. (1993). Highways and byways of literary criticism in Sanskrit. Madras: The Kuppuswami Sastri Research Institute.
- ගමිලත්, සුචරිත. (1996.) නාට්‍ය ශාස්ත්‍රයේ රසවාදය, කොළඹ: රත්න පොත්.
- ගමිලත්, සුචරිත. . (1974).. රසවාද විවරණය. කොළඹ: කොළඹ විශ්වවිද්‍යාලය.
- ඥාණසීහ, හේන්පිටගෙදර. (1961).. සාහිත්‍යය. කොළඹ: ඇම්. ඩී. ගුණසේන සහ සමාගම
- විජයවර්ධන, හේමපාල. (1967).. සංස්කෘත කාව්‍ය විචාරයේ මුලධර්ම. කොළඹට ගුණසේන.
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Assessment	Percentage Mark
End-Course Examination	100%

Department	Sociology
Course Code	SUPE 210
Course Title	Population and Society
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide the student with knowledge on data sources, issues, basic concepts and perspectives on population studies and to discuss the impact of social factors on nuptiality, fertility, mortality migration, and social mobility and their social differences.

Intended Learning Outcomes:

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

- Demonstrate a clear comprehension of population studies, demography and sociological perspectives, basic concepts, population processes, and theories and recognize social factors on nuptiality, fertility, mortality migration and social mobility
- Apply knowledge in solving population issues.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Introduction to population studies, demography and society, sociological perspectives and population theories and concepts, Definitions; demography and population studies, Changing structures of population, Impact of social factors on nuptiality, fertility, mortality migration patterns and social mobility and their social differences, Reproductive Health Illness, Family planning and use of contraceptives and population policies.

Recommended Texts (if any):

- De Silva, I. (2010). Population of Sri Lanka. Author Publication.
- Grindsaff, G.F. (1981). Population and Society: A Sociological Perspectives.
- Raj. H. (1998). Population Studies. New Delhi: Surjee Publication

Assessment	**Percentage Mark**
End-Course Examination	100%

Department	Sociology
Course Code	SUPE 211
Course Title	Sociology of Sexuality and Reproductive Health
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide the student with sociological aspects of reproductive and adolescent health, sex, sexuality, and reproduction in the context of women's and men's lives and discuss the relationship among aforementioned basic concepts.

Intended Learning Outcomes:
On successful completion of the course, the students should be able to:
- Demonstrate a clear understanding of the basic knowledge on sociological aspects of reproductive and adolescent health.
- Explain the relationship of sexuality, gender, and reproductive health.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:
Introduction to sexuality and reproductive health; different perspectives and basic concepts on sexuality and reproductive health: sociological definition of sex, sexuality, gender and reproduction in the context of women's and men's lives, adolescent sexuality; The positive side of sexuality, Reproductive Illness, contraceptives.

Recommended Texts (if any):
- Annandale, E., & Clark, J. (1996). What is gender? Feminist theory and the sociology of human reproduction. Sociology of Health & Illness, 18(1), 17-44.
- Caldwell, J et al. 1987. The role of Traditional Regulation in Sri Lanka. Study in Family Planning, 18(1) (jan./Feb.): 1-21
- Doyal, L. (2001). Sex, gender, and health: the need for a new approach. British Medical Journal, 323(7320), 1061.
- Elias, C. 1991. Sexually Transmitted Diseases and the Reproductive Health of Women in Developing Countries. New York: The Population Council, Programme Division Working papers No. 5
- Fisher, W. A., & Fisher, J. D. (1998). Understanding and promoting sexual and reproductive health behavior: Theory and method. Annual review of sex research, 9(1), 39-76.
- Hindin, M. J., & Fatusi, A. O. (2009). Adolescent sexual and reproductive health in developing countries: an overview of trends and interventions.International perspectives on sexual and reproductive health, 35(2), 58-62.
- Stephenson, R., & Tsui, A. O. (2002). Contextual influences on reproductive health service use in Uttar Pradesh, India. Studies in family planning, 33(4), 309-320.
- Tsui, A. O., Wasserheit, J. N., & Haaga, J. G. (Eds.). (1997). Reproductive health in developing countries: expanding dimensions, building solutions. National Academies Press.
- WHO. 1988. The Reproduction Health of adolescents: a strategy for action. A Join Who/UNFPA/UNICEF Statement

Assessment	**Percentage Mark**
End-Course Examination	100%

Department	Physics
Course Code	SUPE 212
Course Title	Science for Life
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide the necessary knowledge to explain common phenomena in everyday life using basic sciences and to improve the quality of life using science as an important base.

Intended Learning Outcomes:

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

- Explain the fundamentals of basic sciences.
- Identify the science behind common phenomenon of everyday life
- Apply scientific knowledge to find solutions for problems in daily life.
- Devise precautions to conserve the environment and safeguard society using scientific knowledge.
- Restate basic sciences to primary school students.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Introduction to the secondary school level knowledge of basic sciences; mathematics, physics, chemistry and biology; selected natural phenomena that can be explained using basic sciences and detailed explanations using fundamental scientific theories; natural resources including plants and minerals, and their industrial uses; energy production and efficient utilization; environmental pollution, protection and conservation.

Recommended Texts (if any):

- John Anderton. (2012) 'Fundamentals of Science,' , Addison-Wesley Educational Publishers Inc, USA
- Vince Mancuso. (2017) Phenomena-Driven Inquiry, Planet Magic Publishing
- Brian Clegg. (2015) 'Science for Life': A Manual for Better Living, , Icon Books Ltd
- Science Education Unit Publication. (2001) පරිසර දූෂණය සහ මානව වර්ගයාගේ අනාගතයල ඕ. වී. ඉලේපෙරුම, University of Peradeniya

Assessment	Percentage Mark
End-Course Examination	100%

Department	Archaeology
Course Code	SUPE 301
Course Title	Ancient Built Environment of Sri Lanka
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To introduce the principal trends in the development of the secular and religious Art and Architecture in Sri Lanka and to provide an introduction to the nature of the Sri Lankan built environment tradition, architectural technologies, and associated sculpture and painting traditions.

Intended Learning Outcomes:

On successful completion of the course, the students should be able to:
- Describe the basic concept of Built Environment
- Explain the behavioral patterns, patronage, shared cultures, cultural diversity reflected in Built heritage
- Apply acquired knowledge in the modern built environment in Sri Lanka

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Concept of built environment and historical overview; the evaluation of Art and Architecture of Ancient Sri Lanka; Folk architecture; Urban development and city planning (Selected case studies): the evolution of monastic traditions (*MahaVihara*, *PabbataVihara*, *Padanaghara*), monastic building types, built environment of Polonnaruwa and the impact of Indian great tradition,decorative elements of Sri Lankan architecture: South and South-east Asian and European impact on Sri Lankan Built Environment (art and architecture of Kandyan and colonial Periods).

Recommended Texts (if any):
- Bandaranayake S. (1974). Sinhalese Monastic Architecture, Leidon: ER.J. Brili
- Bandaranayake, S. (1986). The rock and wall Paintings of Sri Lanka, Colombo: Lake House Book Shop.
- Bandaranayake, S. (2012) Continuities and Transformations: Studies in sri Lankan Archaeology and History, Social Scientists Association of Sri Lanka
- Coomaraswamy, A.K. (1908). Mediaeval Sinhalese Art: Being a Monograph on Mediaeval Sinhalese Arts and Crafts, Mainly As Surviving in the Eighteenth Century, with an Account of the Structure of Society and the Status of the Craftsmen, Broad Campden: Pantheon Book.
- Ferguson J. (1873), Tree and Serpent worship, 2nd Edition, London: India Museum.
- Schoreder, Ulrich Von, (1990). Buddhist Sculpture in Sri Lanka, Hong Kong: Visual Dharma Publications Ltd.
- සේනාරත්නජේ ඒ ඩී (2001)පබ්බත විහාර,මුල්ලේරියාව:වීජේසුරිය ග්‍රන්ථ කේන්ද්‍රය
- සෝමතිලකඑම්(2002)මහනුවරසම්ප්‍රදායේබිතුසිතුවම්කලාව,කොළඹ: එස් ගොඩගේ සහ සහෝද්රයෝ

Assessment	**Percentage Mark**
End-Course Examination	100%

A	Justification for introducing/ Replacing the Course	:	Expansion of the course
B	Course Title	:	Arabic Short Stories and Narratives
C	Course Code	:	SUPE 302
D	Credit Value	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the course	:	The aim of this course is to develop the practice of reading literary texts within social, historical, and cultural contexts among the students.
I	Intended Learning outcomes	:	At the end of the course students will be able to recognize and identify the different uses of Arabic literary traditions: Arabic drama, literary essays, novels, short stories and, they will be able to evaluate the pros and cons in Arabic writings.
J	Teaching Hours	:	45
K	Course contents	:	Origin and development of Arabic short stories and narrative works, pioneers in short story and novel writing like Manfaluthi, Mikhail Nua'ima, Khalil Jibran Khalil, al-Aqqad, NajibMahfuz , characteristics of modern Arabic short stories and novels, selected works;Qasas al - Anbiya, KaleelaWaDimna, Malhamathu Umar, Mawsim al-Hijrahila al-Shimal, Thartharahfawqa al-Nil, Ali Baba, al-Ajniha al-Maksura, al-Madeena al-Mashura.

L	Assessment Scheme
	    i. Time of Assessment - End of the year
	    ii. Assessment Method - Written examination
	    iii. Assigned Percentage for each Component – 100%		

A	**Justification for introducing/ Replacing the Course**	:	Expansion of the course
B	**Name of the Course**	:	Astrology (Jyotirvidya) and Sri Lanka Society
C	**Course Code**	:	SUPE 303
D	**Number of Credits**	:	03
E	**Degree Programme**	:	Bachelor of Arts General (External) Degree
F	**Core/Supplementary Course**	:	Supplementary
G	**Prerequisites**	:	None
H	**Aim of the Course**	:	The aim of this course is to introduce the basics of astrology with special emphasis to basic astrological aspects practiced at various events in Sri Lankan society and the place of Astrology
I	**Intended Learning Outcomes**	:	At the end of the course students will be able to engage in various astrological activities and demonstrate knowledge of the historical development and the modern critiques on
J	**Number of Hours**	:	45
K	**Course Content**	:	History of Astrology: origin and development of astrology in India and Sri Lanka;History of astrological literature in India and Sri Lanka; Buddhism, Buddhist culture and astrology; Buddhist attitude towards astrology, relationship between astrology and Buddhist culture; History and use of Astrology and its Influences during the Ancient andMedieval Sri Lankan Society: implications of references to astrology in inscriptions, chronicles and literature in SriLanka, Social life and Astrology, State, Sovereignty and Astrology, Education and Astrology, Economy, Agriculture and Astrology; Basic Knowledge and Teachings in Astrology: Zodiac and Planetary System:*Panchanga*, *Shadvarga*, Horoscope Preparation, Description of good and bad installations, Preparation of auspicious timings, Naming (*namakarana*), Match making and comparison; impacts of Astrology on Modern Sri Lankan Society**:**Teaching, learning, and practice of astrology in Sri Lankan society**,** Astrology and Sri Lankan society from a sociological viewpoint**,** Modern attitudes and critiques on astrology in Sri Lankan society.
L	**Assessment Scheme** i. Time of Assessment - End of the Year ii. Assessment Method **-** Written examination iii. Assigned Percentage for each component – 100%		

A	Justification for introducing / Replacing the course	:	Expansion of the course
B	Course Title	:	Buddhist Counseling Psychology
C	Course Code	:	SUPE 304
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Core
G	Prerequisites	:	None
H	Aim of the Course	:	The aim of this course is to introduce Buddhist Counseling Psychology and Buddhist Environmental Psychology.
I	Intended Learning Outcomes	:	At the end of the course the students will be able to explain Buddhist Counseling Psychology and practice counseling, and discuss Environment and Buddhist attitude on the Environment.
J	Number of Hours	:	45
K	Course Content	:	Buddhist Counseling Psychology: Introduction to Buddhist Counseling Psychology, its basic background, main concepts of the Buddhist Counseling; definitions and related area; basic background of Western counseling; different kinds of counseling and Buddhist attitude; main areas of the Buddhist Counseling Psychology; qualities of the Counselor in Buddhist Perspective; individual, Family, Group, Pre-marriage, counseling with Buddhist attitude; Buddhist Environmental Psychology: What is environment? What is environmental psychology and Buddhist perspective on the issue; Environmental problems and Buddhist solutions; Main areas of western environmental psychology; Buddhist environmental psychology and practical aspects of it.
L	**Assessment Scheme** i. Time of Assessment - End of the Year ii. Assessment Methods - Written examination iii. Assigned Percentage for each Component - 100%		

A	Justification for introducing / Replacing the Course	:	Expansion of the course
B	Name of the Course	:	Environmental Studies
C	Course Code	:	SUPE 305
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	The aim of this course is to introduce geography and environment, functions of the ecosystem and resource utilization, the environmental change, causes and consequences of environmental problems, key environmental issues and, environmental management at global and national levels.
I	Intended Learning Outcomes	:	At the end of the course students will be able to elaborate on environmental studies from a geographical perspective, the functions of the ecosystem and resource utilization, and identify environmental issues.
J	Number of Hours	:	45
K	Course Content	:	An Introduction to environmental studies: geography and environmental of geography. the concepts of ecosystem; biodiversity: the concept of biodiversity; biodiversity at global national and regional level, threats to biodiversity. environment and resources: forest, land, water, air, marine, and energy resources. causes and consequences of environmental change; environmental issues: climate change, deforestation, decertification, biodiversity depletion, land degradation, landslide, floods, solid waste management etc; environmental pollution; environmental management: conservation vs. preservation, biodiversity conservation, protected areas and concepts in environment management
L	Assessment Scheme: i. Time of Assessment - End of the Year ii. Assessment Method - Written examination iii. Assigned Percentage for each Component- 100%		

Department	Archaeology
Course Code	SUPE 306
Course Title	Heritage Tourism
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide the students with knowledge, skills and practical competencies in the heritage and tourism sector.

Intended Learning Outcomes:
On successful completion of the course, the students should be able to:
- Describe the main features of heritage and tourism concepts.
- Apply acquired knowledge in professional contexts.
- Demonstrate competencies in the field of heritage and tourism sector.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:
Concept of heritage; introduction to heritage and tourism; introduction to heritage and tourism resources; product assessment; supply and demand in heritage tourism; cultural and heritage tourism-planning and marketing; managing cultural heritage for tourism; heritage conservation and development; heritage interpretation, and presentation; heritage museums and education; contemporary issues and trends in Heritage tourism; visitor/attraction management; heritage tourism in Sri Lanka.

Recommended Texts (if any):
- Ambrose, T. and Paine, C. (1993). *Museum Basics*, London: Routledge.
- Boniface, P. (1995). *Managing quality cultural tourism*, London: Routledge.
- Hewison, R. (1984).*The Heritage Industry*, London: Methuen.
- Howard, P. (2003). *Heritage: Management, Interpretation, Identity*, London: Continuum.
- Kolb, B.M. (2006) *Tourism Marketing for Cities and Towns*, Oxford: Butterworth-Heinemann.
- McKercher, B. and du Cros, H. (2002). *Cultural Tourism*: *The Partnership Between Tourism and Cultural Heritage Management*, New York: Haworth press.
- Prentice, R. C. (1993). *Tourism and Heritage Attractions*, London and New York: Routledge.
- Shackley, M. (1998). 'Introduction: World cultural heritage sites'. In: Shackley, M. (ed.) *Visitor management: Case studies from world heritage sites*. Oxford: Butterworth Heinemann.
- Smith, L. (2006). *Uses of Heritage*, London and New York: Routledge.
- Smith, M. K. (2003).*Issues in cultural tourism studies,* London: Routledge.
- Timothy, D.J. (2011). *Cultural heritage and tourism: an introduction*, Bristol: Channel View publications.

Assessment	**Percentage Mark**
End-Course Examination	100%

Department	Sociology
Course Code	SUPE 307
Course Title	Introduction to Qualitative Research
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provides the student with a basic knowledge of qualitative research methods and to enhance the necessary skills to explore the social research using qualitative approaches.

Intended Learning Outcomes:

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

- Demonstrate a clear understanding of philosophy and historical development of qualitative research, ethics, data collection, description, analysis, and interpretation an
- Apply qualitative research methodology in research

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Philosophy of Qualitative Research; Introduction to Qualitative Research: Historical Development, Purposes, Key Features, Quantitative vs. Qualitative; Qualitative Research Types: Ethnography, Content Analysis, Case study, Grounded Theory, Action Research; Good Practices: Flexibility, Triangulation, Abduction, criteria for Research Quality; Research Methods: Sampling, Data Collection (special focus on observation, Interviews, and note taking), Data Analyzing; Ethics: Basic Ethics, Visions and Practices.

Recommended Texts (if any):

- උයන්ගොඩ, ජයදේව (2010). *සමාජීය - මානවීය විද්‍යා පර්යේෂණ: දාර්ශනික හා ක්‍රමවේදිය හැඳින්වීමක්.* කොළඹ 05: සමාජ විද්‍යාඥයින්ගේ සංගමය.
- Berg, B. L. (2001). **Qualitative Research Methods for the Social Sciences** (4 ed.). Boston: Allyn and Bacon.
- Bryman, A. (2012). *Social Research Methods (4 ed.)*. Oxford: Oxford University Press.
- Charmaz, K. (2014). *Constructing Grounded Theory* (2 ed.). London: SAGE.
- Ely, M., Anzul, M., Friedman, T., Garner, D. & McCormack, A. (1991). *Doing Qualitative Research: Circles within Circles*. London: The FalmerPress.
- Hammersley, M. (2009). Against the ethicists: on the evils of ethical regulation. *International Journal of Social Research Methodology*, 12(3), 211–225.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice (3rd ed.)*. London: Routledge.
- Hancock B., WindridgeK., & OcklefordE. (2007). *An Introduction to Qualitative Research*. EM / YH: The NIHR RDS.
- Mason, J. (2002). *Qualitative Researching*. London: SAGE Publications Ltd
- Peshkin, A. (1993). *The goodness of qualitative research*. Educational Researcher. 22 (2), 23-29.
- Seale, C. (1999). *The Quality of Qualitative Research*. London: SAGE.
- Silverman, D. (2015). *Interpreting Qualitative Data* (5 ed.).London: SAGE.
- Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: SAGE Publications Ltd.

Assessment	Percentage Mark
End-Course Examination	100%

Department	Sociology
Course Code	SUPE 308
Course Title	Medical Sociology
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To provide the students with knowledge on social contexts of physical and mental health, illness and medical care, using the debates and contrasting perspectives that characterize the field of medical sociology.

Intended Learning Outcomes:

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

- Demonstrate a clear understanding of basic concepts, theories, and perspectives in medical sociology
- Apply them to understand health and medicine on Sri Lanka society.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Introduction to Bio-medicine vs. Social medicine, Sociological Perspectives on Health and Illness (Functionalism, political economy, symbolic interactionism, social constructionism), Social determinants of health and Illness, (Ethnicity, age, genetic factors, class, caste, gender, family, disability, Working condition, employment, income, social exclusion, housing, social safety net, education, exercise, diet, unhealthy habits), The Social Organization of Medical care, (Professionalization, medical dominance and medicalization); Crises and reforms in health care services.

Recommended Texts (if any):

- Bradby, Hannah Medicine, health and society: a critical sociology – Sage Publications. Los Angeles - pbk. : 189p. : index, glossary; 23 cm
- Cockerham, William C.Medical sociology on the move: new directions in theory - Springer Dordrecht, Netherlands - pbk. : x, 267 p. : bib., index; 23
- Cockerham, W. C. (2014). Medical sociology. John Wiley & Sons, Ltd.
- Graham - W.B. Sociology as applied to medicine Scamber, Saunders Edingburgh - 311 p. 306.
- Kelly, M. P., & Field, D. (1996). Medical sociology, chronicillness, and the body. Sociology of Health & Illness, 18(2),241-257.
- Mechanic, D. (1978). Medical sociology. New York: Free Press,
- Scambler, Graham Sociological theory and medical sociology – Tavistock Publications London - hbk. : vii, 26 p. : indedx ;
- Smith, J. A., Flowers, P., & Osborn, M. (1997). Interpretative phenomenological analysis and the psychology of health and illness. Material discourses of health and illness, 68-91.
- Tuckett, D. ed. An introduction to medical sociology – Tavistock Publications London - 412.

Assessment	**Percentage Mark**
End-Course Examination	100%

Department	Science Education Unit
Course Code	SUPE 309
Course Title	Philosophy of Science
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To develop students' knowledge and experience on scientific philosophy.

Intended Learning Outcomes:

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

- State what science is.
- Express the ideas on the nature of science.
- Explain scientific inquiry.
- Describe the scientific method.
- Discuss different philosophical ideas on science and science education.
- Describe how to use philosophical views on the development of science.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

What science is; what philosophy is; history of philosophy in science; the importance of philosophy on the development of science; nature of science; philosophical views of Dewey, Comenius, Kuhn, and Popper on science and science education; scientific method; application of philosophy in science on human development.

Recommended Texts (if any):

- Alexander, Rosenberg (2000). *The Philosophy of Science*. Routledge, 29 West 35th Street, New York, NY 10001.
- Chalmers, Alan (1990). *Science and its Fabrication*. University of Minnesota Press.
- Chalmers, Alan (1976). *What Is This Thing Called Science?* Queensland University Press and Open University Press.
- Kuhn,Thomas S. (1970). *The Structure of Scientific Revolutions.* The University of Chicago Press, Ltd., London.
- Popper, R. Karl (1962). *Conjectures and Refutations*. Basic Books, Publishers New York London.
- Popper, Karl (1992). *The Logic of Scientific Discovery*. Routledge, 29 West 35th Street, New York, NY 10001.

Assessment	**Percentage Mark**
End-Course Examination	100%

A	Justification for introducing/replacing the Course	:	Expansion of the course
B	Name of the Course	:	Project Formulation and Evaluation
C	Course Code	:	SUPE 310
D	Number of Credits	:	03
E	Degree Programme	:	Bachelor of Arts General (External) Degree
F	Core/Supplementary Course	:	Supplementary
G	Prerequisites	:	None
H	Aim of the Course	:	The aim of this course is to provide theoretical and empirical knowledge of investment project formulation, preparation, appraisal, and evaluation procedures.
I	Intended Learning outcomes	:	At the end of the course students will be able to explain the principles, methodologies and techniques of formulation and preparation of projects and evaluate their implementation.
J	Number of Hours	:	45
K	Course Content	:	Project formulation: Introduction to the course, socio-economic project planning/formulation, meaning and types of projects, project cycle, identification of project, techniques of project identification, project preparation methodologies of project preparation, Logical Framework approach and Logical Framework Matrix; Project Appraisal: Introduction to socio-economic project appraisal, principles of cost benefits analysis, financial analysis of projects, Net Present Value, Internal Rate of Returns, benefits-cost Ratio, shadow price calculation, environmental Impact Assessment, Social Impact Assessment, sensitivity and risks analysis, inflation and the final decision; Project Evaluation: Relevance, impact, effectiveness, sustainability and replicability of projects; Limitations and constraints of project planning and evaluation in Developing Countries.
L	**Assessment Scheme** i. Time of Assessment - End of the Year ii. Assessment Method - Written examination iii. Assigned Percentage for each Component – 100%		

Department	Classical Languages
Course Code	SUPE 311
Course Title	Sanskrit Literature in Translation
No. of Credits	03
Pre-requisites	Students who offer Sanskrit as a core subject cannot offer this course. The course is open only to students with no exposure to reading Sanskrit texts in the original.
Core/ Supplementary	Supplementary

Aim(s): To introduce students to different genres of Sanskrit literature through a study of selected translations of Sanskrit works.

Intended Learning Outcomes:
On successful completion of the course, the students should be able to:

- List major genres, works, and their respective authors.
- Describe the typical characteristics of texts in different genres of Sanskrit literature.
- Appraise literary merits of Sanskrit poetry in prose and verse.
- Assess the socio-cultural background of literary and technical texts in Sanskrit.
- Comment on the extent, strengths, and issues involved in Sanskrit literature.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:
Brief survey of Sanskrit literature; selected sections from the Ṛgveda, Upanishads, Epics, classical poetry in prose and verse: lyrics, dramas, Yoga texts, Arthaśastra, and Kāmasūtra; salient literary features of texts from selected genres; appreciation of literary merits of the selected poetical texts; social, cultural, political, and economic background as depicted in the prescribed texts.

Recommended Texts (if any):

- උපනන්ද හිමි. අඹලියද්දේ, සෘග්වේදගීතාඤ්ජලී. (2017). කොළඹ. සමයවර්ධන පොත් සමාගම.
- කාමසූතු වාත්සායන. (1955). ඒ දසනායක පරිවර්තනය. නුගේගොඩ. මොඩන් පොත් සමාගම.
- කීත්, ඒ. බෙරිඩේල්. (1965). සංස්කෘත සාහිත්‍ය ඉතිහාසය (ජී. එස්. බී. සේනානායක පරිවර්තනය). කොළඹ:
- කැකුලාවල, සුමනලාල්. (1961). කඨෝපනිෂදය පරිවර්තනය. කොළඹ. ගුණසේන පොත් සමාගම.
- ගම්ලත් සුචරිත, (1962) සකුන්තලා නාට්‍ය සේවනය. මේසඳුනය: මහාකවි කාලිදාස. (1999). තාරාවිල පැටික් (සිංහල පරිවර්තනය)
- පාතංජල දර්ශනය යෝගචන්දිකා. (1971). කරගම්පිටියේ ජිනරතන හිමි. නුගේගොඩ. ප්‍රකාශක - විජයසිරි කුමාරදාස.
- රසුවංශ. (1958). කෙරමිණියේ ජිනානන්ද පරිවර්තනය 1-2 සර්ග. කොළඹ. ගුණසේන පොත් සමාගම.
- ස්වප්නවාසවදත්තා. (1956). (පියදාස නිශ්ශංක පරිවර්තනය) මහරගම. සමන් මුද්‍රණාලය.
- සකුන්තලා කාලිදාස. (1962). (පියදාස නිශ්ශංක පරිවර්තනය) මහරගම. සමන් මුද්‍රණාලය.
- සාවිත්‍රි උපාඛ්‍යානය. (1999). (මාදුරුඔය ධම්මිස්සර හිමි පරිවර්තනය)
- සෙනෙවිරත්න, රෝහණ පුෂ්පකුමාර. 'සම්භාව්‍ය සංස්කෘත සාහිත්‍ය තුළ ගද්‍ය කාව්‍යයේ භූමිකාව' සම්භාෂා වාර්ෂික සඟරාව.
- සෙනෙවිරත්න, රෝහණ පුෂ්පකුමාර. (2005). පශ්චාත් කාලිදාස සමයේ සංස්කෘත මහාකාව්‍ය සාහිත්‍යය. කොළඹ. ගොඩගේ පොත් සමාගම.
- සුගතඥාන හිමි, ලාහුගල. (2014). මනුසෑප වර්ණිත භාරතීය කාමශාස්තුය - වාත්සායන මුනිපුණීත කාමසූතුය ඇසුරෙන්. කොළඹ. සමයවර්ධන පොත් සමාගම.
- Daśakumāracarita. (1900.) M.R. Kale's translation. Bombay: Sharadaknidan Press.
- Macdonell, Arthur A. (1976). A Vedic Reader for Students. Oxford: Oxford University Press. (සෘග්වේදගීතාවලි. තාරාවිල පැටික් පරිවර්තනය, (1997.) කොළඹ. ගොඩගේ පොත් සමාගම)
- Rāmayana Sundarakāṇḍa. (1957). Hari Prasad Shastri, London: Shanti Sadan.
- The Kautilya Arthaśāstra. (1963). R.P. Kangle. (tr) Bombay: University of Bombay.
- The Twelve Principal Upanishads. (1978- Vol.II : Brhadaranyaka-Upanisad E. Roer (tr.). New Delhi: NAG Publishers.

Assessment	**Percentage Mark**
End-Course Examination	100%

Department	Sociology

Course Code	SUPE 312
Course Title	Sociology of Solid Waste Management
No. of Credits	03
Pre-requisites	None
Core/ Supplementary	Supplementary

Aim(s): To make the students aware of solid waste management from a sociological perspective with special reference to Sri Lanka.

Intended Learning Outcomes:

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

- Demonstrate their understanding of the problem of solid waste.
- Apply acquired knowledge to manage the problem of Solid Waste in Sri Lanka.
- Manage solid waste in the community.

Time Allocation (Hours):	Lectures: 45	Notional Hours: 150

Course content/Course description:

Introduction: definition and problem of solid waste; global situation, history: generations of solid waste; classification: sources; human causes of solid waste and its impacts; solid waste management strategies: Sri Lankan context, strategies past and present; the role of the community and government in solid waste management.

Recommended Texts (if any):

- පින්නවල, මල්ලිකා (2016) ශ්‍රී ලංකාවේ ඝන අපද්‍රව්‍ය ගැටළුව හා කළමනාකරණ ක්‍රමෝපායන් පිළිබඳ විශ්ලේෂණයක් Felicitation Volume of Senior Professor AAKG Jayasinhe, Department of Sociology, University of Ruhuna, Matara (166-194)
- Central Environmental Authority. (2005) Technical Guidelines on Solid Waste Management in SL
- Khan, A.A., Ahmed, Z. & Siddiqui, M.A. (2012). 'Issues with Solid Waste Management in South Asian countries: A Situational Analysis of Pakistan', Journal of Environmental and Occupational Science. 1 (2), 129-131.
- Pinnawala, Mallika and Mahesha Ihalagedara(2017) *Problem of Solid Waste in Sri Lanka and Existing Management Strategies EPRA International Journal Research and Development(IJRD)* Monthly Peer Reviewed and Indexed international Journal, International Indexed Journal (February)Vol 2, Issue2 *ISSN (Online2455- 7838 SJFE impact Factor 2016: 4.144*
- Pinnawala, Mallika (2014)*Strategies of Municipal Solid Waste Management in Local Authorities in Sri Lanka:* A Case of Kandy Municipal Council in the Central Province *EPRA International Journal of Environmental Economics, Commerce and Educational Management* Annual peer Reviewed, Refereed, International Indexed) Vol 2 April

Assessment	Percentage Mark
End-Course Examination	100%