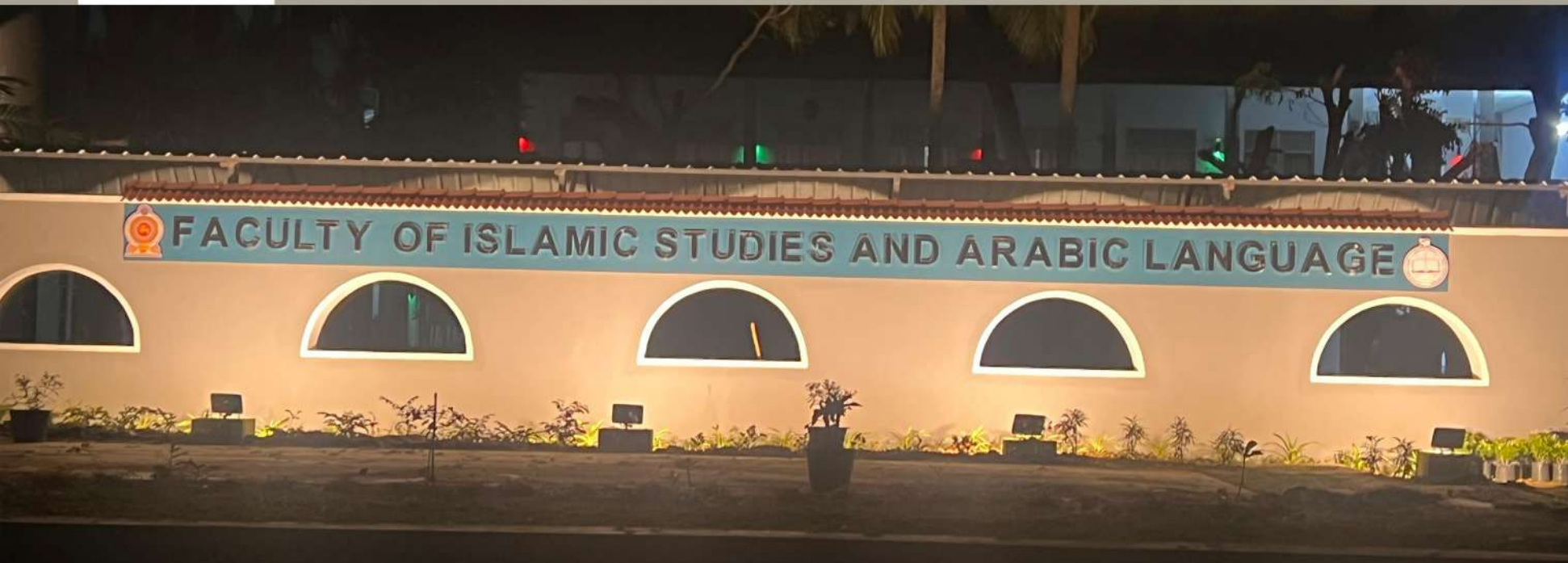
UNDERGRADUATE'S GUIDE

ACADEMIC YEAR 2022/2023



FACULTY OF ISLAMIC STUDIES AND ARABIC LANGUAGE
SOUTH EASTERN UNIVERSITY OF SRI LANKA

UNDERGRADUATE GUIDE

ACADEMIC YEAR - 2022/2023

Faculty of Islamic Studies and Arabic Language
South Eastern University of Sri Lanka
Oluvil # 32360
Sri Lanka
http://www.seu.ac.lk/fia

The Faculty of Islamic Studies and Arabic Language reserves itself the right to change any information given herein as it considers appropriate, without prior notice.

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South Eastern University of Sri Lanka

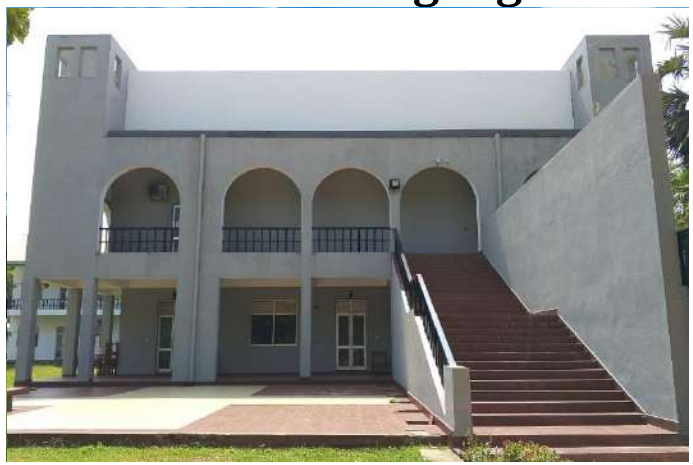
VISION

To be an Internationally Renowned Center in South Asia for Higher Learning and Innovations in Sciences, Technologies, and Humanities

MISSION

To Provide Expanded Opportunities for Higher Learning of International Standards through the Generation and Dissemination of Knowledge and Innovations Focused on Regional and National Needs, Social Harmony, and Stakeholders' Empowerment and Satisfaction.

Faculty of Islamic Studies and Arabic Language



VISION

To be an internationally renowned centre for excellence in Islamic and Arabic Studies.

MISSION

To be an internationally renowned centre for integrating Islamic and Arabic studies in to relevant discipline to produce employable graduates, improve the quality and innovation in teaching, learning and research satisfying the stakeholders while contributing to society, region and nation.

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1. INTRODUCTION OF THE UNIVERSITY

1.1 About the University

The South Eastern University of Sri Lanka (SEUSL) was first established as the South Eastern University College of Sri Lanka and commenced to function from 27th July 1995. It was then upgraded to the status of a fully-fledged University, SEUSL, from 15th May 1996. There are six Faculties in SEUSL at present. Faculty of Arts & Culture (FAC), Faculty of Management & Commerce (FMC), Faculty of Islamic Studies & Arabic Language (FIA), Faculty of Engineering (FE) and Faculty of Technology (FT) are located in Oluvil and the Faculty of Applied Sciences is located in Sammanthurai.

1.2 Authorities of the University

(i) The Council

The Council of a University shall be the executive body and governing Authority of the University and shall consists of Vice Chancellor, Deans of Faculties, two members elected by the Senate from its members, persons appointed by the University Grants Commission. The Chairman of the Council shall be the Vice Chancellor who shall preside over the meeting of the Council. If the Chairman is unable to preside over a meeting, the meeting shall be presided over by a member to be-elected by the members present. The Council without prejudice to the generality of the powers conferred upon it by the University Act will discharge such power sand duties to hold, control and administer the property and funds of the University.

(ii) The Senate

A University shall have a Senate, which is the academic authority of the University. The Senate of the University shall consist of Vice Chancellor, Deans of Faculties, and Rector of each campus, Heads of Departments of Study, Permanent Professors, Librarian and two teachers elected by each Faculty Board. The Senate will decide on the conduct of all the academic programmes including the examination in the University and award of degree.

(iii) The Chancellor

His Excellency the President of the Democratic Socialist Republic of SriLanka will nominate the Chancellor of each University who shall be the Head of the university, hold office for a period of five years reckoned from the date of his nomination, and shall preside at any convocation of the University.

(iv) The Vice Chancellor

The Vice Chancellor of a University shall be appointed by the President of the Democratic Socialist Republic of Sri Lanka for a term of three years who shall be the principal Executive and Academic Officer thereof. He or she shall be an ex-officio member and Chairman of both the Council and the Senate. The Vice Chancellor is entitled to convene, be present, and speak at, any meeting of any other authority of the University or other body. Vice chancellor is also the Accounting officer of the University and responsible for the execution of policies and measures approved by the Council in relation to the University and, subject to such policies, the direction, supervision and control of the University, including its administration, and for the maintenance of discipline within the University.

(v) The Dean

There shall be a Dean of each Faculty who shall be a full-time officer of the University and the Academic and Administrative Head of that Faculty. The Dean shall be elected by the Faculty Board from among the Heads of the Departments of study comprising such Faculty for a term of three years. The Dean is the ex-officio Chairman of the Faculty Board and an ex-office member of the Council and the Senate. The Dean shall subject to the provisions of any appropriate instrument, holds office for a period of three years reckoned from the date of the election.

(vi) The Registrar

The Registrar of a University shall be appointed by the Council upon there commendation of a selection committee. The Registrar shall be the fulltime officer of the University and shall exercise, perform and discharge such powers, duties and functions as may be conferred or imposed on orassigned to him by University Act or by any other appropriate instrument. Registrar is responsible for the custody of the records and the property of the University and shall be the ex-officio Secretary of the Council and the Senate. He is also the Assistant Accounting Officer of the University and shall subject to the direction and control of the Vice Chancellor, be responsible for the general administration of the University and the disciplinary control of its non-academic staff.

(vii) The Bursar

The Bursar shall be appointed by the Council. The Bursar shall, subject to the direction and control of the Registrar, discharges such duties and functions while being responsible for the custody of the funds of the University and its administration.

(viii) The Librarian

The Librarian is appointed by the Council who, subject to the direction and control of the Vice Chancellor, discharges such duties and functions. He/she shall be a fulltime officer of the University and shall be responsible for the administration of the libraries and ex-officio member of the Senate.

1.3 University Officials

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2. INTRODUCTION OF THE FACULTY OF ISLAMIC STUDIES AND ARABIC LANGUAGE

2.1 About the Faculty

The Faculty of Islamic Studies & Arabic Language (FIA) was established in 2005. It consists of two departments and a unit namely Department of Islamic Studies, Department of Arabic Language and Interdisciplinary Unit. The Faculty of Islamic Studies & Arabic Language offers undergraduate programmes in general and honours degrees in Islamic Studies & Arabic Language.

Our main goals are to:

1.3.1 *Be Innovative in Undergraduate Teaching and Learning*

1.3.2 *Strengthen Research and Graduate Programmes*

1.3.3 *Enhance the employability of graduates through developing English language, IT skills, soft skills and promoting ethnic cohesion*

1.3.4 *Be a centre of excellence in the region for community and resource development*

1.3.5 *Capitalize on Globalization of Education*

These goals are integrated with the outcomes of the SEUSL Corporate Plan. The Faculty plans to introduce a number of new initiatives to achieve the above objectives. The proposed new initiatives include: comprehensive curriculum revisions in all subjects; creating opportunities for enhancement of professional skills of students; efforts to increase research activities; increasing graduate enrolment and strengthening relationships with industries, local and foreign universities. The major concern during the next five-year period would be commencing Honours Degree programmes in other main subjects, join major degree programmes & postgraduate degree programmes and establishing a new academic unit to offer extension programmes.

2.1.1 Units

South Eastern University of Sri Lanka (SEUSL), initially known as South Eastern University College of Sri Lanka, was established to fulfill the dire needs of the students of the South-Eastern region, whose education was disrupted due to the civil war in the country. It commenced its activities as a University College in 1995 and continued to be uplifted as a full-fledged national university in 1996. Upon its inception as a state university, it had only two faculties: Faculty of Arts & Culture and Faculty of Management & Commerce. In subsequent years, the university has been able to develop itself through the establishment of four other faculties: Faculty of Applied Sciences, Faculty of Islamic Studies & Arabic Language, Faculty of Engineering, and Faculty of Technology. While celebrating its silver jubilee recently, the university has striven towards continuous development and has been able to raise itself to be at par with relevant standards required for a national university at all levels.

Faculty of Islamic Studies and Arabic Language has been successfully conducting 05 undergraduate Honours degree programmes along with Bachelor of Arts (General) degree programmes over the years. This is the first time that the Department of Islamic Studies and Deaprtment of Arabic Language, Faculty of Islamic Studies and Arabic Language, have taken an initiative to offer MPhil/PhD by research. The MPhil/PhD in Islamic Studies & Arabic Studies at the Faculty of

Islamic Studies and Arabic Language, SEUSL, aims at offering a response to demand in this field by training students with MPhil/PhD.

The faculty of Islamic Studies & Arabic Language (FIA) was established in 2005 and has two (2) departments: the Department of Islamic Studies & the Department of Arabic Language. It offers the following study programmes:

i. BA (General Degree) in Islamic Studies
ii. BA (General Degree) in Arabic Language
iii. BA (Hons.) in Islamic Thought & Civilization
iv. BA (Hons.) in Islamic Banking & Finance
v. BA (Hons.) in Islamic Law & Legislation
vi. BA (Hons.) in Arabic Language & Literature
vii. BA (Hons.) in Linguistics & Translation

The Faculty also has an Interdisciplinary Unit, which offers courses in six (6) minor fields of study for BA (General Degree):

i. Accountancy & Finance
ii. Education
iii. English
iv. Political Science
v. Sociology
vi. Computing

2.1.2 Postgraduate Unit

This MPhil/PhD programme aims to respond to a need in the global society for professionals in the field of Islamic Studies & Arabic Studies. These programmes are therefore open to both local and international students. The programme is strongly committed to training MPhils and PhDs capable of meeting the requirements to work in relevant private and government sectors. The MPhil/PhD in Islamic studies & Arabic Studies is, therefore, to prepare students to be able to begin and complete training, in theory, methodology, and research in the field, which are materialized and documented in an original and innovative thesis.

Duration of the Study Programme:

Programme	Minimum Duration	Maximum Duration
MPhil	4 Semesters	8 Semesters
PhD	6 Semesters	12 Semesters

Semester Structure:

Semester I	Semester II
February -July	August-January

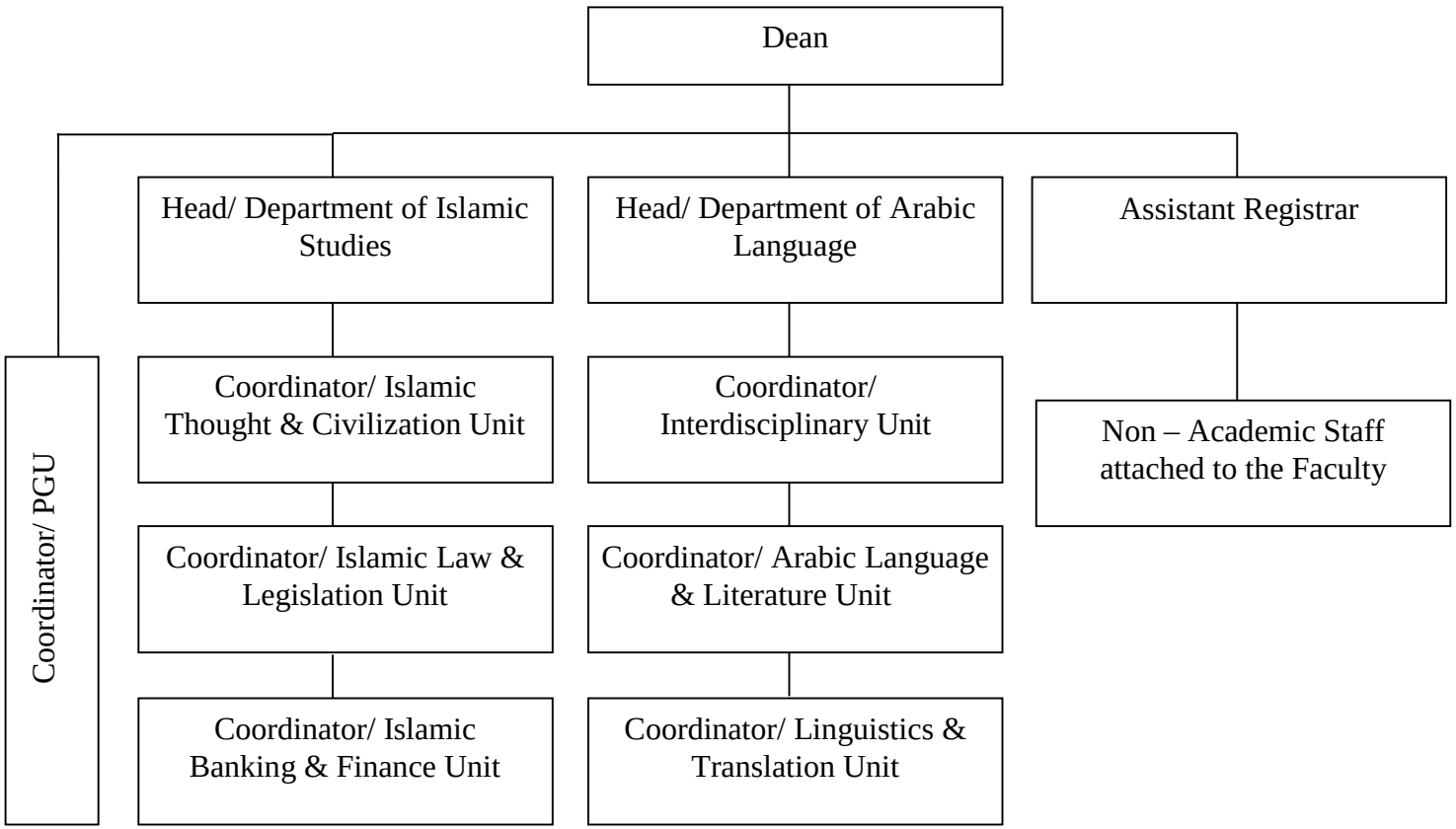
2.1.3 Diploma Programmes

2.1.3.1 Diploma in Arabic Language

2.1.3.2 Diploma in Islamic Banking and Finance

2.1.3.2 Diploma in Family Law

2.2 Academic and Administrative Structure of the Faculty of Islamic Studies & Arabic Language



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Works Aide

Mr. IL. Hamsa
Works Aide

Mr. S. Mohamed Jafeer
Works Aide Gr.I

Mr. IL. Nisar
Health Attendant

3. STUDY PROGRAMMES

3.1 Introduction

The Faculty offers general degree programmes of 03 academic year duration and Honours Degree programmes of 04 academic year duration. The academic programme is based on semester system. The general academic calendar of a semester is usually as follows:

8 weeks	Lecture sessions
1-week	Mid-Semester Vacation
7 weeks	Lecture sessions
2 weeks	Study Leave
3 weeks	End-Semester Examinations
4 weeks	End-Semester Vacation

3.2 Medium of Instruction

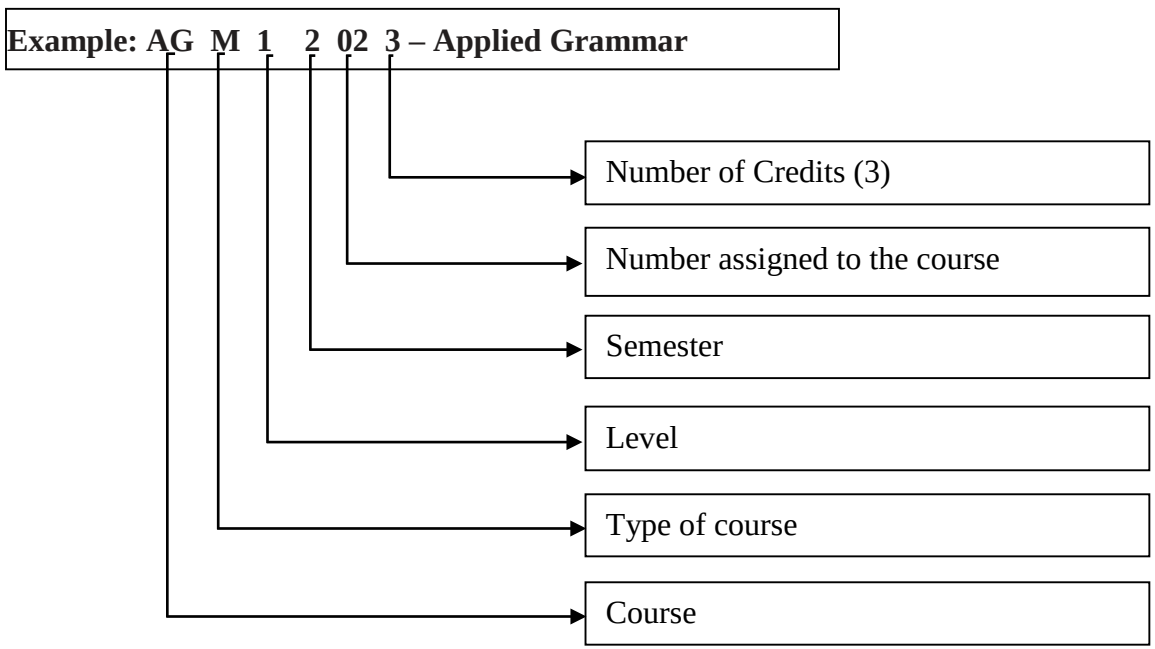
The medium of instruction at the Faculty of Islamic Studies & Arabic Language shall be Arabic, English and Tamil.

3.3 Course Unit System

The degree programmes are conducted on a **Course Unit System** where each course is assigned credits, a time-based quantitative measure. **A Credit** is equivalent to **15 hours of lecture component.** The credit weight of a course unit may vary.

3.4 Course Notation

The course units are denoted by an alphanumeric code. The code consists of 05 numerals prefixed by 03 letters. The first 02 letters refer the subject area of the course unit and the 3rd letter indicates type of course units whether it is **Main Course** it's denoted as **(M), Compulsory courses are** denoted as **(C)** and **Elective (E)**. The **1st numeral** denotes the **level**, the **2nd numeral** denotes the **semester**, and the **3rd and 4th numeral** indicates the **number assigned to the course unit** by the department of study and the **5th numeral** indicates the **credit value** of that course unit.



The notation used for courses are given below.

IC - Islamic Thought & Civilization

IB - Islamic Banking & Finance

IL - Islamic Law & Legislation

AL - Arabic Language & Literature

AT - Arabic Translation

AG - Arabic Grammar

AC - Arabic Communication

IT - Information Technology

EL - English Language

SO - Sociology

PS - Political Science

AF - Accountancy & Finance

ED - Education

CP - Computing

4. DEGREE PROGRAMMES AND COURSE SCHEME

The Faculty offers the following degree programmes:

a. Bachelor of Arts (3 Years)

b. Bachelor of Arts Honours (4 Years)

4.1 Bachelor of Arts

Bachelor of Arts General Degree has been designed to fulfil the requirements of the students who wish to complete their degree programmes within three academic years (six semesters) and receive a broad knowledge in several subjects of their interest.

In order to obtain a Bachelor of Arts (Islamic Studies) Degree, a student must complete **99 credits in three academic levels as summarized in Table 1.**

In order to obtain a Bachelor of Arts (Arabic Language) Degree, a student must complete **95 credits in three academic levels as summarized in Table 2.**

Table 1: Summary of credit requirements for Bachelor of Arts (Islamic Studies)

Level	Semester	Main	Compulsory		Elective	Total Credits
		GPA	GPA	NGPA	GPA	
1	I	9	3	2	1	15
	II	15	3	2	-	20
2	I	9	3		1	13
	II	15	3		-	18
3	I	9	5		1	15
	II	15	3		-	18
Sum		72	20	4	3	**99**

Table 2: Summary of credit requirements for Bachelor of Arts (Arabic Language)

Level	Semester	Main	Compulsory	Elective	Total Credits
		GPA	GPA	GPA	
1	I	9	3	1	13
	II	15	3	-	18
2	I	9	3	1	13
	II	15	3	-	18
3	I	9	5	1	15
	II	15	3	-	18
Sum		72	20	3	**95**

Graduate Profile for Bachelor of Arts (Islamic Studies)

The Bachelor of Islamic Studies program aims to equip students with a comprehensive understanding of Islamic principles, history, culture, and contemporary issues. Upon completing the program, graduates will possess a well-rounded set of knowledge, skills, and attitudes that will enable them to contribute positively to their communities and the wider global society. The following is a detailed graduate profile for the Bachelor of Islamic Studies:

1. **Deep Understanding of Islamic Teachings:** Graduates will have a profound knowledge of the Quran, Hadith (Prophetic traditions), Fiqh (Islamic jurisprudence), and Islamic theology. They will comprehend the fundamental principles and ethical values that underpin Islam, along with their relevance to modern-day challenges.
2. **Critical Thinking and Analytical Skills:** Graduates will be adept at critically analyzing Islamic texts and interpreting them in different contexts. They will be capable of applying critical thinking to address complex religious and social issues, fostering an inclusive and open-minded approach to problem-solving.
3. **Cross-Cultural Competence:** Students will have gained an appreciation for the diverse cultures and histories of Muslim communities worldwide. They will demonstrate cultural sensitivity and respect for different traditions within the Islamic world and beyond.
4. **Interfaith Dialogue and Communication:** Graduates will have honed their communication skills, enabling them to engage in constructive interfaith dialogue. They will promote mutual understanding, respect, and peaceful coexistence with people from different religious and cultural backgrounds.
5. **Ethical and Moral Awareness:** Students will internalize the ethical principles of Islam and develop a strong moral compass. They will be committed to ethical behavior, social justice, and serving the common good, both within their communities and on a global scale.

6. **Research and Academic Writing Abilities:** Graduates will be proficient in conducting scholarly research related to Islamic studies. They will be skilled in academic writing, enabling them to contribute to academic journals, books, and other publications.
7. **Leadership and Community Engagement:** Students will have cultivated leadership skills, empowering them to assume roles within Muslim communities or organizations. They will be proactive in initiating positive change and addressing community needs.
8. **Social Responsibility and Service:** Graduates will embrace the Islamic principle of service to humanity. They will actively participate in community development, humanitarian projects, and initiatives to uplift marginalized and underserved populations.
9. **Continued Learning and Adaptability:** Students will recognize the importance of lifelong learning and adaptability. They will be motivated to pursue further studies, attend workshops, and engage in continuous personal and professional development.
10. **Awareness of Global Issues:** Students will be informed about global issues affecting Muslim communities, such as Islamophobia, social justice, environmental challenges, and the promotion of peace and conflict resolution.

Overall, the Bachelor of Arts in Islamic Studies program will produce graduates who are not only well-versed in Islamic teachings but also equipped to engage with the broader world constructively and contribute positively to society. They will embody the values of compassion, justice, and empathy, becoming agents of positive change in their communities and beyond.

Graduate Profile for Bachelor of Arts (Arabic Language)

As the graduates of the Bachelor of Arts General Degree in Arabic Language offered by the Department of Arabic Language, Faculty of Islamic Studies and Arabic Language, South Eastern University of Sri Lanka, Oluvil, Sri Lanka, They will possess a diverse skill set and knowledge that will enable them to excel in various professional roles. The program has equipped them with critical thinking, communication, and intercultural competencies, making them well-prepared to pursue a range of exciting career opportunities. Some of the key roles they can undertake include:

1. **Arabic Teacher:** They are equipped to excel as Arabic teachers in schools, Arabic colleges, and international educational institutions. Their comprehensive understanding of Arabic language, literature, culture, and Skills of Teaching Arabic as a Second Language will enable them to inspire and educate students effectively
2. **Middle East Tourist Guide:** With their profound knowledge of Middle Eastern history, culture, and heritage, they can serve as a knowledgeable and captivating tourist guide. They will be able to showcase the region's rich historical landmarks and cultural sites to visitors from all around the world through the Arabic spoken skills enhanced from the degree program
3. **NGO/INGO Secretary or Assistant Programming Officer:** Their organizational and administrative skills, along with their understanding of social issues, make them excellent fit for the roles of secretary or assistant programming officer at non-governmental and international non-governmental organizations. They will contribute significantly to the effective implementation of projects and initiatives aimed at addressing societal challenges.
4. **Assistant Accountant in Middle Eastern Countries:** Their strong foundation in accounting principles and financial management makes them valuable assets as assistant accountants in Middle East countries. They will be responsible for managing financial records and supporting the financial operations of businesses and organizations.

5. **Public Relations Officer in Diplomatic Service Sector:** Their excellent communication skills and cultural sensitivity enable them to thrive as a public relations officer in the diplomatic service sector. They will be adept at fostering positive relationships between diplomatic missions and host countries, facilitating effective communication, and managing international engagements.
6. **Document Controller in Foreign Countries:** Their attention to detail and organizational abilities make them ideal candidates for the role of a document controller in foreign countries. They will play a crucial role in managing and organizing important documents and information for businesses and institutions operating in a global context.

As graduates of the Bachelor of Arts General Degree, they are well-prepared to pursue fulfilling careers across various sectors and make meaningful contributions to society. Their versatility and adaptability will be their key strengths, allowing them to thrive in diverse and dynamic professional environments. Especially, the interdisciplinary subjects such sociology, political science, English, Information Technology, Education, Accountancy and Finance, & Computing offered by the Faculty give the chances to obtain the followings:

7. **Middle East Analyst:** Middle East analysts study the social, political, and economic dynamics of the Middle East. They use their knowledge of Arabic to collect and analyze data, and to write reports and briefs.
8. **Peace building Specialist:** Peace building specialists work to prevent and resolve conflict in the Middle East. They use their knowledge of Arabic to communicate with local communities and to build trust and understanding.
9. **Humanitarian Worker:** Humanitarian workers provide aid to people affected by conflict, disaster, or other crises in the Middle East. They use their knowledge of Arabic to communicate with beneficiaries and to coordinate relief efforts.
10. **Foreign Service Officer:** Foreign Service officers represent their country's interests in foreign countries. They use their knowledge of Arabic to communicate with foreign officials and to build relationships.

11. **International Diplomat:** International diplomats work to resolve disputes between countries. They use their knowledge of Arabic to negotiate agreements and to build consensus.
12. **Translator:** Translators translate documents and other materials from Arabic to English and vice versa. They need to have a strong understanding of both languages, as well as the cultural nuances of each.
13. **Editor:** Editors proofread and edit written materials, such as books, articles, and reports. They need to have a strong command of both languages, as well as the ability to identify and correct errors.
14. **School Administrator:** School administrators oversee the day-to-day operations of schools. They need to have a strong understanding of educational policy and practice, as well as the ability to communicate effectively with Arabic-speaking parents and teachers.
15. **Accountant:** Accountants record and analyze financial transactions. They need to have a strong understanding of accounting principles and practices, as well as the ability to work with Arabic-speaking clients and colleagues.

LIST OF COURSES OFFERED BY THE DEPARTMENT OF ISLAMIC STUDIES AND DEPARTMENT OF ARABIC LANGUAGE UNDER THE BACHELOR OF ARTS, AS FOLLOWS:

DEPARTMENT OF ISLAMIC STUDIES
BACHELOR OF ARTS

Level – 01
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 11013	Islam: Belief, Practices & Human Values	45	3
IBM 11013	Fundamentals of Islamic Economics	45	3
(or)			
ILM 11013	Introduction to Islamic Law	45	3
Elect one from minor fields of study			
AFM 11013	Introduction to Financial Accounting	45	3
PSM 11103	Introduction to Political Science	45	3
ELM 11193	English Language Structure	45	3
SOM 11283	Basic Concepts in Sociology	45	3
EDM 11373	Principles of education	45	3
CPM 11463	Introduction to programming	45	3
Compulsory			
ELC 11012	English Language Level - I	30	2
ITC 11011	Working with PC/OS	15	1
BAC 11012	Basic Arabic - I	30	2
Select One from Elective Courses			
ILE 11011	Introduction to the Laws of Sri Lanka	15	1
CJE 11011	Criminal Justice Administration	15	1
PEE 11011	Primary School Level Education	15	1
MCE 11011	Management Competency	15	1
BME 11011	Basic Mathematics	15	1
	Total		**15**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 12023	Introduction to Islamic Thought & Civilization	45	3
ICM 12032	Reflection of Prophetic History	30	2
IBM 12023	Introduction to Islamic Banking & Finance	45	3
IBM 12032	Elementary Economics	30	2
(or)			
ILM 12023	Principles of Islamic Jurisprudence	45	3
ILM 12032	Legal System of Sri Lanka	30	2
Elect one from minor fields of study			
AFM 12023	Advanced Financial Accounting	45	3
AFM 12032	Cost Accounting	30	2

PSM 12113	Society and Politics of Sri Lanka	45	3
PSM 12122	Conflict and Reconciliation	30	2
ELM 12203	Introduction to Literature	45	3
ELM 12212	English for Media	30	2
SOM 12293	Social Psychology	45	3
SOM 12302	Family Counseling	30	2
EDM 12383	Educational Psychology	45	3
EDM 12392	Techniques of Teaching-I	30	2
CPM 12473	Advanced data Analysis Techniques	45	3
CPM 12482	Introduction to AI	30	2
Compulsory			
ELC 12022	English Language Level - II	30	2
ITC 12021	Data Analysis Tools	15	1
BAC 12022	Basic Arabic	30	2
	Total		**20**

Level – 02
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 21043	Islamic History 632AD– 1924AD	45	3
IBM 21043	Islamic Commercial Contracts	45	3
(or)			
ILM 21043	Islamic Legal System	45	3
Elect one from minor fields of study			
AFM 21043	Management Accounting	45	3
PSM 21133	New Public Management	45	3
ELM 21223	Poetry, Fiction and Drama	45	3
SOM 21313	Sociology of Gender and Sexuality	45	3
EDM 21403	Techniques of Teaching-II	45	3
CPM 21493	Web Development Tools	45	3
Compulsory			
ELC 21032	English Language Level - III	30	2
ITC 21031	Basic Computer Networking	15	1
Select One from Elective Courses			
BLE 21011	Business Law	15	1
TLE 21011	Tax Law	15	1
ALE 21011	Administrative Law	15	1
IEE 21011	Inclusive Education	15	1
PSE 21011	Peace & Social Harmony	15	1
BSE 21011	Basic Sinhala	15	1
	Total		**13**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 22053	The Elementary Sources of Islam (Qur'anic & Hadith Studies)	45	3
ICM 22062	Study of Religions: Comparative Perspective	30	2
IBM 22053	Islamic Modes of Finance	45	3
IBM 22062	Law and Practice of Banking	30	2

(or)			
ILM 22053	Family Law in Sri Lanka	45	3
ILM 22062	Comparative Criminal Law	30	2
Elect one from minor fields of study			
AFM 22053	Financial Management	45	3
AFM 22062	Financial Statement Analysis	30	2
PSM 22143	Administrative Law in Sri Lanka	45	3
PSM 22152	Pubic Administration in Sri Lanka	30	2
ELM 22233	Advanced Reading, Writing & Speaking	45	3
ELM 22242	Introduction to Linguistics	30	2
SOM 22323	Sociology of Education: Theories and Practices	45	3
SOM 22332	Digital Sociology	30	2
EDM 22413	Measurement and Evaluation of Education	45	3
EDM 22422	Classroom Management	30	2
CPM 22503	Project Management Systems	45	3
CPM 22512	Cloud Computing	30	2
Compulsory			
ELC 22042	English Language Level - IV	30	2
ITC 22041	Web designing	15	1
	Total		**18**

Level – 03
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 31073	Contemporary Issues in Islam	45	3
IBM 31073	Bank Management	45	3
(or)			
ILM 31073	Jurisprudence of Inheritance,Wills and Waqf	45	3
Elect one from minor fields of study			
AFM 31073	Computerized Accounting	45	3
PSM 31163	International Relations	45	3
ELM 31253	English Language Teaching Methodology	45	3
SOM 31343	Social Problems	45	3
EDM 31433	Educational Guidance and Counseling	45	3
CPM 31523	Information System Security	45	3
Compulsory			
ELC 31052	English Language Level - V	30	2
ITC 31051	Multimedia Applications	15	1
RMC 31012	Research Methodology	30	2
Select One from Elective Courses			
QPE 31011	Quazi Court System and Procedure	15	1
AEE 31011	Adult Education (Andragogy of Education)	15	1
GCE 31011	General Counselling	15	1
CTE 31011	Critical Thinking	15	1
	Total		**15**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 32083	Contemporary Methodologies in Islamic Studies	45	3
ICM 32092	Islam in Indian Subcontinent	30	2
IBM 32083	Islamic Insurance	45	3
IBM 32092	Regulatory Framework & Corporate Governance	30	2
(or)			
ILM 32083	Islamic Law of Tort	45	3
ILM 32092	Islamic Law and Politics	30	2
Elect one from minor fields of study			
AFM 32083	Public Accounting & Finance	45	3
AFM 32092	Internship	30	2
PSM 32173	Human Rights and Humanitarian Law	45	3
PSM 32182	Internship	30	2
ELM 32263	Theory and Practice of Translation	45	3
ELM 32272	Internship	30	2
SOM 32353	Sociology of Development	45	3
SOM 32362	Internship	30	2
EDM 32443	Educational Leadership and Management	45	3
EDM 32452	Internship	30	2
CPM 32533	ERP System	45	3
CPM 32542	Internship	30	2
Compulsory			
ELC 32062	English Language Level - VI	30	2
ITC 32061	Desktop Database Management System	15	1
	Total		**18**

DEPARTMENT OF ARABIC LANGUAGE
BACHELOR OF ARTS

Level – 01
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 11013	Introduction to Language & Linguistics	45	3
ACM 11013	Advanced Listening and Speaking	45	3
(or)			
ALM 11013	Introduction to Arabic Literature	45	3
(or)			
ATM 11013	Introduction to Translation	45	3
Elect one from minor fields of study			
AFM 11013	Introduction to Financial Accounting	45	3
PSM 11103	Introduction to Political Science	45	3
ELM 11193	English Language Structure	45	3
SOM 11283	Basic concepts in sociology	45	3
EDM 11373	Principles of education	45	3
CPM 11463	Introduction to programming	45	3
Compulsory			
ELC 11012	English Language Level - I	30	2
ITC 11011	Working with PC/OS	15	1
Select One from Elective Courses			
ILE 11011	Introduction to the Laws of Sri Lanka	15	1
CJE 11011	Criminal justice administration	15	1
PEE 11011	Primary School Level Education	15	1
MCE 11011	Management Competency	15	1
BME 11011	Basic Mathematics	15	1
	Total		**13**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 12023	Applied Grammar	45	3
AGM 12032	Quranic Text Comprehension	30	2
ACM 12023	Structure of Translation	45	3
ACM 12032	Phonetics	30	2
(or)			
ALM 12023	Arabic Morphology	45	3
ALM 12032	Professional Translation skills	30	2
(or)			
ATM 12023	Applied Arabic Morphology	45	3
ATM 12032	Arabic Language Skills – I (Listening & Speaking)	30	2
Elect one from minor fields of study			
AFM 12023	Advanced Financial Accounting	45	3
AFM 12032	Cost Accounting	30	2
PSM 12113	Society and Politics of Sri Lanka	45	3
PSM 12122	Conflict and Reconciliation	30	2
ELM 12203	Introduction to Literature	45	3
ELM 12212	English for Media	30	2
SOM 12293	Social Psychology	45	3
SOM 12302	Family Counseling	30	2
EDM 12383	Educational Psychology	45	3

EDM 12392	Techniques of Teaching-I	30	2
CPM 12473	Advanced data Analysis Techniques	45	3
CPM 12482	Introduction to AI	30	2
Compulsory			
ELC 12022	English Language Level - II	30	2
ITC 12021	Data Analysis Tools	15	1
	Total		**18**

Level - 02
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 21043	Arabic Morphology	45	3
ACM 21043	Advanced Reading & Writing	45	3
Elect one from minor fields of study			
AFM 21043	Management Accounting	45	3
PSM 21133	New Public Management	45	3
ELM 21223	Poetry, Fiction and Drama	45	3
SOM 21313	Sociology of Gender and Sexuality	45	3
EDM 21403	Techniques of Teaching-II	45	3
CPM 21493	Web Development Tools	45	3
Compulsory			
ELC 21032	English Language Level - III	30	2
ITC 21031	Basic Computer Networking	15	1
Select One from Elective Courses			

BLE 21011	Business Law	15	1
TLE 21011	Tax Law	15	1
ALE 21011	Administrative Law	15	1
IEE 21011	Inclusive Education	15	1
PSE 21011	Peace & Social Harmony	15	1
BSE 21011	Basic Sinhala	15	1
	Total		**13**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 22053	Arabic Prose & Poetry Text - I	45	3
AGM 22062	Prophetic Text Comprehension	30	2
ACM 22053	Computer Application for Language Learning	45	3
ACM 22062	Spoken Arabic	30	2
Elect one from minor fields of study			
AFM 22053	Financial Management	45	3
AFM 22062	Financial Statement Analysis	30	2
PSM 22143	Administrative Law in Sri Lanka	45	3
PSM 22152	Pubic Administration in Sri Lanka	30	2
ELM 22233	Advanced Reading, Writing & Speaking	45	3
ELM 22242	Introduction to Linguistics	30	2
SOM 22323	Sociology of Education: Theories and Practices	45	3
SOM 22332	Digital Sociology	30	2
EDM 22413	Measurement and Evaluation of	45	3

	Education		
EDM 22422	Classroom Management	30	2
CPM 22503	Project Management Systems	45	3
CPM 22512	Cloud Computing	30	2
Compulsory			
ELC 22042	English Language Level - IV	30	2
ITC 22041	Web designing	15	1
	Total		**18**

Select One from Elective Courses			
QPE 31011	Quazi Court System and Procedure	15	1
AEE 31011	Adult Education (Andragogy of Education)	15	1
GCE 31011	General Counselling	15	1
CTE 31011	Critical Thinking	15	1
	Total		**15**

Level - 03
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 31073	Teaching Arabic Language for Non-Native Speakers - I	45	3
ACM 31073	Comparative Study of Religions	45	3
Elect one from minor fields of study			
AFM 31073	Computerized Accounting	45	3
PSM 31163	International Relations	45	3
ELM 31253	English Language Teaching Methodology	45	3
SOM 31343	Social Problems	45	3
EDM 31433	Educational Guidance and Counseling	45	3
CPM 31523	Information System Security	45	3
Compulsory			
ELC 31052	English Language Level - V	30	2
ITC 31051	Multimedia Applications	15	1
RMC 31012	Research Methodology	30	2

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 32083	Teaching Arabic to Non-Native Speakers - II	45	3
AGM 32092	Advanced Arabic for Professionals	30	2
ACM 32083	Arabic Prose & Poetry Text - II	45	3
ACM 32092	Oral & Written Translation	30	2
Elect one from minor fields of study			
AFM 32083	Public Accounting & Finance	45	3
AFM 32092	Internship	30	2
PSM 32173	Human Rights and Humanitarian Law	45	3
PSM 32182	Internship	30	2
ELM 32263	Theory and Practice of Translation	45	3
ELM 32272	Internship	30	2
SOM 32353	Sociology of Development	45	3
SOM 32362	Internship	30	2
EDM 32443	Educational Leadership and Management	45	3

EDM 32452	Internship	30	2
CPM 32533	ERP System	45	3
CPM 32542	Internship	30	2
Compulsory			
ELC 32062	English Language Level - VI	30	2
ITC 32061	Desktop Database Management System	15	1
	Total		**18**

4.2 Bachelor of Arts Honours

Students are admitted to the Bachelor of Arts Honours Programme at the beginning of the second year. Students may specialize in a field with strong commitment to a particular discipline, and it allows a student to pursue an in-depth study of the subject area. The following Honours programmes are offered by the Faculty, under its own two departments, and one of the Honours programme is offered by the Faculty in collaboration with the Faculty of Arts and Culture:

Department of Islamic Studies

- Bachelor of Arts Honours in Islamic Thought and Civilization
- Bachelor of Arts Honours in Islamic Banking and Finance
- Bachelor of Arts Honours in Islamic Law and Legislation

Department of Arabic Language

- Bachelor of Arts Honours in Arabic Language and Literature
- Bachelor of Arts Honours in Linguistics and Translation

Faculty of Islamic Studies and Arabic Language

- Bachelor of Arts Honours in Teaching English as a Second Language (Offered by the Faculty of Arts & Culture)

4.2.1 Eligibility Requirements to follow BAHons

Students are admitted to follow Bachelor of Arts Honours from level-2 of their study. The admission to the above Honours programmes will be given based on performance of students in course units of level-1, semester-I and the availability of places for the courses of study. Any student who wishes to follow a Honours degree programme should apply for it before the commencement of level-2. The minimum requirements for selection to Honours degree programmes are given below:

a. First, if a student wishes to follow honours degree in a study area, He / She should have passed the main courses of the study area with a minimum grade of **B**, as follows:
   i. Islamic Thought and Civilization: ICM 11013 - Islam: Belief, Practices & Human Values
   ii. Islamic Banking and Finance: IBM 11013 - Fundamentals of Islamic Economics
   iii. Islamic Law and Legislation: ILM 11013 - Introduction to Islamic Law
   iv. Arabic Language and Literature: AGM 11013 Introduction to Language and Linguistics **or** ALM 11013 Introduction to Arabic Literature
   v. Linguistics and Translation: AGM 11013 Introduction to Language and Linguistics **or** ATM 11013 - Introduction to Translation
b. Should not have earned "E" grade in any course unit of Level-1, Semester-I.
c. Should have obtained overall GPA not less than 2.70.
d. Should have obtained a GPA of not less than 2.70 (B^-) in English (ELC 11012) for the Islamic Banking Honours Degree Programme.

4.2.2 Revert or withdrawal from the Honours Degree Programme

If a student wants to revert to the general degree programme, he/she should do so within first two weeks of the semester-I of level-2 with the permission of the Dean through the respective Head of the Department.

4.3 Bachelor of Arts Honours offered by Department of Islamic Studies

4.3.1 BAHons in Islamic Thought and Civilization

A Student must complete minimum of 121 credits excluding BAC 11012 and BAC 12022 in the four academic levels, in order to be eligible to be awarded with a Bachelor of Arts Honours in Islamic Thought and Civilization; as summarized in the table 3.

Note: Students without a Certificate in Arabic language from recognized institutions, should complete Non-GPA Courses.

Table 3: Summary of credit requirements for BAHons in Islamic Thought and Civilization

Level	Semester	Main	Compulsory		Elective	Total
		GPA	GPA	NGPA	GPA	
1	I	9	3	2	1	**15**
	II	15	3	2	-	**20**
2	I	9	3		2	**14**
	II	9	3		2	**14**
3	I	12	5		2	**19**
	II	12	3		-	**15**
4	I	18				**18**
	II	10				**10**
Sum		**94**	**20**	**4**	**7**	**125**

Graduate Profile for BAHons in Islamic Thought and Civilization

A graduate profile for an Honors Degree in Islamic Thought and Civilization outlines the skills, knowledge, and attributes that students should acquire during their academic journey. This profile not only reflects the main academic competencies but also emphasizes the broader personal and intellectual development that a graduate should exhibit in this field. Here's a sample graduate profile for such a degree program:

Upon successful completion of the Honors Degree in Islamic Thought and Civilization, graduates will possess a well-rounded set of skills, knowledge, and values that equip them to excel in various professional and academic pursuits while contributing to a better understanding and appreciation of Islamic thought and civilization. Graduates will demonstrate the following;

1. **Islamic Educator:** Graduates can become teachers, lecturers, or educators in Islamic schools, seminaries, or other educational institutions, sharing their knowledge of Islamic thought and culture with students.
2. **Religious Counselor:** With additional training or certification, individuals can work as religious counselors, helping people with their spiritual and moral issues within an Islamic context.
3. **Interfaith Dialogue Coordinator:** They can work to promote understanding and cooperation among different religious groups by facilitating interfaith dialogues and initiatives.
4. **Researcher or Writer:** A strong understanding of Islamic thought can lead to careers in research or writing about Islam, whether for academic institutions, think tanks, or media outlets.
5. **Museum or Cultural Institution Curator:** Graduates can curate exhibitions or work in cultural institutions that focus on Islamic art, history, and civilization.

6. **Humanitarian and Nonprofit Organizations:** Some organizations work on humanitarian projects in predominantly Muslim countries, and a background in Islamic thought and culture can be beneficial in these contexts.
7. **Government and Diplomacy:** In roles such as diplomatic services or foreign affairs, individuals with knowledge of Islamic thought and civilization may be valuable for handling international relations with predominantly Muslim countries.
8. **Community or Social Work:** Working with Muslim communities to address social issues, provide support, and promote cultural understanding can be a fulfilling career path.

BACHELOR OF ARTS HONOURS IN ISLAMIC THOUGHT AND CIVILIZATION

Level – 01
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 11013	Islam: Belief, Practices & Human Values	45	3
IBM 11013	Fundamentals of Islamic Economics	45	3
(or)			
ILM 11013	Introduction to Islamic Law	45	3
Elect one from minor fields of study			
AFM 11013	Introduction to Financial Accounting	45	3
PSM 11103	Introduction to Political Science	45	3
ELM 11193	English Language Structure	45	3
SOM 11283	Basic concepts in sociology	45	3
EDM 11373	Principles of education	45	3
CPM 11463	Introduction to programming	45	3
Compulsory			
ELC 11012	English Language Level - I	30	2
ITC 11011	Working with PC/OS	15	1
BAC 11012	Basic Arabic - I	30	2
Select One from Elective Courses			
ILE 11011	Introduction to the Laws of Sri Lanka	15	1
CJE 11011	Criminal Justice Administration	15	1
PEE 11011	Primary school Level Education	15	1
MCE 11011	Management Competency	15	1
BME 11011	Basic Mathematics	15	1
	Total		**15**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 12023	Introduction to Islamic Thought & Civilization	45	3
ICM 12032	Reflection of Prophetic History	30	2
IBM 12023	Introduction to Islamic Banking & Finance	45	3
IBM 12032	Elementary Economics	30	2
(or)			
ILM 12023	Principles of Islamic Jurisprudence	45	3
ILM 12032	Legal System of Sri Lanka	30	2
Elect one from minor fields of study			
AFM 12023	Advanced Financial Accounting	45	3
AFM 12032	Cost Accounting	30	2
PSM 12113	Society and Politics of Sri Lanka	45	3
PSM 12122	Conflict and Reconciliation	30	2
ELM 12203	Introduction to Literature	45	3
ELM 12212	English for Media	30	2
SOM 12293	Social Psychology	45	3
SOM 12302	Family Counseling	30	2
EDM 12383	Educational Psychology	45	3

EDM 12392	Techniques of Teaching-I	30	2
CPM 12473	Advanced data Analysis Techniques	45	3
CPM 12482	Introduction to AI	30	2
Compulsory			
ELC 12022	English Language Level - II	30	2
ITC 12021	Data Analysis Tools	15	1
BAC 12022	Basic Arabic	30	2
	Total		**20**

Level – 02
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 21103	Islamic History 632 AD – 1258AD	45	3
ICM 21113	Patty Kingdoms in Islamic History	45	3
ICM 21123	Islam and Human Values	45	3
Compulsory			
ELC 21032	English Language Level - III	30	2
ITC 21031	Basic computer networking	15	1
Select One from Elective Courses			
BLE 21012	Business law	30	2
TLE 21012	Tax law	30	2
IEE 21012	Inclusive education	30	2
PSE 21012	Peace & Social Harmony	30	2
BSE 21012	Basic Sinhala	30	2
	Total		**14**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 22133	Islamic Thought: Medieval to Contemporary Period	45	3
ICM 22143	Islam in Europe and Central Asia	45	3
ICM 22153	Islam in South and South East Asia	45	3
Compulsory			
ELC 22042	English Language Level - IV	30	2
ITC 22041	Web Designing	15	1
Select One from Elective Courses			
CLE 22012	Cyber Law	30	2
HHE 22012	Human Rights and Humanitarian Law	30	2
AEE 22012	Adult Education (Andragogy of Education)	30	2
GCE 22012	General Counselling	30	2
CTE 22012	Critical Thinking	30	2
	Total		**14**

Level – 03
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 31163	Islamic Political Thought	45	3
ICM 31173	Development of Sufi Thought	45	3

ICM 31183	Muslims of Sri Lanka	45	3
ICM 31193	Islamic Perspective on Management and Leadership	45	3
Compulsory			
ELC 31052	English Language Level - V	30	2
ITC 31051	Multimedia Applications	15	1
RMC 31012	Research Methodology	30	2
Select One from Elective Courses			
QPE 31012	Quazi Court System and Procedure	30	2
LIE 31012	Labour and Industrial Law	30	2
SEE 31012	Special Need Education	30	2
CEE 31012	Career and Entrepreneurial Skills	30	2
TTE 31012	Travel and Tourism	30	2
	Total		**19**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 32203	History of Islamic Sciences	45	3
ICM 32213	Critical Study of Modern Muslim Thinkers	45	3
ICM 32223	Islamic Art and Architecture	45	3
ICM 32233	Religion and Culture: Comparative Perspective	45	3
Compulsory			
ELC 32062	English Language Level - VI	30	2
ITC 32061	Desktop Database Management System	15	1
	Total		**15**

Level – 04
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 41243	Peace Studies and Conflict Resolution in Islam	45	3
ICM 41253	Social System in Islam	45	3
ICM 41263	Contemporary Muslim World	45	3
ICM 41273	International Relations in Islam	45	3
ICM 41283	Orientalism and Islamic Thought	45	3
ICM 41293	Islamic Economic Thought	45	3
	Total		**18**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 42306	Dissertation	90	6
ICM 42314	Internship	60	4
	Total		**10**

4.3.2 BAHons in Islamic Banking and Finance

A Student must complete minimum of 121 credits excluding BAC 11012 and BAC 12022 in the four academic levels, in order to be eligible to be awarded with a Bachelor of Arts Honours in Islamic Banking and Finance as summarized in the table 4;

Note: Students without a Certificate in Arabic language from recognized institutions, should complete Non-GPA Courses.

Table 4: Summary of credit requirements for BAHons in Islamic Banking and Finance

Level	Semester	Main	Compulsory		Elective	Total Credits
		GPA	GPA	Non-GPA	GPA	
1	I	9	3	2	1	**15**
	II	15	3	2		**20**
2	I	9	3		2	**14**
	II	9	3		2	**14**
3	I	12	5		2	**19**
	II	12	3			**15**
4	I	18				**18**
	II	10				**10**
Sub Total		**94**	**20**	**4**	**7**	**125**

Graduate Profile for BAHons in Islamic Banking and Finance

A Graduate Profile for individuals specializing in Islamic Banking and Finance typically encompasses a blend of knowledge, skills, and attitudes that prepare them for successful careers in this specific field. Islamic Banking and Finance involves financial activities that are compliant with Shariah principles, which are rooted in Islamic ethics and law. Here's a general outline of what a Graduate Profile for such individuals might look like:

Knowledge:

1. Shariah Principles & Ethical Finance: A solid understanding of Islamic jurisprudence and principles that govern financial transactions and business operations, ensuring compliance with Islamic business ethics and awareness of the ethical dimensions of Islamic finance and its emphasis on avoiding interest (riba) and speculative transactions (gharar).
2. Islamic Finance Concepts: In-depth knowledge of concepts such as Mudarabah, Musharakah, Ijarah, Takaful, Sukuk, and Murabaha, which are unique to Islamic finance.
3. Financial Markets: Familiarity with the functioning of global financial markets and how Islamic financial instruments and products operate within them.
4. Legal and Regulatory Framework: Understanding of the legal and regulatory frameworks governing Islamic financial institutions and products in various jurisdictions.

Skills:

5. Financial Analysis: Ability to analyse financial statements and evaluate the financial performance of Islamic financial institutions, considering Shariah compliance.
6. Product Development: Skill in designing, structuring, and developing new Islamic financial products that cater to the needs of customers while adhering to Shariah guidelines.
7. Risk Management: Proficiency in assessing and managing risks inherent to Islamic financial transactions,

considering principles of risk-sharing and fairness.

8. Research and Communication: Capability to conduct research on Islamic finance topics and effectively communicate findings through reports, presentations, and academic writings.
9. Teamwork & Leadership Potential: Ability to collaborate effectively with colleagues from various disciplines and backgrounds within the Islamic finance sector as well as Demonstrated potential for leadership roles within Islamic financial institutions, contributing to the growth and development of the industry.

Attitudes, Values, Professionalism, and Vision for Life:

10. Ethical Awareness: A strong commitment to ethical and moral values in financial practices, aligning with the principles of Islamic finance.
11. Critical Thinking: Capacity to critically evaluate financial strategies, products, and decisions from both conventional and Islamic finance perspectives.
12. Adaptability: Willingness to adapt to the dynamic nature of the Islamic finance industry, staying updated with new products, regulations, and market trends.

Mind-set and Paradigm / Personal Qualities:

13. Continuous Learning: A desire for ongoing learning and professional development to stay current with industry advancements and emerging challenges.
14. Integrity: Upholding honesty and integrity in all professional dealings, consistent with the principles of Islamic finance.
15. Cultural Sensitivity: Respect for diverse cultures and a willingness to work in multicultural environments, given the global reach of Islamic finance.

Graduates with a specialization in Islamic Banking and Finance are positioned to work in various roles within Islamic banks, investment firms, insurance companies, regulatory bodies, and consulting firms. They play a vital role in ensuring the growth and sustainability of the Islamic finance sector while adhering to its unique principles and values.

BACHELOR OF ARTS HONOURS IN ISLAMIC BANKING AND FINANCE

Level – 01
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 11013	Islam: Belief, Practices & Human Values	45	3
IBM 11013	Fundamentals of Islamic Economics	45	3
(or)			
ILM 11013	Introduction to Islamic Law	45	3
Elect one from minor fields of study			
AFM 11013	Introduction to Financial Accounting	45	3
PSM 11103	Introduction to Political Science	45	3
ELM 11193	English Language Structure	45	3
SOM 11283	Basic concepts in sociology	45	3
EDM 11373	Principles of education	45	3
CPM 11463	Introduction to programming	45	3
Compulsory			
ELC 11012	English Language Level - I	30	2
ITC 11011	Working with PC/OS	15	1
BAC 11012	Basic Arabic - I	30	2
Select One from Elective Courses			
ILE 11011	Introduction to the Laws of Sri Lanka	15	1
CJE 11011	Criminal Justice Administration	15	1
PEE 11011	Primary school Level Education	15	1
MCE 11011	Management Competency	15	1
BME 11011	Basic Mathematics	15	1
	Total		**15**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 12023	Introduction to Islamic Thought & Civilization	45	3
ICM 12032	Reflection of Prophetic History	30	2
IBM 12023	Introduction to Islamic Banking & Finance	45	3
IBM 12032	Elementary Economics	30	2
(or)			
ILM 12023	Principles of Islamic Jurisprudence	45	3
ILM 12032	Legal System of Sri Lanka	30	2
Elect one from minor fields of study			
AFM 12023	Advanced Financial Accounting	45	3
AFM 12032	Cost Accounting	30	2
PSM 12113	Society and Politics of Sri Lanka	45	3

PSM 12122	Conflict and Reconciliation	30	2
ELM 12203	Introduction to Literature	45	3
ELM 12212	English for Media	30	2
SOM 12293	Social Psychology	45	3
SOM 12302	Family Counseling	30	2
EDM 12383	Educational Psychology	45	3
EDM 12392	Techniques of Teaching-I	30	2
CPM 12473	Advanced data Analysis Techniques	45	3
CPM 12482	Introduction to AI	30	2
Compulsory			
ELC 12022	English Language Level - II	30	2
ITC 12021	Data Analysis Tools	15	1
BAC 12022	Basic Arabic	30	2
	Total		**20**

Level – 02
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
IBM 21103	Islamic Jurisprudence	45	3
IBM 21113	Financial Accounting	45	3
IBM 21123	Business Economics	45	3
Compulsory			
ELC 21032	English Language Level - III	30	2
ITC 21031	Basic computer networking	15	1
Select One from Elective Courses			
BLE 21012	Business law	30	2
TLE 21012	Tax law	30	2
IEE 21012	Inclusive education	30	2
PSE 21012	Peace & Social Harmony	30	2
BSE 21012	Basic Sinhala	30	2
	Total		**14**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
IBM 22133	Islamic Law of Contract and Business Transactions	45	3
IBM 22143	Banking Operations	45	3
IBM 22153	Customer Relationship Management	45	3
Compulsory			
ELC 22042	English Language Level - IV	30	2
ITC 22041	Web Designing	15	1
Select One from Elective Courses			
CLE 22012	Cyber Law	30	2
HHE 22012	Human Rights and Humanitarian Law	30	2
AEE 22012	Adult Education (Andragogy of Education)	30	2
GCE 22012	General Counselling	30	2
CTE 22012	Critical Thinking	30	2
	Total		**14**

Level – 03
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
IBM 31163	Islamic Banking Products and	45	3

	Services		
IBM 31173	Trading in Islamic Commercial Law	45	3
IBM 31183	Financial Management	45	3
IBM 31193	Legal Aspects in Banking	45	3
Compulsory			
ELC 31052	English Language Level - V	30	2
ITC 31051	Multimedia Applications	15	1
RMC 31012	Research Methodology	30	2
Select One from Elective Courses			
QPE 31012	Quazi Court System and Procedure	30	2
LIE 31012	Labour and Industrial Law	30	2
SEE 31012	Special Need Education	30	2
CEE 31012	Career and Entrepreneurial Skills	30	2
TTE 31012	Travel and Tourism	30	2
	Total		**19**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
IBM 32203	Audit in Islamic Banking	45	3
IBM 32213	International Trade	45	3
IBM 32223	Islamic Business Ethics and Corporate Governance	45	3
IBM 32233	Takaful	45	3
Compulsory			
ELC 32062	English Language Level - VI	30	2
ITC 32061	Desktop Database Management System	15	1
	Total		**15**

Level – 04
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
IBM 41243	Islamic Capital Market	45	3
IBM 41253	Risk Management Practices	45	3
IBM 41263	Current Trends and Contemporary Issues of Islamic Finance	45	3
IBM 41273	Organizational Behaviour	45	3
IBM 41283	Accounting for Islamic Financial Institutions	45	3
IBM 41293	Financial Statement Analysis for Bank	45	3
	Total		**18**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
IBM 42306	Dissertation	90	6
IBM 42314	Internship	60	4
	Total		**10**

4.3.3 BAHons in Islamic Law and Legislation

A Student must complete minimum of 121 credits excluding BAC 11012 and BAC 12022 in the four academic levels, in order to be eligible to be awarded with a Bachelor of Arts Honours in Islamic Law and Legislation; as summarized in the table 5.

Note: Students without a Certificate in Arabic language from recognized institutions, should complete Non-GPA Courses.

Table 5: Summary of credit requirements for BAHons in Islamic Law & Legislation

Level	**Semester**	**Main**	**Compulsory**		**Elective**	**Total Credits**
		GPA	**GPA**	**Non-GPA**	**GPA**	
1	I	9	3	2	1	**15**
	II	15	3	2		**20**
2	I	9	3		2	**14**
	II	9	3		2	**14**
3	I	12	5		2	**19**
	II	12	3			**15**
4	I	18				**18**
	II	10				**10**
Sum		**94**	**20**	**4**	**7**	**125**

Graduate Profile for BAHons in Islamic Law & Legislation

Aligned with global educational practices and standards, it's clear that defining and integrating learning outcomes in higher education is crucial. To achieve this, the Islamic Law and Legislation Unit has proactively developed a graduate profile. This process entailed engaging with faculty members, students, alumni, and stakeholders, including community representatives. The ultimate goal of the programme is to equip graduates with a well-rounded understanding of both conventional and Islamic law, along with the skills and mindset necessary for impactful contributions to the legal field, society, and the nation.

Concurrently, the programme is committed to cultivating graduates who possess a dedication to continuous learning and a strong sense of duty in safeguarding the rule of Islamic law, and social justice. Within the Department of Islamic Studies, under the Islamic Law and Legislation Unit, our focus is on preparing graduates who:

Knowledge and Application: Upon completing the Islamic Law and Legislation course, graduates will possess a deep and comprehensive understanding of the following:

1. *Specialized Legal Comprehension:* Graduates will exhibit a specialized and contextually informed comprehension of essential legal principles, including significant concepts and reform processes in both conventional and Islamic law
2. *Islamic Legal Framework:* Graduates will have a profound knowledge of the foundational principles and sources of Islamic law, including the Quran, Hadith, Ijma, and Qiyas, and will be able to apply them to various legal scenarios.
3. *Jurisprudential Schools:* Graduates will be well-versed in the major Islamic jurisprudential schools (Madhabs) and their respective interpretations, enabling them to analyse legal issues from multiple perspectives.
4. *Contemporary Legal Issues:* Graduates will be equipped with the ability to apply Islamic legal principles to modern-day legal challenges and issues, demonstrating adaptability and relevance in diverse legal contexts.

Attitudes, Ethics, and Professionalism: Graduates of the Islamic Law and Legislation unit will exhibit the following attitudes, ethics, and professionalism:

5. Ethical Integrity: Graduates will demonstrate a commitment to ethical conduct and integrity in all legal matters, upholding the principles of justice, fairness, and honesty.
6. Cultural Sensitivity: Graduates will display a high degree of cultural sensitivity and respect for diverse perspectives, fostering inclusivity and harmony in legal practice.
7. Professional Responsibility: Graduates will uphold the highest standards of professionalism, embracing their roles as ethical practitioners of Islamic law and conventional law, and engaging in continuous self-improvement.

Research and Inquiry: Graduates will be adept in research and inquiry methodologies, including:

8. Advanced Proficiency in Legal Research: Graduates will showcase advanced proficiency in both conventional and Islamic legal research and analysis. They will be skilled in navigating extensive legal databases, accessing primary and secondary sources, and conducting comprehensive legal investigations.
9. Legal Analysis: Graduates will possess the ability to critically analyse complex legal issues. They will apply rigorous research methods, including in-depth examination of legal texts, precedents, and historical context. They will draw well-informed conclusions based on a deep understanding of Islamic legal principles, allowing them to provide sound legal advice and make informed decisions.
10. Effective Problem-Solving: Graduates will excel in identifying, investigating, and resolving legal problems by employing systematic research and inquiry techniques. They will approach legal challenges with creativity and precision, devising innovative solutions that align with Islamic legal principles while addressing contemporary issues and complexities.

Lifelong Learning: Graduates of the Islamic Law and Legislation course will be committed to continuous learning and self-improvement, demonstrating the following qualities:

11. Curiosity: Graduates will possess a deep-seated curiosity and a thirst for knowledge, actively seeking opportunities to expand their understanding of Islamic law and related subjects.
12. Adaptability: Graduates will embrace change and innovation in the field of Islamic law, readily adapting to evolving legal landscapes and emerging challenges.
13. Self-Reflection: Graduates will engage in regular self-assessment and reflection, identifying areas for improvement and taking proactive steps to enhance their legal knowledge and skills throughout their careers.

Information Literacy: Graduates will possess strong information literacy skills, enabling them to:

14. Evaluate Sources: Graduates will be proficient in assessing the credibility and relevance of legal sources, both traditional and contemporary, in order to make informed decisions.
15. Digital Competence: Graduates will be technologically adept, utilizing digital resources and tools for legal research and information retrieval.

Communication Skills and Interpersonal Skills: Graduates will excel in communication and interpersonal skills, including:

16. Effective Communication: Graduates will communicate complex legal concepts clearly and concisely, both in oral and written forms, making them effective advocates and advisors.
17. Collaboration: Graduates will work collaboratively with colleagues, clients, and stakeholders, demonstrating empathy, active listening, and conflict resolution skills.

BACHELOR OF ARTS HONOURS IN ISLAMIC LAW AND LEGISLATION

Level – 01
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 11013	Islam: Belief, Practices & Human Values	45	3
IBM 11013	Fundamentals of Islamic Economics	45	3
(or)			
ILM 11013	Introduction to Islamic Law	45	3
Elect one from minor fields of study			
AFM 11013	Introduction to Financial Accounting	45	3
PSM 11103	Introduction to Political Science	45	3
ELM 11193	English Language Structure	45	3
SOM 11283	Basic concepts in sociology	45	3
EDM 11373	Principles of education	45	3
CPM 11463	Introduction to programming	45	3
Compulsory			
ELC 11012	English Language Level - I	30	2
ITC 11011	Working with PC/OS	15	1
BAC 11012	Basic Arabic - I	30	2
Select One from Elective Courses			
ILE 11011	Introduction to the Laws of Sri Lanka	15	1
CJE 11011	Criminal Justice Administration	15	1
PEE 11011	Primary school Level Education	15	1
MCE 11011	Management Competency	15	1
BME 11011	Basic Mathematics	15	1
	Total		**15**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ICM 12023	Introduction to Islamic Thought & Civilization	45	3
ICM 12032	Reflection of Prophetic History	30	2
IBM 12023	Introduction to Islamic Banking & Finance	45	3
IBM 12032	Elementary Economics	30	2
(or)			
ILM 12023	Principles of Islamic Jurisprudence	45	3
ILM 12032	Legal System of Sri Lanka	30	2
Elect one from minor fields of study			
AFM 12023	Advanced Financial Accounting	45	3
AFM 12032	Cost Accounting	30	2
PSM 12113	Society and Politics of Sri Lanka	45	3
PSM 12122	Conflict and Reconciliation	30	2
ELM 12203	Introduction to Literature	45	3
ELM 12212	English for Media	30	2
SOM 12293	Social Psychology	45	3
SOM 12302	Family Counseling	30	2
EDM 12383	Educational Psychology	45	3
EDM 12392	Techniques of Teaching-I	30	2
CPM 12473	Advanced data Analysis Techniques	45	3

CPM 12482	Introduction to AI	30	2
Compulsory			
ELC 12022	English Language Level - II	30	2
ITC 12021	Data Analysis Tools	15	1
BAC 12022	Basic Arabic	30	2
	Total		**20**

Level – 02
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ILM 21103	Constitutional Law	45	3
ILM 21113	Judicial System in Islam	45	3
ILM 21123	Environmental Law	45	3
Compulsory			
ELC 21032	English Language Level - III	30	2
ITC 21031	Basic computer networking	15	1
Select One from Elective Courses			
BLE 21012	Business law	30	2
TLE 21012	Tax law	30	2
IEE 21012	Inclusive education	30	2
PSE 21012	Peace & Social Harmony	30	2
BSE 21012	Basic Sinhala	30	2
	Total		**14**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ILM 22133	Human Rights Law	45	3
ILM 22143	Family Law	45	3
ILM 22153	Contemporary Juristic Issues	45	3
Compulsory			
ELC 22042	English Language Level - IV	30	2
ITC 22041	Web Designing	15	1
Select One from Elective Courses			
CLE 22012	Cyber Law	30	2
HHE 22012	Human Rights and Humanitarian Law	30	2
AEE 22012	Adult Education (Andragogy of Education)	30	2
GCE 22012	General Counselling	30	2
CTE 22012	Critical Thinking	30	2
	Total		**14**

Level – 03
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ILM 31163	Law of Property	45	3
ILM 31173	Islamic Criminal Law	45	3
ILM 31183	Administrative Law	45	3
ILM 31193	Law of Contract	45	3

Compulsory			
ELC 31052	English Language Level - V	30	2
ITC 31051	Multimedia Applications	15	1
RMC 31012	Research Methodology	30	2
Select One from Elective Courses			
QPE 31012	Quazi Court System and Procedure	30	2
LIE 31012	Labour and Industrial Law	30	2
SEE 31012	Special Need Education	30	2
CEE 31012	Career and Entrepreneurial Skills	30	2
TTE 31012	Travel and Tourism	30	2
	Total		**19**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ILM 32203	Law of Evidence	45	3
ILM 32213	Islamic Legal Maxims	45	3
ILM 32223	Company Law	45	3
ILM 32233	Islamic Law of Waqf and Inheritance	45	3
Compulsory			
ELC 32062	English Language Level - VI	30	2
ITC 32061	Desktop Database Management System	15	1
	Total		**15**

Level – 04
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ILM 41243	Islamic Banking Law & Takaful	45	3
ILM 41253	Intellectual Property Law	45	3
ILM 41263	Law of Tort	45	3
ILM 41273	Public International Law	45	3
ILM 41283	Principles of Equity and Trust	45	3
ILM 41293	Alternative Dispute Resolution (ADR)	45	3
	Total		**18**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ILM 42306	Dissertation	90	6
ILM 42314	Internship	60	4
	Total		**10**

4.4 Bachelor of Arts Honours offered by Department of Arabic Language

4.4.1 BAHons in Arabic Language and Literature

A student must complete 121 credits in four academic levels as summarized in the table 6.

Table 6: Summary of credit requirements for BAHons in Arabic Language and Literature

Level	Semester	Main	Compulsory	Elective	Total Credits
		GPA	GPA	GPA	
1	I	9	3	1	**13**
	II	15	3	-	**18**
2	I	9	3	2	**14**
	II	9	3	2	**14**
3	I	12	5	2	**19**
	II	12	3	-	**15**
4	I	18			**18**
	II	10			**10**
Sum		**94**	**20**	**7**	**121**

Graduate Profile for BAHons Degree in Arabic Language and Literature

Graduates are prepared with a wide range of Arabic language and literature skills and are ready to pursue a wide range of career options when they enter the workforce. Their degree opens up numerous career and academic opportunities. The goal of the specialty area is to certify and train the Lecturers for teaching at the specialized bachelor's level at the Government and Private Schools and Universities both inside and outside of the nation. To motivate and advise to the Graduates in their future activities, they are anticipated to succeed in the following roles and possibilities in the future:

1. **Teacher:** Due to the candidate's proficiency in Arabic and its skills, as well as the potential in his or her area of specialty, the occupation is deemed appropriate for them. Teaching positions are available in Sri Lankan Government and Private schools, Arabic institutions and pre-schools devoted to the holy Quran. Access to Arabic language teaching opportunities that are available both nationally and worldwide is made possible by this.
2. **Lecturer:** The Graduates who excel in Arabic language have the chance to work as lecturers at Universities and departments focused on the Arabic language both in Sri Lanka and abroad. The Arabic language industry offers numerous career prospects. In general, those who have mastered the Arabic language are given the chance to find acceptable employment both domestically and abroad, particularly in educational institutions.
3. **Office in charge:** The office aids those who serve in foreign agencies as social coordinators, documenters and communication media officers, particularly in Arab countries. Due to the importance of Arabic language competence, better administration of human resource management operations, staff management, etc.
4. **Media Person:** The media sector is looking for individuals with similar high language abilities. For media organizations that work in multilingual environments, they may pursue careers as language editors, scriptwriters, content producers, or language consultants. Their linguistic ability will facilitate precise and interesting dialogue. Working in Arabic media and transmitting news from other nations to the media both benefit greatly from knowledge of the Arabic language. Understanding Arabic language is necessary to translate current political, economic and cultural challenges, particularly in the Middle East countries, into one's own language.

5. **A Competent translator:** The students are qualified to work as translators, converting written or auditory content from one language to another. Freelance work, translation services, and global corporations all present opportunities for intercultural awareness and communication.
6. **Officers in the Embassy:** Arabic language proficiency is considered to be a necessity for employment as office clerks and assistant accountants at the embassies in Arab countries. Documents in offices, newspapers, native language documents and notes in their countries must all be translated and organized into Arabic. The Graduates can use this to develop their personalities and expertise.
7. **Secretary & Program Officer in Middle Eastern Countries:** Leverage their linguistic knowledge, especially if they have focused on Middle Eastern languages, to pursue administrative positions in companies, organizations, or diplomatic missions operating in Middle Eastern countries. Their language skills and cultural understanding will be highly valued in facilitating effective communication.
8. **Interpreter:** Their knowledge of Arabic language and literature equips to students for the job of an interpreter. They can overcome language obstacles and promote intercultural communication at diplomatic gatherings, corporate conferences, and international events.
9. **Tourist Guide:** If they have specialized in languages relevant to popular tourist destinations, consider working as a tourist guide. Their language skills and cultural insights will enrich the experiences of travelers, offering them language support and a deeper understanding of local cultures.
10. **Pursuing Postgraduate Degree at Foreign Universities:** Their Arabic Language & Literature Bachelor's degree provides a strong foundation for further academic endeavors. To enhance their knowledge and increase their employment opportunities, think about earning a Master's or Ph.D. studies at international Universities with a focus on Language, Teaching Arabic Language, Literature and Literary Criticism or a comparable topic.

BACHELOR OF ARTS HONOURS IN ARABIC LANGUAGE AND LITERATURE

Level – 01
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 11013	Introduction to Language & Linguistics	45	3
ACM 11013	Advanced Listening and Speaking	45	3
(or)			
ALM 11013	Introduction to Arabic Literature	45	3
(or)			
ATM 11013	Introduction to Translation	45	3
Elect one from minor fields of study			
AFM 11013	Introduction to Financial Accounting	45	3
PSM 11103	Introduction to Political Science	45	3
ELM 11193	English Language Structure	45	3
SOM 11283	Basic concepts in sociology	45	3
EDM 11373	Principles of education	45	3
CPM 11463	Introduction to programming	45	3
Compulsory			
ELC 11012	English Language Level - I	30	2
ITC 11011	Working with PC/OS	15	1
Select One from Elective Courses			
ILE 11011	Introduction to the Laws of Sri Lanka	15	1
CJE 11011	Criminal justice administration	15	1
PEE 11011	Primary School Level Education	15	1
MCE 11011	Management Competency	15	1
BME 11011	Basic Mathematics		
	Total		**13**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 12023	Applied Grammar	45	3
AGM 12032	Quranic Text Comprehension	30	2
ACM 12023	Structure of Translation	45	3
ACM 12032	Phonetics	30	2
(or)			
ALM 12023	Arabic Morphology	45	3
ALM 12032	Professional Translation skills	30	2
(or)			
ATM 12023	Applied Arabic Morphology	45	3
ATM 12032	Arabic Language Skills – I (Listening & Speaking)	30	2
Elect one from minor fields of study			
AFM 12023	Advanced Financial Accounting	45	3
AFM 12032	Cost Accounting	30	2
PSM 12113	Society and Politics of Sri Lanka	45	3
PSM 12122	Conflict and Reconciliation	30	2
ELM 12203	Introduction to Literature	45	3
ELM 12212	English for Media	30	2
SOM 12293	Social Psychology	45	3
SOM 12302	Family Counseling	30	2
EDM 12383	Educational Psychology	45	3
EDM 12392	Techniques of Teaching-I	30	2
CPM 12473	Advanced data Analysis	45	3

	Techniques		
CPM 12482	Introduction to AI	30	2
Compulsory			
ELC 12022	English Language Level - II	30	2
ITC 12021	Data Analysis Tools	15	1
	Total		**18**

Level – 02
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ALM 21043	Literary texts in pre-Islamic era	45	3
ALM 21053	Teaching of Listening & speaking skills	45	3
ALM 21063	Arabic Syntax	45	3
Compulsory			
ELC 21032	English Language Level - III	30	2
ITC 21031	Basic computer networking	15	1
Select One from Elective Courses			
BLE 21012	Business law	30	2
TLE 21012	Tax law	30	2
IEE 21012	Inclusive education	30	2
PSE 21012	Peace & Social Harmony	30	2
BSE 21012	Basic Sinhala	30	2
	Total		**14**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ALM 22073	Literary texts in Early Islamic & Umayyad periods	45	3
ALM 22083	Teaching of Reading & writing skills	45	3
ALM 22093	Advanced Arabic Grammar	45	3
Compulsory			
ELC 22042	English Language Level - IV	30	2
ITC 22041	Web Designing	15	1
Select One from Elective Courses			
CLE 22012	Cyber Law	30	2
HHE 22012	Human Rights and Humanitarian Law	30	2
AEE 22012	Adult Education (Andragogy of Education)	30	2
GCE 22012	General Counselling	30	2
CTE 22012	Critical Thinking	30	2
	Total		**14**

Level – 03
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ALM 31103	Comparative Study of Religions	45	3
ALM 31113	Prose & Poetry in the Abbasid Era	45	3

ALM 31123	Language psychology for Teaching Arabic	45	3
ALM 31133	Introduction to Rhetorical Science	45	3
Compulsory			
ELC 31052	English Language Level - V	30	2
ITC 31051	Multimedia Applications	15	1
RMC 31012	Research Methodology	30	2
Select One from Elective Courses			
QPE 31012	Quazi Court System and Procedure	30	2
LIE 31012	Labour and Industrial Law	30	2
SEE 31012	Special Need Education	30	2
CEE 31012	Career and Entrepreneurial Skills	30	2
TTE 31012	Travel and Tourism	30	2
	Total		**19**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ALM 32143	E-learning for Arabic	45	3
ALM 32153	Arabic Studies in Sri Lanka	45	3
ALM 32163	Linguistic study on Prophetic Texts	45	3
ALM 32173	Arabic Literature in Modern period	45	3
Compulsory			
ELC 32062	English Language Level - VI	30	2
ITC 32061	Desktop Database Management System	15	1
	Total		**15**

Level – 04
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ALM41183	Curriculum designing for Arabic language	45	3
ALM41193	Creative writing skills	45	3
ALM41203	Literary Criticism	45	3
ALM41213	Diplomatic Arabic Language	45	3
ALM41223	Arabic for Tourism & Hospitality	45	3
ALM41233	Art of Oratory and Speech	45	3
	Total		**18**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ATM 42246	Dissertation	90	6
ATM 42254	Internship	60	4
	Total		**10**

4.4.2 BAHons in Linguistics and Translation

A student must complete 121 credits in four academic levels as summarized in the table

Table 7: Summary of credit requirements for BAHons in Linguistics and Translation

Level	Semester	Main	Compulsory	Elective	Total Credits
		GPA	GPA	GPA	
1	I	9	3	1	**13**
	II	15	3	-	**18**
2	I	9	3	2	**14**
	II	9	3	2	**14**
3	I	12	5	2	**19**
	II	12	3	-	**15**
4	I	18			**18**
	II	10			**10**
Sum		**94**	**20**	**7**	**121**

Graduate Profile for BAHons in Linguistics and Translation

As Graduates step into the world with their comprehensive linguistic and translation skills, they are well-equipped to embark on a diverse range of career paths. Their degree opens up numerous opportunities across various industries and academic pursuits. Here is a graduate profile to inspire and guide them in their future endeavors:

1. **Teacher:** their deep understanding of linguistics and translation makes them an excellent candidate for a career in education. As a language teacher, they can inspire and educate students in schools, University, or through private tutoring, helping them grasp the intricacies of language and effective communication.
2. **Officer at a Government Institute:** Their expertise in linguistics and translation is highly valued in government institutions. Consider positions within language planning departments, cultural exchange programs, or foreign affairs offices, where their language proficiency will play a pivotal role in fostering international relations and communication.
3. **Media Person:** The media industry seeks professionals with strong language skills like them. They can pursue roles such as language editor, scriptwriter, content creator, or language consultant for media outlets operating in multilingual contexts. Their linguistic proficiency will contribute to accurate and engaging communication.
4. **Professional Translator:** Consider specializing in a specific domain as a professional translator. Whether in legal, medical, technical, or literary translation, their attention to detail and cultural understanding will make them a sought-after expert, ensuring accurate and culturally appropriate translations.
5. **Office Assistant in the Embassy:** Embassies and consulates require staff who can handle language-related tasks, such as document translation, interpretation, and communication with foreign officials. Their expertise in linguistics and translation makes them an ideal candidate for such crucial roles.
6. **Secretary & Program Officer in Middle Eastern Countries:** Leverage their linguistic knowledge, especially if they have focused on Middle Eastern languages, to pursue administrative positions in companies, organizations, or diplomatic missions operating in Middle Eastern countries. Their language skills and cultural understanding will be highly valued in facilitating effective communication.

7. **Interpreter:** Their proficiency in linguistics and translation prepares them for the role of an interpreter. Whether in diplomatic settings, business conferences, or international events, they can bridge language barriers and facilitate communication between individuals and groups.
8. **Tourist Guide:** If they have specialized in languages relevant to popular tourist destinations, consider working as a tourist guide. Their language skills and cultural insights will enrich the experiences of travelers, offering them language support and a deeper understanding of local cultures.
9. **Pursuing Postgraduate Degree at Foreign Universities:** Their Bachelor's degree in linguistics and translation serves as an excellent foundation for further academic pursuits. Consider pursuing a Master's or Ph.D. degree at foreign universities, specializing in areas such as applied linguistics, translation studies, or related fields, to deepen their expertise and broaden their career prospects.
10. **Content Writer:** graduates possess a strong foundation in language proficiency, which makes them well-suited for roles as content writers. In this capacity, they create engaging and informative written material for various platforms such as websites, blogs, and publications. They leverage their understanding of language nuances and communication styles to produce content that resonates with diverse audiences. Content writers conduct research, develop original ideas, and ensure that their content is both accurate and compelling.
11. **Editor:** graduates can excel as editors, focusing on refining and proofreading content. Editors play a crucial role in ensuring that written material is error-free, coherent, and adheres to the desired style and tone. They review content for grammar, spelling, and punctuation errors, and they also refine the overall structure and flow of the text. Additionally, editors may collaborate with writers to enhance the clarity and effectiveness of the content, ensuring that it meets the highest standards of quality and professionalism.
12. **Freelance Professional:** Many linguistics and translation graduates work as freelancers, taking on various translation and language-related projects on a freelance basis, giving them flexibility and control over their work.

BACHELOR OF ARTS HONOURS IN LINGUISTICS AND TRANSLATION

Level – 01
Semester - I

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 11013	Introduction to Language & Linguistics	45	3
ACM 11013	Advanced Listening and Speaking	45	3
(or)			
ALM 11013	Introduction to Arabic Literature	45	3
(or)			
ATM 11013	Introduction to Translation	45	3
Elect one from minor fields of study			
AFM 11013	Introduction to Financial Accounting	45	3
PSM 11103	Introduction to Political Science	45	3
ELM 11193	English Language Structure	45	3
SOM 11283	Basic concepts in sociology	45	3
EDM 11373	Principles of education	45	3
CPM 11463	Introduction to programming	45	3
Compulsory			
ELC 11012	English Language Level - I	30	2
ITC 11011	Working with PC/OS	15	1
Select One from Elective Courses			
ILE 11011	Introduction to the Laws of Sri Lanka	15	1
CJE 11011	Criminal justice administration	15	1
PEE 11011	Primary School Level Education	15	1
MCE 11011	Management Competency	15	1
BME 11011	Basic Mathematics		
	Total		**13**

Semester - II

Course Code	Course Title	Contact Hours	Credit Points
Main			
AGM 12023	Applied Grammar	45	3
AGM 12032	Quranic Text Comprehension	30	2
ACM 12023	Structure of Translation	45	3
ACM 12032	Phonetics	30	2
(or)			
ALM 12023	Arabic Morphology	45	3
ALM 12032	Professional Translation skills	30	2
(or)			
ATM 12023	Applied Arabic Morphology	45	3
ATM 12032	Arabic Language Skills – I (Listening & Speaking)	30	2
Elect one from minor fields of study			
AFM 12023	Advanced Financial Accounting	45	3
AFM 12032	Cost Accounting	30	2
PSM 12113	Society and Politics of Sri Lanka	45	3
PSM 12122	Conflict and Reconciliation	30	2
ELM 12203	Introduction to Literature	45	3
ELM 12212	English for Media	30	2
SOM 12293	Social Psychology	45	3
SOM 12302	Family Counseling	30	2
EDM 12383	Educational Psychology	45	3
EDM 12392	Techniques of Teaching-I	30	2
CPM 12473	Advanced data Analysis	45	3

	Techniques		
CPM 12482	Introduction to AI	30	2
Compulsory			
ELC 12022	English Language Level - II	30	2
ITC 12021	Data Analysis Tools	15	1
	Total		**18**

Level – 02
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ATM 21043	Contrastive Study on Phonetics & Phonology (Ar. – En.-Ta)	45	3
ATM 21053	Syntax	45	3
ATM 21063	Bilingualism	45	3
Compulsory			
ELC 21032	English Language Level - III	30	2
ITC 21031	Basic computer networking	15	1
Select One from Elective Courses			
BLE 21012	Business law	30	2
TLE 21012	Tax law	30	2
IEE 21012	Inclusive education	30	2
PSE 21012	Peace & Social Harmony	30	2
BSE 21012	Basic Sinhala	30	2
	Total		**14**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ATM 22073	Contrastive Arabic and English Stylistic	45	3
ATM 22083	Computer Application for Translation	45	3
ATM 22093	Arabic Language Skills – II (Reading & Writing)	45	3
Compulsory			
ELC 22042	English Language Level - IV	30	2
ITC 22041	Web Designing	15	1
Select One from Elective Courses			
CLE 22012	Cyber Law	30	2
HHE 22012	Human Rights and Humanitarian Law	30	2
AEE 22012	Adult Education (Andragogy of Education)	30	2
GCE 22012	General Counselling	30	2
CTE 22012	Critical Thinking	30	2
	Total		**14**

Level – 03
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ATM 31103	Comparative Study of Religions	45	3
ATM 31113	Scientific & Technology	45	3

	Translation		
ATM 31123	Academic Writing	45	3
ATM 31133	Sociolinguistics & Psycholinguistics	45	3
Compulsory			
ELC 31052	English Language Level - V	30	2
ITC 31051	Multimedia Applications	15	1
RMC 31012	Research Methodology	30	2
Select One from Elective Courses			
QPE 31012	Quazi Court System and Procedure	30	2
LIE 31012	Labour and Industrial Law	30	2
SEE 31012	Special Need Education	30	2
CEE 31012	Career and Entrepreneurial Skills	30	2
TTE 31012	Travel and Tourism	30	2
	Total		**19**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ATM 32143	Semantic & Pragmatics	45	3
ATM 32153	Error Analysis	45	3
ATM 32163	Religious & Literary Translation	45	3
ATM 32173	Media Translation	45	3
Compulsory			
ELC 32062	English Language Level – VI	30	2
ITC 32061	Desktop Database Management System	15	1
	Total		**15**

Level – 04
Semester – I

Course Code	Course Title	Contact Hours	Credit Points
Main			
ATM 41183	Teaching Strategies of Languages	45	3
ATM 41193	Finance & Economic Translation	45	3
ATM 41203	Comparative Legal Translation	45	3
ATM 41213	Application of English & Tamil Languages for Translation	45	3
ATM 41223	Political and Diplomatic Translation	45	3
ATM 41233	Consecutive & Simultaneous Translation	45	3
	Total		**18**

Semester – II

Course Code	Course Title	Contact Hours	Credit Points
Main			
ALM 42246	Dissertation	90	6
ALM 42254	Internship	60	4
	Total		**10**

4.5 Bachelor of Arts Honours in Teaching English as a Second Language (Collaborative Programme with the Faculty of Arts & Culture)

BAHons in Teaching English as a Second Language

The aforesaid degree programme Commences from the level-2 quite as other special degree programme. In the level-1 of the study, the student shall follow the general degree courses of the both departments as mentioned under the general degree programme in their Level-1, as Prerequisites:

1. In the level one, students from FIA should have followed the following two English main subjects.
    a. ELM 11193 – English Language Structure (3 Credits)
    b. ELM 12203 - Introduction to Literature (3 Credits)
    c. ELM 12212 – English for Media (2 Credits)
2. Higher grades in English Language Courses (ELC) offered by the Department of ELT (English Language Teaching).
3. Selection Guidance for BA in TESL:
    - The Department of English Language Teaching, Faculty of Arts and Culture, will conduct a selection process for admission to the BA in TESL program. The process will include:
        - Selection Test: A written test to assess applicants' knowledge of English language and related areas.
        - Formal Interview: An interview to evaluate applicants' communication skills, motivation, and suitability for the program.
        - The Department will determine the number of students to be admitted based on the combined scores of the selection test and the interview.

Due to the higher requirements of English Language and Computing subjects students will be admitted based on the following requirements.

Selection Criteria for the Field of English Language

- Students who have obtained a "C" grade in the GCE O/L Examination or "C" grade in the GCE A/L Examination or any other acceptable qualification will be eligible to sit for the selection test.
- The selection test will include reading and writing components.
- Students who achieve a cutoff score of 50 will be eligible to select the English Language field. However, the cutoff score will be determined periodically by a committee comprising the Dean/FIA, Head/DIS, Head/DAL, Head/DELT and Coordinator/IDU.
- A maximum of 40 students will be admitted to the English Language field, with consideration given to the possibility of an equal number of students from both departments.

Selection Criteria for the Field of Computing

- A selection test will be conducted to choose students for the Computing subject. Any student can sit the selection test.
- Students who achieve a cutoff score of 35 will be eligible to select the Computing field. However, the cutoff score will be determined periodically by a committee comprising the Dean/FIA, Head/DIS, Head/DAL, Head/DELT and Coordinator/IDU.
- A maximum of 60 students will be admitted to the Computing field, with consideration given to the possibility of an equal number of students from both departments.

- No student will be admitted to the field of English Language and Computing without fulfilling the above criteria.
- The selection test will be scheduled during the last week of the intensive programme and selected list will be displayed before the subject registration.
- The selected list for the English Language and Computing fields will be submitted to the Faculty Board by the relevant Lecturer-in-Charge, along with recommendations from the Heads and Coordinator/IDU.

4. COURSES SPECIFICATIONS

5.1 Department of Islamic Studies

5.1.1 BAHons in Islamic Thought & Civilization

Level-01
Semester-I

Level	1		
Semester	I		
Course Code	ICM 11013		
Course Title	Islam: Belief, Practices and Human Values		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- provide the different patterns of thought among prominent Muslim theologians and philosophers on the Islamic theological issues which emerged from the socio-politico and cultural changes in the Muslim society.
- suggest a comprehensive exploration of the core elements of Islamic faith, rituals, and the moral and ethical values that underpin Islamic teachings.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- discuss the fundamental characteristics of Islam as a way of life.
- evaluate the significance and wisdom of Islamic concepts and practices.
- discuss the Islamic philosophical thought system.
- discuss the Islamic moral system in Islam

Course Content:

1. The notion of faith (*Iman*): its nature and character
2. The Islamic concept of God and the fundamentals of *Tawhid*
3. The concept of worship (*Ibadat*)
4. Islamic concept of human life, universe, and life hereafter
5. The spiritual system of Islam
6. The moral system of Islam
7. Islamic theory of knowledge and its concept of education
8. Islamic philosophy and its impact on human life

Teaching / Learning Methods

- Interactive Lectures
- Independent Learning Activities
- Problem-Based Learning
- Student Presentations

- Assignments	
Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT)- 40%; Lectures Tutorials Group Discussions Presentations Individual & Group Assignments Quizzes	End Semester Examination (ESE)- 60%
Required Reading:	
Izutsu, T. (2006). *The concept of belief in Islamic theology: a semantic analysis of Iman and Islam,* Kuala Lumpur: Islamic Book Trust. Mazahir, S.M.M., & Begum, Ismiya. (2017). *Islam: Beliefs and Concepts (Tamil)*. Colombo: Al Hadaf Publishers. (ISBN: 978-955-7443-03-4) Muhammad Al-Ghazali, (2004). *Muslim Character*, translated by: Mufti A.H. Usmani, Library of Islam. (ISBN: 9781567447262) Sharif, A. (2009). *Fundamentals of Islamic Philosophy*. New Delhi: Cyber Tech Publications.	
Recommended Reading:	
Bakar, O. (1998). *Classification of knowledge in Islam: a study in Islamic philosophies of science*. Cambridge, UK: Islamic Texts	

Berghout, A. A. (2010). *Introduction to the Islamic worldview: study of selected essentials*. Kuala Lumpur, Malaysia: IIUM Press.
Hjelm, T. (2011). *Religion and social problems,* New York: Routledge.
Iqbal, Z. (2007). *Justice: Islamic and Western perspectives*. Markfield, Leicestershire, UK: Islamic Foundation.
Kamali, M. H. (2002). *Freedom, equality and justice Islam*. Petaling Jaya: Ilmiah Publishers.
Khadduri, M. (2003). *The Islamic conception of justice*. Baltimore: Johns Hopkins University Press.
Khan, A. M. (2010). *The elements of Islamic philosophy,* Islamabad: SH. Muhammad Ashraf.
Khan, M. R. (2011). *Concept of Islamic wisdom*. New Delhi: Discovery Publishing House Pvt. Ltd.
Lemu, B. A. (1996). *Islamic 'aqidah and fiqh: a textbook of Islamic belief and jurisprudence*. Chicago: IQRA' International Educational Foundation.
Martin, R. C., Woodward, M. R., & Atmaja, D. S. (2003). *Defenders of Reason in Islam*. Oxford: One world.
Mawdudi, A. A. a. (1997). *Islamic way of life*. Riyadh: International Islamic Publishing Housing.
Philips, A. A. B. (2005). *The fundamentals of tawheed (Islamic monotheism)*. Riyadh: International Islamic Publishing Housing
Reference, M. C. (2010). *Islamic beliefs, practices, and cultures*. Tarrytown, N.Y.: Marshall Cavendish Reference.
Yusuf, I. (2012). *Islam and knowledge: the concept of religion in Islamic thought*. London: I.B. Tauris.

Semester II

Level	1		
Semester	II		
Course Code	ICM 12023		
Course Title	Introduction to Islamic Thought & Civilization		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- provide an overview of the Islamic faith and its philosophical underpinnings.
- cover the history of Islam, the life of the Prophet Muhammad, and the basic tenets of Islamic belief.
- explore the development of Islamic philosophy and its relationship to other philosophical traditions.
- help students gain a deeper understanding of Islam and its place in the world today.

Intended Learning Outcomes

At the end of this course, the students will be able to:

- describe Islamic thought, history, culture and civilization.
- familiarize students with history as a social science discipline.
- provide an overview of the contribution of Islam to the culture of knowledge, research, and development.
- relate faith (Ieman) with its impact on Islamic civilization
- distinguish characteristics and features of Islamic Civilization
- demonstrate the gained knowledge of course in written evaluations

Course Content:

1. Introduction to course and themes; thought and civilization
2. Thought, Din, history *(Tarikh)*, culture *(Thaqafah)* and civilization (Hadarah)
3. Thoughts of People in pre-Islamic period on God, human life, life after death and social order.
4. Origin and development of Islamic thought: Revelation *(Wahy)* as source of knowledge, values and civilization, and concept of knowledge in Islam
5. Role of Prophet Muhammad (PBUH) in cultivating knowledge in the early society
6. Meaning and impact of Tawhid on Islamic thought and civilization
7. Characteristics and features of Islamic civilization
8. Chart of Madina: a source of Islamic civilization Madina as the capital of thought and civilization

Teaching / Learning Methods:

- Interactive Lectures
- Independent Learning Activities
- Problem-Based Learning
- Student Presentations
- Assignments

Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Mid-Term Exams Presentations Assignments Class Activity	End Semester Examination (ESE) - 60%

Required Reading:

Abu Bucker, A.M., (1982). *IslamiyaVaralaaru, Part I*, Sainthamaruthu: Muneera Publications

Abul Ala Mawdudi. (1957). *Nations Rise and Fall: Why?* Lahore: Islamic Publications Ltd.

Afzal Iqbal. (1967). *The Culture of Islam: An Analysis of its Earliest Pattern,* New Delhi: Idarah Adabiyat

Recommended Reading

Shukri, M.A.M., (Tr.), (1966). *IraithootharIndrel*, Colombo: Ceylon Muslim Writers Association.

Hans Daiber. (2012). *Islamic Thought in the Dialogue of Cultures; A Historical and Bibliographical Survey*

Michael Cook, (2001). *Commanding Right and Forbidding Wrong in Islamic Thought*,

Phikthall, M. (2000). *The Cultural Side of Islam*,

Salim T.S. Al-Hassani (Ed.), (2012). *1001 Inventions – The Enduring Legacy of Muslim Civilization*, National Geographic Editors.

Seyyid Hussain Nasr, (1990). *Science and Civilization in Islam*

Shukri, M.A.M. (1979). *Islam and Education*, Beruwala: Naleemiah Bureau of Islamic Publications.

Level	1		
Semester	II		
Course Code	ICM 12032		
Course Title	Reflections of Prophetic History		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- explain the stages of the prescribed stages of Prophetic biography and derive from it experiences and behaviors
- provide a wide information about the turning points in the life of the holy Prophet (SAL)

Indented Learning Outcomes:

At the end of this course, the students will be able to:

- provide the knowledge in the historical details of the life and times of the Holy Prophet (SAL). It highlights the aspects of the holy Prophet's great humanity and his divine attributes in his mind, character, and wisdom.
- gain the wide knowledge about the turning points in the life of holy Prophet (PBUH)
- relate the events of the Prophet's life in detail to another
- read the Seerah literature from an analytical point of view

Course Content:

1. Introduction to the Analytical Study of Seerah
2. Arabia before Islam: Abrief survey
3. The life of Muhammadh (PBUH) from the birth to Prophet hood
4. Beginning of Revelation
5. The malevolent conduct of Quraysh
6. Israh and Mihraj
7. The two covenants to Al-Aqabah
8. Al-Hijrah
9. Compact of Medina
10. Batteles: Background and Consequences
11. The Treaty of Hudaybiyah and conquest of Makkah
12. The farewell pilgrimage
13. Preaching of the Holy Prophet and its methodology
14. Achievements of the Holy Prophet
15. Viewpoints of Orientalists: Nubuwah and Seerah

Teaching / Learning Methods:

- Interactive Lectures
- Independent Learning Activities
- Problem-Based Learning
- Student Presentations
- Assignments

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT)- 40%; Mid-Term Exams Presentations Assignments Class Activity	End Semester Examination (ESE) - 60%

Required Reading:

Asad, H. (1989). *Methodology of Prophet Muhammadh.* Islamic Revolution: Karachi.

Ahamad Khan, S. (1983). *Life of Muhammadh (PBUH).* Kazi Publishers: New York.

Haykal, M.H. (1983). *The Life of Muhammadh (PBUH).* North American Trust Publication

Recommended Reading:

Pickthall, M.M. (1998). *The Life of Prophet Muhammadh (PBUM).* Good Work Books. New Delhi

Quraishi (1983). *Some Aspects of Prophet Muhammad's (PBUH) Life.* American Trust. Indiana

Bashumali, M.A. (1992). *The Great Battle of Badr.* Islamic Book Service. New Delhi

Abthur Rahman (1992). *Mohamadh (PBUH) as Military Leader*. Moor Publishing House. New Delhi

Yusuf, M.(1990). *The last Prophet of Islam*. Markazi Makthaba Islami. New Delhi

Hameedullah Muhammad (2004). *The Life and Work of the Prophet of Islam.* Adam Publication. New Delhi

Level 02
Semester I

Level	1		
Semester	I		
Course Code	ICM 21103		
Course Title	Islamic History (661 AD – 1258 AD)		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to:

- provide understanding of the origins and growth of the Islamic empire.
- Examine the political frameworks of early Islamic civilizations.
- familiarize students with the governing structures, such as the caliphate system and the formation of dynasties.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Outline the historical context and key events that led to the rise of the Umayyad Dynasty and the subsequent Abbasid Revolution.
- Analyze the political, administrative, and cultural developments during the Umayyad and Abbasid periods, including expansion, governance, and achievements in art and science.
- Evaluate the lasting impact and legacy of both the Umayyad and Abbasid Dynasties on Islamic history and global civilization, considering their contributions and challenges.

Course Content:

1. Introduction
2. Rise of the Umayyad Caliphate
3. Umayyad Expansion and Administration
4. Culture and Society in Umayyad era
5. Umayyad Rule in Spain
6. Decline of the Umayyad Caliphate
7. The Rise of the Abbasid Caliphate
8. The Golden Age of Islam under the Abbasids
9. Abbasid Governance and Administration
10. Culture and Society in Abbasid Period
11. Decline and Fragmentation of the Abbasid Caliphate
12. Non-Muslim communities (dhimmis) within the Umayyad and Abbasid Empires
13. Educational Institutions of Umayyad's and Abbasid's Period
14. Selected Calips of Both Umayyad and Abbasid Era (Muawiya I, Abd al-Malik ibn Marwan, Umar ibn Abd al-Aziz, Harun al-Rashid, Al-Ma'mun, etc.)
15. Selected key events in Umayyad and Abbasid Dynasties (Tragedy of Karbala, Destruction of the Kaaba, Crusades).

Teaching /Learning Methods:

- **Interactive Lecture:** The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.
- **Directed Discussion**: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.
- **Direct Instruction:** Teacher-centred approach where the instructor

imparts knowledge and skills with clear explanations, demonstrations, and guided practice, ideal for introducing new concepts and foundational knowledge.

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)-40%	*End Semester Examination (ESE)-60%*
Presentation Mid Exam Class Activity Quiz	

Required Reading:

Alkhateeb, F. (2014). *Lost Islamic History: Reclaiming Muslim Civilisation from the Past.* Hurst.

Recommended Reading:

Bosworth, C.E. (1996). *The Islamic Dynasties: A Chronological and Genealogical Handbook.* Edinburgh University Press.

El-Hibri, T. (2021). *The Abbasid Caliphate: A History.* Cambridge University Press.

Nagy, L. (2008). *The Book of Islamic Dynasties A Celebration of Islamic History and Culture*. Ta-Ha Publishers Ltd.

Level	2		
Semester	I		
Course Code	ICM 21113		
Course Title	Petty Dynasties in Islamic History		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- understand the concept of petty dynasties.
- explore the diversity of petty dynasties that emerged in different regions of the Islamic world.
- assess the impact of petty dynasties on Islamic civilization .

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- understand over roll study of Islamic History
- examine the political and ideological situation of after first century of Abbasid khilafath
- asses the factors that led to the rise and decline of Islamic dynasties
- elaborate the petty kingdoms' contributions to develop a societies and civilization
- recognize the legacy of Islamic dynasties
- analyze and justify the fall of petty dynasties
- compare the differences and simultaneous of petty kingdoms

Course Content:

1. First Century of Abbasid Rule, Based on Bagdad
2. Introduction to Petty Dynasties
3. Fathimi dynasty multiple contribution to the developments
4. Iyyoobi dynasties political and social contribution
5. Murabithoon dynasties socio economics and political developments
6. Muwahhidoon theological and political thoughts
7. Seljuke rulers and contributions
8. Mamluk dynasties structural planning and services
9. Buwaihi dynasties educational contributions
10. Safawid dynasties contribution of moral development

Teaching /Learning Methods:

- **Interactive Lectures:** The expert presents subject matter while

engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.

- **Directed Discussion**: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.
- **Direct Instruction:** Teacher-centered approach where the instructor imparts knowledge and skills with clear explanations, demonstrations, and guided practice, ideal for introducing new concepts and foundational knowledge.

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)-40% Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE)-60%

Required Reading:

Farhad Daftary & Shainool Jiwa. (2017). *The Fatimid Caliphate: Diversity of Traditions.* Bloomsbury Publishing.

Safavid Persia. (1996). *The History and Politics of an Islamic Society.* University of Cambridge.

David Ayalon. (1996) .The Mamlūks of the Seljuks: Islam's Military Might at the Crossroads. *Journal of the Royal Asiatic Society Third Series,* 6(3), 305-333.

Recommended Reading:

Turchin, P., Adams, J.M., Hall, T.D. (2006). East-West Orientation of Historical Empires. *Journal of World-Systems Research,* 12 (2)

Goldschmidt, A., & Arthur, L. (2002). A concise history of the Middle East. Westview Press. ISBN 978-0813338859.

Bernard Lewis. (1995). *The Middle East: A Brief History of the Last 2,000 Years*. New York: Scribner.

Sourdel-Thomine, J. (1960). Buwayhids. In The Encyclopedia of Islam-Volume I. (New Ed.). Leiden: E. J. Brill.

Afsaruddin, A. (2018). Alternative Patterns of Legitimacy: Sunni-Shi'i Debates on Political Leadership. In A. Salvatore (Ed.), The Wiley Blackwell History of Islam. John Wiley & Sons Ltd.

Level	2		
Semester	I		
Course Code	ICM 21123		
Course Title	Islamic Ethics and Values		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- understand the foundational principles of Islamic ethics
- explore the sources of Islamic ethics
- examine the ethical framework of Islam

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- clarify the importance of Islamic ethics and values.
- relate Islamic ethics and values to individual, family and social life.
- determine Prophet Muhammad (PBUH) as a role model
- deal with other human and creatures properly through Islamic morals and values.
- distinguish characteristics and features of Islamic ethics.

Course Content:

1. Introduction to course and themes; Ethics, morals, etiquette and values
2. Islamic ethics: source and origin
3. Importance of ethics and values in Islam
4. Relationship of Islamic ethics with basic beliefs (Ieman), Ibadah and other major spheres of Islam
5. The rules of morals with Allah
6. The principles of virtuous morals of heart (Qalb)
7. Family ethics in Islam
8. The rules of morality with the people
9. Islamic Ethical behavior with other creatures
10. Prophet Muhammad (PBUH) as a role model
11. Islamic ethics and spread of Islam
12. Muslim society in accordance with discipline and a sense of inviolability.

Teaching /Learning Methods:

- Interactive Lecture
- Discussions
- In-class presentation
- Field visit and writing report

Assessment Strategy: (From various of assessment stated by the faculty)

Continuous Assessment Test (CAT)-40%; Presentation Mid Exam Field visit report Short film /drama/awareness programme	End Semester Examination (ESE)-60%

Required Reading:

Adam Bawa, (2003). *Islam Smaathaanamum Manitha Neyamum.* Saithamaruthu: Kalamush Sharq Publication Bureau.

Abd Al-Halim Abu Shuqqah. (2022). *The Character of the Muslim Woman.* Kube Publishing Limited.

Adil Salahi, (2013). *Muhammad (PUBH): His Character and Conduct.* UK: The Islamic Foundation.

Recommended Reading:

Badiuz Zaman Nursi. (2011). *Ulat Thuymaiyum Sahorathathuvamum.* Istanbul: Ruba Foundation.

Muhammad Ghazali. (2004). *Muslim Character.* Library of Islam.

Muhammad Ghazali. (2009). *Islaamiya Olukka Maanpugal.* Thiruppoor: Thinnai Tholar Publications.

Muhammad Salman Mansurpuri. (2016). *The Path to Paradise: Principles of Good Character & Appreciation of the Hereafter*. UK: Turath Publishing.

Musa Hazim Gulcur. (2009). *Good Character: Comprehensive Guide to Manners and Morals in Islam.* Tughra Books.

Mustafa, M. At-Tahan, (1999). *Perfect Muslim Character in the Modern World.* Egypt: El-Falah Foundation.

Necati Aydin. (2019). *Said Nursi and Science in Islam: Character Building through Nursi's Mana-I Harfi.* Taylor & Francis.

Yusuf Muhammad. (2013). *Unnatha Olukkangal; Vaalkai Kalai – Part 01.* Chennai: Islamic Foundation Trust.

Semester II

Level	2
Semester	I
Course Code	ICM 22133
Course Title	Islamic Thought: Medieval to Contemporary Period
Credit	3

Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to:

- provide a strong foundation in understanding the Islamic Thoughts and Intellectual Tradition in the Medieval Period as well as its impacts in the Islamic History
- provide an overview of the evolution of Islamic thought and practices in the modern world.
- explore various intellectual and reformative movements within Muslim society and their impact on the Muslim world today.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate a comprehensive understanding of the historical development of Islamic thought and practices from the time of Prophet Muhammad to the contemporary period.
- critically analyze and evaluate different perspectives within Islamic thought, including theological, philosophical, and political viewpoints.
- develop ethical reasoning skills within an Islamic context, including the ability to apply Islamic ethics to real-world situations and moral dilemmas

Course Content:

1. Introduction to Islamic Thought
2. Epistemology and Sources of Knowledge
3. Quranic motivation for thinking and exploration.
4. Development of the Islamic Intellectual Tradition and falsafa
5. Metaphysics and its impacts on the Human
6. Good-evil concept
7. Issues of Free will (ikhtiyaar – qadariyya) and Predestination (jabr – jabariyya)
8. Some prominent Philosophers in the Medieval period
    - Al-Kindī (Alkindus)
    - Ibn Rushd (Averroes)
    - Al- Farabi (Alpharabius)
    - Al-Ghazzali
9. Interfaith Dialogue and Religious Pluralism
10. Contemporary Islamic Movements and reformism
    - Salafism and its various branches
    - Sufism, other notable movements
11. Islamic Law and Human Rights
12. Contemporary Islamic Practices
    - Daily rituals and religious practices
    - Changing patterns of worship and community engagement

Teaching /Learning Methods:

- **Interactive Lecture:** The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.
- **Directed Discussion**: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.
- **Direct Instruction:** Teacher-centered approach where the instructor imparts knowledge and skills with clear explanations, demonstrations, and guided practice, ideal for introducing new concepts and foundational knowledge.

Assessment Strategy*: (from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) -40% Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE)- 60%

Required Reading:

Abdul-Rahman al-Sheha. (n.d.). Human Rights in Islam and Common Misconceptions.

Abu Zayd, N. (2006). Reformation of Islamic Thought: A Critical Historical Analysis. Amsterdam: Amsterdam University Press.

Abu-Rabi', I. M. (1996). Intellectual Origins of Islamic Resurgence in the Modern Arab World. Albany: State University of New York Press.

Saeed, A. (2006). Islamic Thought: An Introduction. Oxford: Routledge Taylor & Francis Group.

Recommended Reading:

Al-Alwani, T. J. (2005). *Issues in Contemporary Islamic Thought*. UK: The International Institute of Islamic Thought.

Crone, P. (2004). *Medieval Islamic Political Thought*. Edinburgh: Edinburgh University Press.

Harris, S., & Nawaz, M. (2015). *Islam and the Future of Tolerance: A Dialogue*. Harvard University Press.

Hefner, R. W. (Ed.) (2011). *Shari'a Politics: Islamic Law and Society in the Modern World*. Indiana University Press.

'Iirnandith, K. (2013). *Tarikh al-fikr fi al-alam al-'Islami. Cairo*: National Center for Translation.

Madelung, W., & Schmidtke, S. (2013). *Studies in Medieval Muslim Thought and History*. Oxford: Routledge Taylor & Francis Group.

Ramadan, T. (2004). *Western Muslims and the Future of Islam*. New York: Oxford University Press.

Level	2		
Semester	II		
Course Code	ICM 22143		
Course Title	Islam in Europe and Central Asia		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- provide students with a comprehensive understanding of how Islam was introduced to Europe and Central Asia.
- comprise of the historical period from early middle age to the contemporary situational developments as: the geolocation, the political economic and cultural contextual of the study area.
- describe the power of struggle between east and west popes, understanding the background factors steered to boost the interest in entering Europe among the Muslims.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the role of geolocation of Europe, central Asia, and the Middle East in geopolitics in middle age and the contemporary history.
- examine the state of medieval Europe's; political, economic and social conditions which were made the people to search for a relief through an alternative system and regime.
- Examine long lasting struggles between catholic west and Christian east for supremacy,
- Identify the fulcrum for the clashes among civilizations of west and east worlds.
- explore the intellectual contributions and scientific inventions of the Muslim world to the renaissance in Europe and the western world.

Course Content:

1. Historical glimpses of
   - European nations (Spain, France, Portugal, Sicily)
   - Byzantine Empire (Turkey)
   - Central Asia (Kazakhstan, Tajikistan, Turkmenistan, Kyrgyzstan, Uzbekistan, Afghanistan)
   - Balkan countries (Albania, Bosnia and Herzegovina, Bulgaria, Kosovo, Macedonia) when Islam emerged in Arabian Peninsula.
2. Influence of Nomads, Popes, and the Aristocrats in political arena in seventh and eighth centuries of middle age history
3. The nature of relations between the Christian and Islamic worlds in the early Islamic period (Al-Rashidun and Umayyad era),
4. Al-Andalus as an Educational and Cultural hub of the entire Europe in medieval history,
5. World renowned scientists and inventors from Andalus and, central Asia, and their contributions to the entire world.
6. The influence of orientalism and islamophobia on the western societies and their impacts on the Muslim world.

Teaching /Learning Methods:

- Interactive Lecture
- in-class discussions
- Homework, self-learning
- Assignments

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)-40%; Presentation Mid Exam Assignment Practice	End Semester Examination (ESE)- 60%

Required Reading:

Annan, H. (1996). *Nihayat al'andilis.* Cairo, Egypt.

Al-Shenawy, A.A. (2002). *'Uwrba fi matlae aleusur alwustaa. Maktabat al-Ajilu al-Misria.*

Ashour, A.F. (2007). *Tarikh 'uwrba fi aleusur alwusta. Dar al-nahdat al-Arabia*

Fisher, H. (1969). *Tarikh 'uwrba fi aleusur alwusta.* Egypt: Dar Al Maaref.

Hamad, N. (1988). *Mustashriqun siasiuwn - jamieiuwn – mujmaeiuwna. Maktabat al-Sidiyq.*

Recommended Reading:

Hoenke, S. (1993). *Shams al-Arab tastae alaa al-Gharb.* Beirut: Dar Al-Jeel.

Le Bon, G. (2000). *Arab civilization*, (A. Zuaiter, Trans.), Egyptian General Book Authority, (1884).

Matamlat, M.A. (1980). *Al-tansir alqasrii limuslimi al'andalus fi eahd almalikayn alkathulikyini.* Jordan.

Matthew, D. (1992). *The Norman kingdom of Sicily.* Cambridge University Press.

Nawar, A.A., & Jazaluddin, M. (1999). *Al-taarikh al'uwrubiyu alhadith min easr alnahdati.* Dar al-fikr al-Arabii.

Ridwan, N. (1988). *Juhud aleuthmaniiyn li'iinqadh al'andalus wastirdadih fi matlae aleasr alhadithi.* Maktabat al-Taalib al-Jamieii.

Salem, A.A. (2015). *Tarikh almuslimin watharuhum faa al'andalus min alfath alearbaa hataa suquti.* Dar al-Maearif.

Watt, W. M. (2004). *The influence of Islam on medieval Europe.* Edinburgh University Press.

Level	2		
Semester	II		
Course Code	ICM 22153		
Course Title	Islam in South & South East Asia		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- introduce the history of Islam in South and Southeast Asia, with a focus on Indonesia, Malaysia, Singapore, the Philippines and Thailand.
- familiar with historical survey, discussion of local Islamic traditions and an exploration of a range of disciplinary approaches to the study of Islam in this part of the world.

Intended Learning Outcomes:

A t the end of this course, the student will be able to;

- acknowledge the knowledge of historical and contemporary expressions of Islam in South and Southeast Asia
- understand some of the key challenges South and southeast Asian Muslims face in today's world.
- be familiar with several local Islamic traditions (ritual, literary, historical)
- differentiate academic disciplines have approached the study of Islam in Southeast Asia
- demonstrate an understanding of the main historiographic issues related to Islam in South Asia

Course Content:

1. Early Muslim Presence in South Asia from the 8th to the 12th Century
2. A Historical Overview of Islam in South Asia—in countries such as
    - Bangladesh
    - India
    - Pakistan
3. Muslim Ruling in South Asia
4. Conquest of Mohamed bin Cassim
5. The Delhi Sultanate
    - Establishment of Muslim Sultanate of Delhi.
    - Mamluk dynasty (1206–1290)
    - Khalji dynasty (1290–1320)
    - Tughlaq dynasty (1320–1413)
    - Sayyid dynasty (1414–1450)
    - Lodi dynasty (1451–1526)
6. Mughal Empire
    - Babur and Humayun (1526–1556)
    - Akbar to Aurangzeb (1556–1707)
    - Decline (1707–1857)
    - Mughals 1: Administration of Mughal empire
    - Mughals 2: Mughal heritage, art and architecture
    - Intellectual Situation during the Mughal period.
    - The Deccan Sultanates and Vijayanagar Empire
7. British Colonialism and Reactions to Colonialism: Reform movements among Indian Muslims in the 19th and early 20th

century

8. The expansion of Islam into South east Asia
    - Islam in Indonesia, Malaysia, Singapore, Thailand, Myanmar and the Philippines
9. Islam and Colonial Power
10. Muslim Minorities in South east Asia
11. Local traditions of Islamization
12. Shariah, gender and family, relations between Muslims and non-Muslims
13. Disciplinary perspectives on the study of Islam in the region: history, anthropology, cultural studies
14. South Asian Muslims in The Diaspora
15. Jammu and Kashmir - History of The Conflict
16. The Liberation War (March to December 1971)

Teaching /Learning Methods:

- **Interactive Lecture:** The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.
- **Interactive Discussions:** Encouraging students to actively participate in discussions fosters critical thinking and a deeper understanding of complex legal concepts. Group discussions and debates on property law cases can be beneficial in this regard.

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)-40%; Presentation Mid Exam Class Activity Quizzes	End Semester Examination (ESE)-60%

Required Reading:

Feener, R. M., & Laffan, M. (2005). Sufi Scents Across the Indian Ocean: Yemeni Hagiography and the Earliest Histories of Southeast Asian Islam. Archipel, 70, 185-208.

Hassan, M. K., & Basri, G. b. (Eds.). (2007). The Pillars of Faith. In Encyclopedia of Malaysia: Religions and Beliefs (pp. 22-38). Editions Didier Millet.

Johns, A. (2005). Islam in Southeast Asia. In L. Jones (Ed.), Encyclopedia of Religion (pp. 4656-4673). Thomson-Gale.

Recommended Reading:

Arnold, T. W. (1935). *The Preaching of Islam: A History of the Propagation of the Muslim Faith*. London: Constable & Company Ltd.

Eaton, R. M. (2000). *Essays on Islam and Indian History*. Oxford: Oxford University Press.

Fathimi, S. Q. (1965). *Islam Comes to Malaysia*. Journal of Southeast Asian History, 6(2), 153-154. Singapore.

Friedmann, Y. (2003). *Islamic Thought in relation to the Indian Context*. In R. M. Eaton (Ed.), India's Islamic Traditions, 711-1750 (pp. 50-63). New Delhi: Oxford University Press.

Majumdar, R. C. (1960). *The Delhi Sultanate*. India: Bharatiya Vidya Bhavan Press.

Metcalf, B. D. (n.d.). *A Historical Overview of Islam in South Asia*. Retrieved from http://assets.press.princeton.edu/chapters/i9061.

Nadunchaliyan, K. (2014). *Muslim Mannar Atchiyil India vin Munnatram*. India: Islamic Foundation Trust.

Ricci, R. (2011). *Cosmopolitan in Translation: Arabic's Distant Travels in Islam* Translated: Literature, Conversion and the Arabic Cosmopolis of South and Southeast Asia. Chicago: University of Chicago Press.

Level 03

Semester I

Level	3
Semester	I

Course Code	ICM 31163		
Course Title	Islamic Political Thought		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- to introduce the various patterns and manifestations of Islamic Political Thought, and its origin and evolution in Islamic History

Intended Learning Outcomes:

At the end of the course the students will be able to:

- understand the Islamic Political Theories and Institutions
- evaluate the evolution of Political Thought in Islamic History
- compare Islamic Political System and different Political Thought

Course Content:

1. Political system in pre-Islamic period
2. History of Islamic Political Thought
3. The States of Politics in Islam
4. Administration System from the Khilafa Rashidha to Abbasiad Ruling Periods
5. The Concept of State in Islam
6. The Nature and Scope of Shurah and Baiath
7. The Political Institutions: Khilafat,Immamat and Sultanat
8. Sovereignty of Allaah
9. Islamic view on Monarchy and Military Rules
10. As-siyasah ash-shariyyah : An Introduction
11. Implementation of Islamic Political System as an Alternative for Contemporary Political Issues
12. Eminent Muslim Political Thinkers

Teaching /Learning Methods:

- **Interactive Lectures**: Traditional lectures method can provide an overview of the topics, principles, and key concepts in the Law of Property. Lecturers can use real-life examples and case studies to make the subject matter more relatable and engaging.
- **Interactive Discussions**: Encouraging students to actively participate in discussions fosters critical thinking and a deeper understanding of complex legal concepts. Group discussions and debates on property law cases can be beneficial in this regard.

Assessment Strategy: (From various of assessment stated by the faculty)

Continuous Assessment Test (CAT)- 40%; Presentation Mid Exam Group Assignment Group discussion and summarising	End Semester Examination (ESE)-60%

Required Reading:

Mahmood, S. (1989). *The Concept of Islamic State*. Lahore: Progressive Publishers.

Muslehuddin. (1991). *Isla, & its Political System.* Lahore: Islamic Pub. (Pvt) Ltd.

Moten, AA.R. (1996). *Political Sciences : An Islamic Perspective.* London: Macmillan Press Ltd.

Recommended Reading:

Black, A. (2011). The History of Islamic Political Thought from the Prophet to the Present (2nd ed.). Edinburgh University Press.

Bowering, G. (Ed.). (2015). Islamic Political Thought: An Introduction.

Princeton University Press.
Butterworth, C. E., & Zartman, I. W. (2001). Between the State and Islam. University Press.
Enayat, H. (2005). Modern Islamic Political Thought. Bloomsbury Publishing.
Esposito, J. I. (1984). Islam and Politics. New York: Syracuse University Press.
Francoise, B. (2003). Face to Face with Political Islam. London: I.B. Tauris & Co Ltd.
Kausar, Z. (Ed.). (2009). Contemporary Islamic Political Thoughts: A Study of Eleven Islamic Thinkers. Malaysia: International Islamic University-IIUM Press.
Maududi, A. A. (1969). Political Theory of Islam. New York: Kazi Publishers.
Maududi, A. A. (1995). Islamic Law and Constitution. Karachi: Jama-athe Islamic Publication.
Sherwani, H. K. (1999). Study in Muslim Political Thought and Administration. New York: Kazi Publisher.
யூ சுப் கர்ளாவி. (2012). *இஸ்லாமிய அரசியல்.* கொழும்பு: அல்ஹஸனாத் பப்ளிகேஷன்.

Level	3		
Semester	I		
Course Code	ICM 31173		
Course Title	Development of Sufi Thought		
Credit	3		
Core/Compulsory/ Elective	Core		
Hourly Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- explores the rich and diverse history of Sufism, an Islamic mystical tradition that has profoundly influenced the spiritual and cultural landscape of the Muslim world and beyond.
- familiar with the evolution of Sufi thought, practices, and their impact on the world, offering students a comprehensive understanding of this fascinating spiritual path.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- trace the historical origins of Sufism and its early development.
- understand the core principles and beliefs of Sufism.
- explore the major Sufi orders and their contributions to Islamic spirituality.
- examine the role of Sufi poetry, literature, and music in the development of Sufi thought.
- analyze the impact of Sufism on Islamic art, architecture, and culture.
- discuss the global spread of Sufism and its interactions with other religious and philosophical traditions.
- appreciate the contemporary relevance of Sufi thought and practices.

Course Content:

1. Introduction to Sufism
    - Historical context and the emergence of Sufism
    - Key figures in early Sufi thought
    - Defining Sufism and its significance
2. Core Principles of Sufism
    - Tawhid (the concept of Divine Unity)
    - Love and devotion to God (Ishq)
    - The concept of the Sufi path (Tariqa)
    - Mystical experiences and spiritual transformation
3. Sufi Orders
    - The Naqshbandi, Qadiri, and Chishti orders

- Organizational structures and practices
- Prominent Sufi masters and their teachings

4. Sufi Poetry and Literature
   - Rumi and the Mathnawi
   - Hafez and his Divan
   - Influence of Sufi literature on Persian and Urdu poetry
5. Sufi Music and Whirling Dervishes
   - The role of music in Sufi practices
   - Sufi musical instruments and genres
   - The Whirling Dervishes and the sema ritual
6. Sufism and Art
   - Sufi architecture and its symbolism
   - Calligraphy and ornamentation in Sufi art
   - Influence of Sufi thought on Islamic art and design
7. Global Spread of Sufism
   - Sufism in South Asia, the Middle East, and Africa
   - Interactions with other religious and philosophical traditions
   - Contemporary Sufi movements
8. Modern Relevance of Sufi Thought
   - Sufism in the 21st century
   - Sufism and interfaith dialogue
   - Sufism as a source of personal spirituality

Teaching /Learning Methods:

- Lectures and presentations
- Readings from primary and secondary sources
- Group discussions
- Guest speakers (Sufi scholars or practitioners)
- Field trips to Sufi shrines or cultural events (if feasible)
- Student presentations on Sufi poetry and literature

Assessment Strategy:*(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT)- 40 % Weekly quizzes to test understanding of course material Class participation and engagement in discussions Mid-term exam Research paper or project presentation	End Semester Examination (ESE)-60%

Required Reading:

Shah, I. (2018). *The Sufis*. ISF Publishing.

Vaughan, L. (1995). *Sufism: The Transformation of the Heart*. The Golden Sufi Center.

Recommended Reading:

Ansari, S. T. (Eds.). Germain, K., Ansari, M., Brown, E. M., Sander, D., & Foraker, S. K. (2012). *Alternative Healing: The Sufi Way*. Ansari Publications.

Attar, F. ud-D. (1984). *The Conference of the Birds* (A. Darbandi, Trans.). Penguin Classics.

Rumi, J. al-D. (2004). *The Essential Rumi* (C. Barks, Trans.). Harper One.

Level	3		
Semester	I		
Course Code	ICM 31183		
Course Title	Muslims of Sri Lanka		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning

	30	15	105

Course Aims:

This course aims to;

- provide students with an in-depth exploration of the historical roots of Islam in Sri Lanka
- examine the various interactions that have occurred between the Muslim community and other cultures over time.
- analyse the influence of colonialism on the development of Islam in Sri Lanka, as well as the significant role played by Muslims in defining the socio-political environment of the country.
- cultivate a more profound understanding of the contributions, difficulties, and identity of Sri Lankan Muslims in present-day society by employing a multidisciplinary approach.

Indented Learning Outcomes:

At the end of this course, the student will be able to;

- describe the historical evolution of Islam in Sri Lanka, including significant landmarks and figures.
- recognise the cultural diversity, including distinctions in customs, practises, and traditions, within the Sri Lankan Muslim community.
- identify contemporary obstacles encountered by the Muslim community in Sri Lanka, such as identity, discrimination, and political representation issues.
- analyse the contributions and interactions of Muslims to the larger narrative of Sri Lanka's history.
- examine the impact of colonialism and post-independence dynamics on the Muslim community.
- - assess critically the community's response to the challenges and its role in national efforts for reconciliation.

Course Content:

1. An Overview of the Muslim Community in Sri Lanka (Religion, culture, Tradition, heritage so on).
2. The historical significance of Arab traders and their impact on early Muslim societies.
3. The impact of European colonial rule on Muslim community.
4. The historical dynamics of Muslim-Non-Muslim relations up to independence.
5. The Development of Education in Sri Lanka: From Traditional to Contemporary.
6. The Political Engagement of Muslims
7. The entrepreneurship and trade activities of Muslims
8. The issues that emerged in the aftermath of the Civil War.
9. The dynamics of intra-group relationships within the Muslim community.
10. Engagement with diverse ethnic and religious communities
11. Post-war reconciliation and role of Muslims
12. Strategies for nation development and empowerment as a Sri Lankan Citizen

Teaching /Learning Methods:

Interactive Lecture: The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.

Directed Discussion: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.

Field Trips to Relevant Cultural or Historical Sites, Case Studies to Examine Specific Events, Individuals, or Communities.

Research Projects

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)- 40 % Presentation Mid Exam Field report Research	End Semester Examination (ESE)- 60%

Required Reading:

Anes, M. S. M., Ameerdeen, V., & Vazeel, A. L. J. (2003). *Muslims and Communal Riots in Sri Lanka*. Peradeniya: Information & Welfare Association.

Asad, & Kamil, M. N. M. (1993). *The Muslims of Sri Lanka under British Rule*. New Delhi: Navrang.

Dasanayaka, Rohitha. (2018). *Muslim Trade Relations with Sri Lanka: Historical Perspective* - In Sinhala: අද සඳ හා තරඳිය. Godage & Brothers (Pvt) Ltd.

Shukri, M. A. M. (2010). *Muslims of Sri Lanka: Avenues to Antiquity*. Galkissa.

Shukri, M. A. M. (Ed.). (1986). *Muslims of Sri Lanka: Avenues to Antiquity*. Beruwala: Jamiah Naleemia Institute.

Recommended Reading:

Abdul Saroor, S. (Ed.). (2021). *Muslims in Post-War Sri Lanka: Repression, Resistance & Reform.*

Dewaraja, L. (1994). *The Muslims of Sri Lanka: One Thousand Years of Ethnic Harmony 900-1915*. Lanka Islamic Foundation.

Faleel, S. H. M. (2007). *"Co-Existence of Sri Lankan Muslims - II."* Islamic Thought, 29(2).

Farook, L. (2014). *Muslims of Sri Lanka Under Siege* (First ed.).

Faslan, M., & Vanniasinkam, N. (2015). *Fracturing Community: Intra-Group Relations among the Muslims of Sri Lanka*. Colombo: International Centre for Ethnic Studies. Retrieved from https://www.researchgate.net/publication/341180102_Fracturing_Community_Intra-group_Relations_Among_the_Muslims_of_Sri_Lanka.

Najimudeen, A. M. (2002). *Muslims and the Rioting Environment*. Matale: A. M. Najimudeen.

Nuhman, M. A. (2016). *"Sinhala Buddhist Nationalism and Muslim Identity in Sri Lanka: One Hundred Years of Conflict and Coexistence*." In J. C. Holt (Ed.), Buddhist Extremists and Muslim Minorities. Oxford University Press.

Peiris, S. (2019). *An Introduction to Religious Pluralism in Sri Lanka*.

Saleem, M. A. M. (2018). *The Transformation and Politicization of the Sri Lankan Muslim Identity over 130 Years and the Challenges Moving Forward*. The University of Exeter

Level	3		
Semester	I		
Course Code	ICM 31193		
Course Title	Islamic Perspective on Management & Leadership		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- gain a deep understanding of Islamic management and leadership principles.
- empower them to lead with integrity, ethics, and compassion in diverse and contemporary organizational settings.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the overall concept of Management & Leadership
- define the responsibilities and limitations of leadership;
- understand the nature and process of leadership from an Islamic perspective.
- describe the Islamic characteristics/attributes of effective leaders.
- understand the Islamic model of leadership.

- comprehensive ethical leadership and leadership skills that are essential qualities for leaders in modern society
- develop skills for effective leadership based on Islamic values.
- apply Islamic management and leadership principles to real-world situations.
- foster a culturally sensitive and inclusive leadership approach.

Course Content:

1. Introduction to Management & Leadership
   - Definition, Leadership Models, Types of Leadership, etc.
   - The importance of Management and leadership.
2. Introduction to Islamic Management and Leadership
   - Definition and Terminologies related to leadership
   - The nature of leadership in Islam
   - Key principles from the Quran and Hadith related to leadership.
   - Significance of Islamic management and leadership.
   - Leadership approaches in Islamic and Western literature
3. Ethics and Morality in Leadership
   - Understanding the ethical foundations of leadership in Islam.
   - The concept of accountability and responsibility.
4. Leadership Styles in Islam
   - Exploring different leadership styles within an Islamic framework.
   - The role of humility, empathy, and consultation in leadership.
5. The Prophetic and Khulafaurrasyidin Leadership
   - Analysing the leadership style of Prophet Muhammad (peace be upon him).
   - Lessons from the life of the Prophet for contemporary leadership.
   - Leadership and Management at the time of the Khulafaurrasyidin
6. Early Organizational Structures in Islam
   - The concept of Shura (consultation) in Islamic governance
   - Political Leadership
7. An Islamic Model for Leadership
   - Dimensions of Leadership (Consciousness of God, Competency, Consideration, Consultation)
   - Operating Principles (Ihsan, Justice, Honouring the Pledge, Resoluteness, Acceptance)
8. Islamic Leadership Principles
   - Dimensions of leadership
   - Types of Leadership in Islam (Servant Leadership, Transformational Leadership, Ethical Leadership)
9. Leadership and Diversity
   - Managing diverse teams and inclusivity in leadership.
   - Embracing cultural sensitivity in leadership.
   - Characteristics of Islamic Leadership

Teaching /Learning Methods:

Interactive Lecture: The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.

Directed Discussion: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.

Direct Instruction: Teacher-centered approach where the instructor imparts knowledge and skills with clear explanations, demonstrations, and guided

practice, ideal for introducing new concepts and foundational knowledge.	
Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT)- 40%; Presentation Mid Exam Field visit Case Studies	End Semester Examination (ESE)-60%

Required Reading:

Al-Merdawi, M. (1983). *Al-Khilafa: Theory and Practice [Political leadership]*. Amman, Jordan: Al-Merdawi.

Al-Mawardi, Abul-Hasan. (1996). *The Laws of Islamic Governance* (A. Yate, Trans.). U.K: Ta-Ha. (Original work published in 1058).

Al-Qaradawi, Y. (2005). *As-Siyasah ash-Shariyyah [The Principles of Religious Government]*. Egypt: Wahba.

Beekun, R. I., & Badawi, J. A. (1999). *Leadership: An Islamic Perspective*. United States: Amana.

Recommended Reading:

Fontaine, R., & Ahmad, K. (2013). *Strategic Management from an Islamic Perspective*: Text and Cases. Germany: Wiley.

Hasan Basri, M., Mansur, M., Sukardi, A., Abd Latif, F., & Arifin, Z. (2022). *Islamic Perspective on Management in International Conference: Transdisciplinary Paradigm on Islamic Knowledge*. KnE Social Sciences, 379–394. DOI: 10.18502/kss.v7i8.10757

Mahmoud, H., & Faiza, E. (2009). *Leadership: An Islamic Perspective*. Egypt: Al-Shorouk International Foundation.

Thaib, L. (2015). *Leadership: An Islamic Perspective*. Germany: Lap Lambert Academic Publishing GmbH KG.

Semester II

Level	3		
Semester	II		
Course Code	ICM 32203		
Course Title	History of Islamic Sciences		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	30	90

Course Aims:

This course aims to;

- explore the rich history of Islamic sciences, exploring the development, contributions, and evolution of various fields of knowledge within the Islamic tradition.
- clarify about the Islamic scholars developed the traditional Islamic sciences and then went on to contribute immensely and richly in sciences such as astronomy, mathematics, medicine, geography and philosophy.
- emphasize the interconnectedness of Islamic sciences, the role of key figures, and the enduring impact of Islamic scholarship on global knowledge.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- trace the historical evolution of major Islamic sciences.
- recognize the contributions of prominent Islamic scholars to various disciplines.
- analyze the cultural, social, and political contexts that influenced the development of Islamic sciences.
- understand the interconnections between different fields of Islamic knowledge.
- evaluate the relevance of historical Islamic sciences to contemporary scholarship.

Course Content:

1. Knowledge and science in Islam
   - The debate around the Islamic Sciences
2. Classification of Knowledge in Islam
   - Al-Farabi
   - Ibn Khaldun
3. Quranic Sciences:
   - History, Methodology and Development
4. Hadith Sciences:
   - History, Methodology and Development
5. Fiqh and Usul al-Fiqh:
   - History, Methodology and Development
6. Ilm al-Kalam:
   - History, Methodology and Development
7. Tasawwuf:
   - History, Methodology and Development
8. Language and Literature:
   - History, Methodology and Development
9. History and Civilization:
   - History, Methodology and Development
10. Philosophy and Logic
11. Geography and Natural History
12. Physics
13. Mathematics
14. Astronomy
15. Medicine
16. Modern Challenges and Contemporary Reflections
17. Research and Final Projects

Teaching /Learning Methods:

Interactive Lecture: The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.

Directed Discussion: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.

Direct Instruction: Teacher-centred approach where the instructor imparts knowledge and skills with clear explanations, demonstrations, and guided practice, ideal for introducing new concepts and foundational knowledge.

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)- 40%	End Semester Examination (ESE)-60%
- Quizzes - Mid-term exams - Presentations - Discussions - Group discussions - Assignments - Case studies - Field visits/ reports/portfolios	

Required Reading:

Hossein Nasr, S. (2001). *Science and Civilization in Islam*, ABC International Group.

Recommended Reading:

Bakar, O. (2006). *Classification of Knowledge in Islam*. Kuala Lumpur: ISTAC.
Ibn Khaldun. (n.d.). *The Muqaddimah*. Translated and Introduced by Franz Rosenthal.

Level	3		
Semester	II		
Course Code	ICM 32213		
Course Title	Critical Study of Modern Muslim Thinkers		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- explore the diverse range of intellectual currents within the Muslim world, including various ideological, theological, and philosophical perspectives.
- provide a historical context for the emergence of modern Muslim thought, including the social, political, and intellectual developments that have shaped it.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the major concepts, ideologies, and historical contexts that have shaped modern Muslim thought.
- analyze the evolution of Islamic thinking in response to socio-political changes and global challenges.
- analyze diverse perspectives within modern Muslim thought, evaluating the debates around tradition, modernity, gender, politics, and socio-economic issues.
- apply the knowledge acquired to address contemporary challenges faced by Muslim communities globally.

Course Content:

1. Introduction to Modern Muslim Thought
2. The key concepts of tradition, modernism, reformism, democracy and secularism within the context of Islamic thought
3. The nature of Revival and Reform in Islam
4. Some pre-modern revivalists of Islam and their achievements (Umar Bin Abd Al-Azeez, Abd Al - Qadir Jelani, Ibnu Taimiyah, Ahamad Sirhindi, Ibn Abd Al-Wahab and Shah Waliyullah)
5. Modern Muslim Thinkers: Jamal al-Din al-Afghani, Muhammad Abduh, Rashid Rida, Tariq Ramadan, Amina Wadud, etc.
6. The Impact of Colonialism on Muslim Societies
7. Feminism within Islamic Framework
8. Role of Muslim Thinkers in Journalism and Media
9. Social Justice Movements: Islamic Activism and Humanitarian Initiatives
10. Islamophobia: Roots, Impact, and Responses
11. Key issues: Identity crises and social justice issues
12. Emerging Trends: Environmentalism, Technology, and Islam
13. Privatization, urbanization, globalization and Islam

Teaching /Learning Methods:

- Interactive Lecture
- Group Activities
- Debates and Role-Playing

- Online Resources and Multimedia
- Interactive Workshops

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)- 40% Presentation Mid Exam Class Activity Quizzes	End Semester Examination (ESE)-60%

Required Reading:

Dudoignon, S.A., Hisao, K., & Yasushi, K. (Eds.). (2006). *Intellectuals in the Modern Islamic World: Transmission, Transformation, Communication.* Routledge.

Recommended Reading:

Kersten, C. (2019). *Contemporary Thought in the Muslim World Trends, Themes, and Issues.* Routledge.

Masud, M. K. (2005). The Construction and Deconstruction of Secularism as an Ideology in Contemporary Muslim Thought. *Asian Journal of Social Science.* 33(3), 363–383.

Level	3		
Semester	II		
Course Code	ICM 32223		
Course Title	Islamic Art & Architecture		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- examine selection of the artistic and architectural works of the Islamic world.
- explain on the formation of Islamic art and architecture, the particular role of writing/text, Islamic aesthetics, and the construction of sacred space.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- acquire knowledge of Islamic Arts and architecture
- identify, analyze and compare key works of art and architecture
- read critically and assess a wide range of eyewitness and primary sources
- demonstrate detailed knowledge of key issues that inform the study of Islamic art and architecture.
- identify the key elements of an Islamic mosque found across the Muslim world.

Course Content:

Art

1. Islamic View on Arts
2. Emerge and Development of Islamic Art
    - Umayyad Art (661-750)
    - Abbasid Art (750-1258)
    - Ottoman Art (c. 1400-1900)
3. Comparison between Muslim and Byzatine Art
4. Muslims' contribution to the Islamic Art
5. Calligraphy and arts of the Qur'an.
    - Emerge and Development of Islamic Calligraphy
    - Elements of Islamic Art and Calligraphy
    - Arabic Script & Calligraphy
        - Geometric Patterns
        - Floral & Vegetal Motifs (Arabesque)
        - Pictorial Calligraphy
6. Calligraphy & Architecture

7. Calligraphy and Fine Art
8. Muslim Contribution to European Art

Architecture

9. Early Islamic Architecture: Qa'aba, Masjid Nabawi.
10. The Birth of Islamic Architecture
    - The Umayyads
    - The Abbasids
    - The Ottomans
    - India (Indo-Islamic architecture)
    - Spain
11. Mosques Architecture
    - Elements of the Mosque:
    - The Dome of the Rock
    - Sahn (courtyard)
    - Mihrab (niche)
    - Minaret (tower)
    - Qubba (dome)
    - Minbar
12. The reflection of Islamic Architecture on common buildings
13. The Abbasid Revolution: Creating a Palace City
14. Reflection of Islamic Architecture in Sri Lanka
15. The reflection of Islamic Architecture on common buildings

Teaching /Learning Methods:

Lectures: Traditional lectures are essential to provide students with foundational knowledge and context. Instructors can use visuals, such as images and diagrams, to enhance understanding.

Visual Resources: Incorporate visual materials like photographs, slides, and videos to showcase Islamic art and architecture. Visual resources bring the subject to life and help students appreciate the intricate details of the art.

Field Trips: Field trips to museums, mosques, and architectural sites with Islamic art and architecture. Observing these works in person can deepen students' understanding and appreciation.

Digital Resources: Utilize online platforms and digital resources to explore virtual tours, 3D reconstructions, and interactive modules related to Islamic art and architecture.

Readings and Texts: Assign readings from textbooks, scholarly articles, and primary sources to provide students with a theoretical foundation. Encourage critical analysis and discussion of the readings in class.

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)-40% Presentation Mid Exam Field work Assignment	End Semester Examination (ESE)-60%

Required Reading:

Blair, S. S., & Bloom, J. M. (1994). *The Art and Architecture of Islam 1250-1800*. New Haven: Yale University Press.

El-Said, & Parman, A. (n.d.). *Islamic Art and Architecture*: The System of Geometric Design.

Hillenbrand, R. (1999). *Islamic Art and Architecture*. London: Thames and Hudson Ltd.

Recommended Reading:

Akkach, S. (2005). *Cosmology and Architecture in Premodern Islam: An Architectural Reading of Mystical Ideas*. Edited by Seyyed Hossein Nasr. Albany: State University of New York Press.

Behrens-Abouseif, D. (1997). The Lion-Gazelle Mosaic at Khirbat al-Mafjar. Muqarnas, 14, 11-18.

Flood, F. B., & Necipoglu, G. (n.d.). A Companion to Islamic Art and Architecture: From the Prophet to the Mongols. Retrieved from https://eprints.soas.ac.uk/19895/1/Patronage%20and%20the%20Idea%20of%20an%20Urban%20Bourgeoisie%20-%20Anna%20Contadini.pdf

Kornfeld, A. M. (n.d.). Introduction to Islamic Art & Architecture. Retrieved from https://academicworks.cuny.edu/cc_oers/63/

Level	3		
Semester	II		
Course Code	ICM 32233		
Course Title	Religion and Culture: Comparative Perspective		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- present the essential fundamental principles and practices of living religions in the world.
- understand the fundamentals and culture about all religions in the world.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the fundamentals of all major religions in the world
- identify the religions, which were created by Lord or by man
- understand the essential fundamental principles and practices of living religions in the world
- understand the reality of main religions
- understand the dialogues between main religions in the world
- identify the difference of living religions

Course Content:

1. Comparative Religions: An Introduction and Survey
    - The Qur'anic and Hadith Dialogue with Jews and Christians
    - Methodologies in comparative religion
        - Western
        - Islamic
2. World famous religions : History , Major Concepts & Culture
    - Eastern religions
        - Hinduism
        - Buddhism
    - Ibrahimic religions:
        - Judaism
        - Christianity
        - Islam
3. Religion, Violence & Peace
2. Dialogue between religions
        - Interfaith dialogue
        - Challenges and Opportunities
3. Islamic guideline with multi culture societies
4. Prominent scholars in comparative studies of religion
        - In Medieval period
        - In Modern world

Teaching /Learning Methods:

Interactive Lecture: The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.

Directed Discussion: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.

Direct Instruction: Teacher-centered approach where the instructor imparts knowledge and skills with clear explanations, demonstrations, and guided practice, ideal for introducing new concepts and foundational knowledge.

Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT)-40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE)-60%
Required Reading:	
Kedar Nath Tiwari. (1983). *Comparative Religion*. Delhi: Narendra Praksa Jain for Motilal Banarsidass. Muhammad Abdhullaah AlSharqawi. (2007). *In Comparative Religion-Research and Studies (Arabic).*	
Recommended Reading:	
அமீன், சி.எம்.ஏ. (2012). *இந்து, பௌத்தம் மற்றும் இஸ்லாம்- ஒரு ஒப்பீட்டாய்வு.* ரேஷ்மா பப்லிஷிங் ஹவுஸ் மஸாஹிர், எஸ்.எம்.எம் & அப்ரா, ஜி.ஜி.எம்.ஐ.எப். (2021).*பஞ்சசீலமும் இஸ்லாமும்.* ஆசிரியர் வெளியீடு ரஹ்மானி. (2010). *உலக சமயங்களும் இஸ்லாமும்.* மதுரை அஹத் வெளியீட்டகம்.	

Level-04
Semester-I

Level	4		
Semester	I		
Course Code	ICM 41243		
Course Title	Peace and Conflict Resolution in Islam		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours	Theory	Tutorial	Self-Learning
Breakdown	30	15	105

Course Aims:
This Course Aims to; - provide the students comprehend the mostly neglected topic of nonviolence and promoting peace in Islamic religion and Tradition. - encourage the use of nonviolent and peace-building tactics in resolving disagreements. - provide strong evidence for the existence of principles and values in the Qur'an, Hadith, and Islamic tradition
Intended Learning Outcomes:
At the end of this course, the student will be able to; - understand the foundational principles of peace within Islamic teachings, including the concept of peace and its significance in Islam. - Examine historical examples of conflict resolution and peacemaking efforts within the Islamic tradition, including the Prophet Muhammad's (peace be upon him) actions and teachings. - Develop skills in conflict analysis and resolution from an Islamic perspective, including techniques such as mediation, negotiation, and reconciliation. - Reflect on personal values and beliefs in relation to peace and conflict resolution, and consider how Islamic teachings can inform individual and collective actions for peace
Course Content:

1. World Religions and peace building
2. Islam and peace: Basic tenets on Peace building
3. Role of Islam in global peace building and harmony: in the light of Quran and traditions of Prophet (Peace be Upon Him)
4. Conflict and conflict resolution in Islam
5. Ethical approach to resolving disputes in Islamic tradition
6. An Islamic model of conflict resolution : principles and challenges
7. Peace education in Islam
8. Fiqh al tha'aayush (Co -existence) in Islam
9. Jihad: A multifaceted view
10. War and peace in Islam

Teaching /Learning Methods:

- Interactive Lecture
- Directed Discussion
- Presentation
- Debate

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)-40% Presentation Mid Exam Assignment Research	End Semester Examination (ESE)-60%

Require Reading:

Abu-Nimer, M. (2008). *Nonviolence and peace building in Islam: theory and practice.* Gainesville University Press of Florida.

Organization, I. I. C. (2002). *Peace, harmony and human values: Islamic perspective.* Singapore
Muslim Missionary Society Singapore.

Muhaiyaddeen, M. R. B. (2004). *Islam & world peace: explanations of a Sufi.* Philadelphia: The Fellowship Press.

Recommended Reading:

Abu-Nimer, M. (2001). *Reconciliation, Justice, and Coexistence: Theory & Practice*. Lanham, MD: Lexington Books.

Abu-Nimer, M. (2008). *A Framework for Nonviolence and Peace Building in Islam*. Singapore: Majlis Ugama Islam Singapore.

Abu-Nimer, M., Khoury, A., & Welty, E. (2007). *Unity in Diversity: Interfaith Dialogue in the Middle East*. Washington: United States Institute of Peace Press.

Huda, Q. U. (2010). *Crescent and Dove: Peace and Conflict Resolution in Islam*. Washington: United States Institute of Peace Press.

Khān, V. I. D. N., & Khanam, F. (2000). *Islam and Peace*. New Delhi: Goodword Books.

Kyl, M. (2003). *Islam and Its Quest for Peace: Jihad, Justice, and Education*. Washington: Council for Research in Values and Philosophy.

Pal, A. (2011). *"Islam" Means Peace: Understanding the Muslim Principle of Nonviolence Today*. Santa Barbara, CA: Praeger.

Zartman, I. W. (2007). *Peacemaking in International Conflict: Methods & Techniques*. Washington: United States Institute of Peace.

Level	4
Semester	I
Course Code	ICM 41253
Course Title	Social System in Islam

Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	30	90

Course Aims:

This Course Aims to;

- understand the foundational principles of social organization and interaction as outlined in Islamic teachings.
- explore the role of religion and spirituality in shaping social relationships, structures, and institutions within Muslim communities.
- analyze the ethical and moral values that underpin Islamic social norms and behaviors, such as justice, compassion, and accountability.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the foundational principles of social system in Islam.
- evaluate the historical development of roles of individuals, communities, family structures and gender roles within Islamic societies.
- discuss contemporary challenges and opportunities for social development within Islamic frameworks.
- apply Islamic principles to real-life social issues and dilemmas.

Course Content:

1. Introduction
2. The concepts of social justice (Adl) and Taqwa (piety) and their implications for social behavior
3. The roles and responsibilities of family members in Islam
4. Fundamental and human rights in Islamic social System
5. Islamic perspectives on equality and gender equity
6. Women's rights and responsibilities in Islam
7. Social Welfare and Charity in Islam (Zakat, Sadaqah, etc.)
8. Islamic ethical guidelines for interactions with neighbors, colleagues, and community
9. Solving contemporary social issues such as poverty, education, and healthcare based on Islamic principles.
10. The concept of social responsibility from Islamic perspective
11. The manner of socialization in Islam and its effects.
12. The impacts of Islamic attitude towards education on individuals and the society
13. The role of women in shaping the future of Islamic societies: Challenges and opportunities

Teaching /Learning Methods:

- Lectures and Discussions
- Group Activities
- Debates and Role-Playing
- Online Resources and Multimedia
- Interactive Workshops

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)- 40%	End Semester Examination (ESE)-60%
Presentation Mid Exam Assignment Quizzes	

Required Reading:

An-Nabhani, Taqiuddin. (2006). The Social System in Islam. Maktaba Islamiya Publications.

Recommended Reading:

Laluddin, H. (2014). *Conception of Society and Its Characteristics from an Islamic Perspective*. International Journal of Islamic Thought, 6, 12–25. https://doi.org/10.24035/ijit.6.2014.002

Maududi, S. A. A. (1997). *Social System of Islam. Lahore*: Islamic Publications

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Level	4		
Semester	I		
Course Code	ICM 41263		
Course Title	Contemporary Muslim World		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- understand the diversity and complexity of Muslim societies around the world, including their historical, cultural, political, and socio-economic dimensions.
- examine the impact of colonialism, imperialism, and globalization on the development and dynamics of Muslim-majority societies in the modern era.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the historical and cultural foundations of the contemporary Muslim world.
- analyze the political and economic systems of Muslim-majority countries.
- explore the role of Islam in contemporary society and politics.
- examine the impact of globalization and modernization on Muslim-majority societies.
- critically assess the challenges and opportunities facing the contemporary Muslim world.
- foster intercultural understanding and appreciation for the diversity within the Muslim world.

Course Content:

1. Introduction to the Muslim World
   - Defining the Muslim World
   - Historical Overview: From the Islamic Golden Age to Colonialism
   - Islamic Theology and Diversity within Islam
   - Geographical Distribution of Muslim-majority Countries
2. Political Systems and Governance
   - Types of Political Systems in Muslim-majority Countries
   - Case Studies of Muslim-majority Countries: Democracy, Authoritarianism, and Monarchy
   - The Role of Political Islam
   - Challenges to Political Stability
3. Economic Development and Globalization
   - Economic Models in Muslim-majority Countries
   - Oil and Resource Economies
   - Economic Challenges and Diversification Efforts
   - The Impact of Globalization on Muslim Economies
4. Culture, Society, and Identity
   - Cultural Diversity within the Muslim World
   - Gender Roles and Women's Rights
   - Youth and Pop Culture
   - Islamic Art and Architecture
5. Religion and Society
   - Islam in Daily Life
   - Religious Movements and Sectarianism
   - Interfaith Relations and Interactions with Other Religions
   - The Role of Religious Authorities
6. Contemporary Issues and Challenges
   - Conflict and Terrorism

- Migration and Refugees
- Environmental Challenges
- Human Rights and Civil Liberties

7. The Future of the Muslim World
   - Prospects for Change and Reform
   - The Role of Technology and Innovation
   - Emerging Trends in the Muslim World
   - Regional and Global Dynamics
8. Course Conclusion and Reflection
   - Student Presentations on Contemporary Muslim World Topics
   - Discussion of Key Takeaways and Insights
   - Implications for the Future
   - Assessment Methods:

Teaching /Learning Methods:

Interactive Lecture: The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.

Directed Discussion: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.

Direct Instruction: Teacher-centered approach where the instructor imparts knowledge and skills with clear explanations, demonstrations, and guided practice, ideal for introducing new concepts and foundational knowledge.

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)-40% Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE)-60%

Required Reading:

Ansary, T. (2009). *Destiny Disrupted: A History of the World Through Islamic Eyes*. Public Affairs.

Recommended Reading:

Armstrong, K. (2000). *Islam: A Short History*. Modern Library.

Aslan, R. (2005). *No God but God: The Origins, Evolution, and Future of Islam*. Random House.

Bulliet, W. (1994). *Islam: The View from the Edge*. Columbia University Press.

Level	4		
Semester	I		
Course Code	ICM 41273		
Course Title	International Relations in Islam		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	15	105

Course Aims:

This Course Aims to;

- understand the foundational principles of international relations within Islamic teachings.
- analyze the historical context and evolution of Islamic international relations, including the role of diplomacy, treaties, and alliances during the time of the Prophet Muhammad and subsequent Muslim empires.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- develop a deep understanding of the foundational principles of Islam as they relate to international relations.
- analyze and evaluate contemporary global issues, such as terrorism

and human rights through the lens of Islamic teachings and ethical considerations.
- examine the Islamic Approach to the pursuit of peace, unity, security and corporation.

Course Content:

1. Introduction to International Relations and its theories
2. Classical Empirical Approach in Siyar
3. Peace treaties between Islamic states and non-Muslim entities
4. Classical Islamic Approach to International Relations: A critical analysis
5. Islamic Viewpoint on War, Peace and Neutrality
6. Misinterpreted verses and Hadiths about violence
7. Islamic perspectives on peacebuilding and conflict resolution
8. The rights and responsibilities of non-Muslims in Muslim-majority states
9. Reflections of Some Qur'anic Text on Muslim-non-Muslim Relations
10. Islamic Perspectives on Human Rights and International Law
11. Humanitarian aid and disaster relief: Islamic perspectives
12. Selected Frameworks for Islamic International Relations in modern era (Isma'īl Rājī al-Fārūqī, Abdul Hamid Abu Sulayman, etc.)
13. Islamic organizations: OIC (Organization of Islamic Cooperation) and its role
14. Emerging trends in Islamic international relations

Teaching /Learning Methods:

- Interactive Lecture
- Discussions
- Group Activities
- Debates and Role-Playing
- Online Resources and Multimedia
- Interactive Workshops

Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT)-40%; Presentation Mid Exam Assignment Quizzes	End Semester Examination (ESE)-60%

Required Reading:

Abdelkader, D., Adiong, N., & Mauriello, R. (Eds.). (2016). *Islam and International Relations: Contributions to Theory and Practice*. Palgrave Macmillan.

Recommended Reading:

Adiong, N. M., Mauriello, R., & Abdelkader, D. (Eds.). (2020). *Islam in International Relations: Politics and Paradigms*. Routledge.

Arifin, Z., & Saliro, S. S. (2021). *Concepts and Basis of International Relations in Islamic Government Perspective*. Jurnal Syariah, 29(2), 233-256.

Bakir, A. (2022). *Islam and International Relations (IR): Why Is There No Islamic IR Theory?* Third World Quarterly, 44(1), 22-38. doi: 10.1080/01436597.2022.2121695

Level	4		
Semester	I		
Course Code	ICM 41283		
Course Title	Orientalism & Islamic Thought		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	15	105

Course Aims:

This Course Aims to;

- understand the historical development and evolution of Orientalism

as a field of study, including its origins in European colonial encounters with the East and its impact on Western perceptions of Islam and Islamic thought.
- analyze the key themes, methodologies, and assumptions of Orientalist scholarship, particularly as they relate to the study of Islamic civilization, culture, and intellectual traditions.

Intended Learning Outcomes:

At the end of this course, the student will be able to:
- define and critique the concept of orientalism.
- acquire research and analytical skills on selected topics.
- develop the ability to analyze different thoughts of scholars
- critically evaluate the views of orientalists comparing with basic scriptures of Islam and other sources.
- communicate effectively in discussion and in writing about matters related to orientalism.

Course Content:

1. Introduction to course and themes; what is orientalism
2. Emergence and development of orientalism
3. Goals and strategies of orientalists
4. Thoughts of orientalists on revelation (Wahy) and Holy Qur'an
5. Thoughts of orientalists on Al Hadith
6. Views of orientalists on biography of Muhammad (PBUH)
7. Thoughts of orientalists on Islamic history and civilization
8. Thoughts of orientalists on Shari'ah
9. Biased and unbiased orientalists and their works
10. Books, journals, conferences and institutions of orientalists
11. Impact of orientalist thoughts in the Muslim world
12. Orientalism in contemporary world

Teaching /Learning Methods:

- Descriptive, explanatory presentation of lecture
- Lecturer-student interactive session
- In-class presentation and collective discussion
- Conceptual mapping and research preparation
- Analytical approach of literature
- Critical review of thoughts/concepts

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)- 40%; Presentation Mid Exam Research Project Book Review	End Semester Examination (ESE)-60%

Required Reading:

Abdul Jalil Shalaby. (1982). *Radu Muftariyatin ala-l-Islam*. Kuwait: Darul al Kalam.

Ahmad Deede. (n.d.). *The Choice: Islam and Christianity* - Volume One.

Alfred Guillaume. (1931). *The Legacy of Islam*. Oxford University Press.

Ashker Aroos & Mazahir, S. M. M. (2014). *Islamic Shari'ah Law: Necessity and Possibility*. Colombo: Islamic Book House.

Ratib Murtuza, A. (2010). *Analysis of the Credibility of Hadith and Its Influence Among the Bangladesh Youth*. [Unpublished manuscript], BRAC University.

Said, E. (n.d.). Orientalism and the Production of Knowledge. Unpublished manuscript, University of Maryland.

Recommended Reading

Al-Sibaei, M. (n.d.). *Al-Ishthisraq wa al-Mushtashriqun*. Dar Al Warraq.

Arthur, J. (2000). *The Quest for the Historical Muhammad (PBUH)*. Prometheus Books.

Azami, M. M. (1977). *Studies in Hadith Methodologies and Literature*. Indiana: Islamic Teaching Center.
Azami, M. M., quoting Robinson (1975). *The Place of Hadith in Islam*. Maryland.
Bucaile, M. (1977). *The Bible, The Quran, and Science*.
Hammudah Abdu `l-Ātī. (n.d.). *Islam in Focus*. Lagos.
Mackenzie, J. M. (1995). *Orientalism: History, Theory, and Arts*. Manchester.
Margoliouth, D. S. (n.d.). *Muhammad (PBUH) and the Rise of Islam*.
Mazahir, S. M. M. (2014). *Polygamy: An Islamic Perspective*. Colombo: Meelpaarvai Media.
Muir, W. (n.d.). *The Life of Muhammad (PBUH)* (3rd ed.).
Shukri, M. A. M. (1993). *Hadith: Its History and Importance*. Beruwala: Naleemiah Bureau of Islamic Publications.
Spielberg, D. A. (1994). *Politics, Gender, and the Islamic Past: The Legacy of Aisha bint Abu-Bakr*. Columbia University Press.
Watt, M. (1961). *Muhammad Prophet and Statesman*. Oxford.
Watt, M. (1974). *Muhammad (PBUH) in Medina*.

Level	4		
Semester	I		
Course Code	ICM 41293		
Course Title	Islamic Economic Thought		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- provide an understanding of Islamic Economy by considering the implications of the application of Shariah law for the Economic and Financial System, an Overview of Islamic Economy by highlighting the different works of Muslim Scholars in the field.
- familiarize with the Economic Thought of Muslim Thinkers and Stress the Importance of Islamic worldview to Islamic Economics, Compare the Islamic Economic System with the Other System.

Intended Learning Outcomes:

At the end of the course students will be able to:

- understand the general principles, basic and philosophy of Islamic Economics and differ the basic principle between Islamic Economic and Others
- beware of the philosophy of Riba and the relation between Riba and Interest
- identify the principle concept and urgency of Zakath as well as public finance in Islamic Economics
- understand the Concept of assets, money, production and consumption in Islamic Economic in Islamic Finance
- identify the Islamic Wealth and Management System

Course Content:

1. Overview on Economics
   - Introduction
   - Concepts of Economic
2. Sources of Islamic economics
3. Contribution of early Muslim scholars to Islamic economics
   - Some Muslim Economist and their contributions
4. Islam and other economic systems (Capitalism and Communism)
   - Capitalism
   - Communism
   - Socialism
5. Consumption and Production in Islam
   - Consumption and production theory of other Economic

Systems
- Islamic view on Consumption and Production
- Advantages of Islamic Consumption

6. The Principle of Zakath
   - Zakath Collection
   - Zakath Distribution
   - Purpose of Collective Zakath
7. Distribution of income and wealth in Islam
   - Purposes of Distribution of wealth
   - Wealth Distribution in Capitalism
   - Wealth distribution in Socialism
   - Wealth distribution in Islam
8. Trade and business in Islam
   - Shariah Objectives in Trade
   - Principles of Trade
   - Condition for Business
   - Valid & invalid Trade
9. Welfare economics in Islam
   - Concepts of Welfare Economics in Islam
   - Advantages of Islamic Welfare Economics
10. The role of Islamic State
11. Concept of money in Islamic perspective
12. Baitul - Mal (Taxation in Islam)
    - Emergence and Growth of of Baitul-Mal
    - Purpose of Baitul- mal
    - Baitul- Mal and Current Muslim World

Teaching /Learning Methods:

Interactive Lecture: The expert presents subject matter while engaging students with questions, discussions, and activities, promoting two-way communication and multimedia use for better understanding.
Directed Discussion: Facilitated group discussions where the instructor guides students to explore specific topics, encouraging critical thinking, collaboration, and diverse perspectives.
Direct Instruction: Teacher-centered approach where the instructor imparts knowledge and skills with clear explanations, demonstrations, and guided practice, ideal for introducing new concepts and foundational knowledge.

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT)- 40%; Presentation Mid Exam Assignment Group Discussion	End Semester Examination (ESE)-60%

Required Reading:

Ahma, A., & Awan, K. R. (Eds.). (1992). *Lectures on Islamic Economics*. Saudi Arabia: IRTI, Islamic Development Bank.
Ahmad, K. (Ed.). (1981). *Studies in Islamic Economics*. UK: The Islamic Foundation.
Ajzal-Ur-Rahman. (1985). *Economic Doctrines of Islam*. Lahore: Islamic Publication Ltd.
Chapra, M. U. (2000). *The Future of Economics: An Islamic Perspective*. UK: The Islamic Foundation.
Kahf, M. (Ed.). *Lessons in Islamic Economics*. IRTI, Islamic Development Bank, Jeddah, Saudi Arabia.

Recommended Reading:

Al Qaradawi, Y. (2020). *Fiq Al Zakah - Volume 1: A Comparative Study of Zakah, Regulations, and Philosophy in the Light of Quran and Sunnah*. Amazon Digital Services.
Chapra, M. V. (1992). *Islam and the Economic Challenge*.
Jalaluddin, A. K. M. (1991). *The Role of Government in an Islamic Economy*. A. S. Morteen, Malaysia.
Mylehuddin, M. (1992). *Banking and Islamic Law*. International Islamic Publishers, Delhi.
Qureishi, A. I. (1991). *Islam and the Theory of Interest*.
Siddique, M. N. (n.d.). *Muslim Economic Thinking: Survey of Contemporary*

Literature. UK: Islamic Foundation.
Siddique. (1994). *Islam and the Economic Challenge*. Pakistan: Muhammad Ashraff.
Yusuf, S. M. (1990). *Economic Justice in Islam*. S. H. Muhammad Ashraff Publishers and Exporters.
Zaiuddin Ahamad. (1991). *Islam, Poverty, and Income Distribution*. London:

5.1.2 BAHons IN ISLAMIC BANKING & FINANCE

Level-01
Semester-I

Level	1		
Semester	I		
Course Code	IBM 11013		
Course Title	Fundamentals of Islamic Economics		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the principles, concepts, and framework of economics as it is practiced within the context of Islamic principles and values.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- provide the overview of economics and its significance in the business world.
- provide an understanding of the Islamic economy by considering the implications of Shari'ah law for the economic and financial systems.
- provide an overview of the Islamic economy by highlighting the different works of Muslim scholars in the field.
- compare the Islamic economic system with the other economic systems.
- explain how consumption and production are carried out in Islam.
- explore the income & wealth and its distribution towards social development.

Course Content:

1. Overview of Economics and its Significance
   - Definitions & importance
   - *Micro and macroeconomics*
   - *Fundamental Economic problems*
   - *Scarcity, needs & wants*
   - *Economy and free goods*
2. Economic Systems
   - Capitalism
   - Socialism
   - Mixed
3. Islamic Economics and Worldview
4. Contributions of earlier Muslim scholars to Islamic Economics
5. Islamic Business Ethics and Attitudes
   - Fairness
   - Justice
   - Equity
   - Prosperity
   - Market Behaviour
6. Production and Consumption in Islam
   - Renewable and non-renewable Sources
   - Factors of Production
7. Trade and business in Islam
   - Entrepreneurship in Islam
8. The Concept of Money (paper money) in Islam
9. Wealth Distribution & Social Security
   - *Zakat* and other obligations
   - Baithul maal & *Tabarru'*

10. Islamic Social Financial Institutions
Teaching /Learning Methods:
- Lectures - tutorials, - discussions - presentations - individual group assignments - quizzes
Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:
- Askari, H., Iqbal, Z. & Mirakhor, A. (2015). *Introduction to Islamic Economics: Theory and Applications*. Wiley & Sons Singapore Pte. Ltd. - Hassan, A. & Chaudhury, M.A. (2019). *Islamic Economics: Theory and Practice.* Routledge. ISBN: 9781138362437 - Binth Hafees (2018). *An Introduction to Islamic Economics (Tamil Translation)*. Fuzin Text: Dharga Town, Sri Lanka.
Recommended Reading:
- ISRA (2016). *Islamic Financial System: Principles & Operations (2nd Ed.),* International Shariah Research Academy for Islamic Finance (ISRA), Malaysia: Kuala Lumpur. *ISBN: 978-967-12220-1-0* - Muhamad Abduh (2019). *Foundation of Islamic Finance*. IIUM Press: International Islamic University Malaysia. - mjg;gj;J> l & rptNdruh[h> m. (2019). *nghUspaYf;F Xu; mwpKfk;-1*. ,yq;if: juQ;rp mr;rfk;> kfufk

Semester II

Level	1		
Semester	II		
Course Code	IBM 12023		
Course Title	Introduction to Islamic Banking & Finance		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aim:			
This course aims to; - provide students with a foundational understanding of the principles, concepts, and operations of the Islamic financial system. As well as this course aims to educate students about how Islamic finance differs from conventional finance and how it adheres to Islamic principles and values.			
Intended Learning Outcomes:			

At the end of this course, the student will be able to;

- identify the banking system in Islam
- explore how Islamic banking differs from the conventional interest-based banking system.
- familiarize with developments in global financial and capital markets concerning faith-based banking and finance.
- provide with an overview of Islamic finance law, regulations and aspects of the Islamic banking system.
- provide with an understanding of Islamic banking products and concepts.
- identify challenges Islamic banks face and add a new facet to the finance study.
- provide fundamental knowledge of takaful system.

Course Content:

1. Introduction to Islamic Banking and Financial System (IBF)

(Definition, Importance and Purpose of Islamic Banking and Finance)

2. Historical Background of Islamic Banking and Finance

(Emergence and Growth of IBF for last three decades)

3. Differences between Islamic and Conventional Financial systems

[Bay' (Trade) vs Riba (Usury/Interest]

4. Prohibitions in Islamic Finance

(Riba and its implications (injustice, exploitation, etc) Gharar, Qimar, Mysir and Hilah (Uncertainty, Gambling, Stratagems and other prohibited (Haram) activities)

5. Introduction to Islamic Financial Products
6. Partnership Based (Mudarabah, Musharakah) Sale Based (Murabaha, Salam and Istisna) Lease Based (Ijarah)
7. Introduction to Takaful
8. Introduction to Regulatory framework for IFIs.
9. Challenges Faced by IFIs

Teaching /Learning Methods:

- Lectures
- tutorials,
- discussions
- presentations
- individual group assignments
- quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Ayub, M. (2007). *Understanding of Islamic Finance*. West Sussex, England: John Wiley & Sons Ltd.
- Habib, S. F. (2018). *Fundamentals of Islamic Finance and Banking*. West Sussex, United Kingdom: John Wiley & Sons Ltd.
- Hassan, K., Shaikh, S. A., & Kayhan, S. (2020). *Introduction to Islamic Banking and Finance: An Economic Analysis*. Singapore: World Scientific Publishing Company.

Recommended Reading:

- Kettell, B. (2011). *Introduction to Islamic banking and finance*. West Sussex, United Kingdom: John Wiley & Sons Ltd.
- Sheikh, M. I. (2019). *Introduction to Islamic Finance & Banking*. India: Educreation Publishing.
- மஸாஹிர், S.M.M. & ஹில்மி, H.M.A. (2012). *இஸ்லாமிய வங்கி முறை: ஓர் அறிமுகம்*. கொழும்பு: மீள்பார்வை பப்ளிகேசன்.
- Omar, F. & Abdel Haq, M. (1996), *Islamic Banking: Theory, Practice and Challenges*. Karachi: Oxford University Press.

Level	1
Semester	II

Course Code	IBM 12032		
Course Title	Elementary Economics		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aim:

This course aims to;

- provide students with a foundational understanding of key economic concepts, principles, and theories. It serves as an introduction to the field of economics and lays the groundwork for more advanced studies in economics.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- provide the students with an elementary understanding of economics.
- explain the fundamental economic problems and economic organizational structures.
- know how demand and supply exist in the economics paradigm
- explain the economic theories such as choice and opportunity, production, and pricing.

Course Content:

1. Introduction to Economics
2. Fundamental & Economic Problems
3. Organizational Economic Structures
4. Demand and Supply
5. Choice and Opportunity
6. Production Possibility Curve
7. Introduction to Money & Monetary Policy
   (Types of money, Functions of money, Fiscal policy)

Teaching /Learning Methods:

- Lectures
- tutorials,
- discussions
- presentations
- Individual group assignments
- quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments	End Semester Examination (ESE) (60%)

Required Reading:

- John, P.G., & Lazear, E.P. (1996). *Microeconomic Theory*. USA: Richard D. Irwin Inc.
- Ahuja, H.L. (2017), *Modern Microeconomics: Theory and Application*, (19th Ed.). India: S. Chand Publishing.
- Ahuja, H.L. (2019), *Macroeconomic: Theory and Policy, (20th Ed.).* India: S. Chand Publishing,

Recommended Reading:

- Lipsey, R., & Harbury, C. (1992). *The Principles of Economics*. London: Oxford University Press
- டனி அதப்பத்து ரூ எம். சிவனேசராஜா. (2019). *பொருளியலுக்கு ஓர் அறிமுகம்-I*. இலங்கை: தரஞ்சி அச்சகம், மகரகம

Level 02
Semester I

Level	2		
Semester	I		
Course Code	IBM 21103		
Course Title	Islamic Jurisprudence (Usul al-Fiqh)		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- this course aims to provide students with a deep understanding of the foundational principles, methodologies, and concepts that underpin Islamic jurisprudence (Fiqh) as well as this course aims to provide a deep and comprehensive understanding of Islamic legal principles and the methodology used to derive Islamic laws from primary sources.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- to guide students toward a broad-based understanding of Islamic jurisprudence
- to provide students with the knowledge for the interpretation of al-Quran and al-Sunnah
- To enhance the student's skill in the application of Shari'ah rulings in Islamic commercial and financial transactions

Course Content:

1. Introduction to Fiqh and Uṣūl al-Fiqh
2. Primary Sources of Shariah
3. Secondary Sources of Shariah

(Ijma, Qiyas, Maslahah, 'Urf, Isthihsan, Isthishab, Sadd al-Dhariea etc.)

4. Differences (Ikhtilaf) of Opinion Among Scholars
5. Role of Ijtihad and Mujtahid in Islamic Banking and Finance
6. The concept of Islamic ruling (Al-hukm)
   a. The differentiation of Taklifi and Wadh'i rulings
   b. The categories of Taklifi rulings
   c. The categories of Wadh'i rulings
   d. The sovereignty of Allah (Al-Hakim)
   e. The human deed (Al-Mahkum Fih)
   f. The subject of ruling (Al-Mukallaf)
7. The theory of capacity (Al-Ahliyah)
   a. Categories of capacity
   b. Capacity in gaining rights
   c. Capacity in performing duties
8. Legal Maxims (Al-Qawaid Al-Fiqhiyyah) for Islamic Finance
   a. Introduction to Legal Maxims of Islamic Jurisprudence
   b. Importance, types and sources of Legal Maxims
   c. Normative Legal Maxims (Al-Qawâ'id Al-Kulliyyah Al-Kubrâ)
   d. Selected Legal Maxims and their application in Islamic Finance

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Abu Zahrah, M. (2003). *Usul al-Fiqh*. Kahirah: Dar al-Fikr al-Arabi al-Muasir
- Zaidan, A.K. (1965). *Usul al-Fiqh*. Baghdad: Maktabah al-Muthanna
- Zuhaili, Wahbah. (1968). *Usul al-Fiqh al-Islami*. Birut: dar al-Fikr

Recommended Reading:

- Al-baidhawi. (1968). *Minhaj al-Wusul Ila Ilm al-Usul*, Kahirah: Muhammad Ali Subaih.
- Hilal, A. T. (2020). Understanding Usul Al Fiqh (Principles of Islamic Jurispudence): Fahm Fi Usul Al Fiqh. (n.p.): CreateSpace Independent Publishing Platform.
- Al-Zarqa, Mustafa ibn Ahmad. (1959). *Madhal al-Fiqh al-Ámm*. Damshiq: Dar al-Nahdhah
- Zubairi, F. (2019). Introduction to Uṣūl Al-Fiqh. United States: Independently Published.
- Nyazee, I. A. K. (2016). Islamic Jurisprudence: Usul Al-Fiqh. Pakistan: CreateSpace Independent Publishing Platform.
- Kamali, M. H. (2003). Principles of Islamic Jurisprudence. United Kingdom: Islamic Texts Society.

Level	2		
Semester	I		
Course Code	IBM 21113		
Course Title	Financial Accounting		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the principles, concepts, and practices of financial accounting in the context of business and financial reporting.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the business environment and its relation to accounting process.
- explain the needs of the maintenance of financial records.
- explain the sources of information needed to record business transaction.
- discuss accounting equation, concepts and accounting principles.
- prepare daybooks, journals and statement of bank reconciliations and preparing manufacturing accounts.
- record transactions in the ledger accounts using theory base of accounting.

- manage errors in accounting and maintain control accounts.
- prepare a set of financial statements according to the standards, statutory requirements of the Acts related to business, banks and companies.

Course Content:

1. Introduction to Business & Accounting
2. Recording Business Transactions - Accounting equation and measuring profit
3. Recording Business Transactions – Practical/Traditional Base of Accounting
4. Manufacturing Accounts
5. Preparation of Financial Statements (Partnership and Companies)
6. Adjustments – Year End
7. Depreciations
8. Errors Management
9. Bank Reconciliation Statement
10. Internal Control Systems

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- CMA Study text, Technician Stage, Financial Accounting Fundamentals.
- Frank Wood. (2005). *Business Accounting, 11th edition*. Pearson Higher Education.

Recommended Reading:

- Marriott, P., Edwards, J.R., & Mellett, H.. (2002). *Introduction to Accounting, 3rd edition*. New Delhi: SAGE Publications.

Level	2		
Semester	I		
Course Code	IBM 21123		
Course Title	Business Economics		
Credit	3		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:
This course aims to; - provide undergraduate students with knowledge in decision-making, supported by economic principles and best practices in business.
Intended Learning Outcomes:
At the end of this course, the student will be able to; - discuss and apply fundamental economic principles to real-world business situations. - analyse individual markets, including market structures and their implications for pricing, production, and profitability. - examine the impact of government policies, regulations, and taxation on business operations and strategy. - identify economic problems, gather relevant data, and use economic analysis to make informed business decisions.
Course Content:
1. Introduction to Business Economics 2. Theories of Consumer Behaviour *(Ordinal, Cardinal, and Revealed Preference)* 3. Demand Forecasting 4. Pricing Policies 5. The Analysis of Production Function: *(ISO – Quant Product Curve; Cobb- Douglas)* 6. Production Function
Teaching /Learning Methods:
- Lectures - Tutorials - Group discussions - Presentations - Individual & group assignments - Quizzes
Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:
- Begg, D., Vernasca, G., Fischer, S., Dornbusch, R. (2014). *Economics*. United Kingdom: McGraw-Hill Education. - Delaney, R. (2008). *Understanding Economics (6th Edition).* UK: Edco - Ahuja, H.L. (2006). *Advanced Economic Theory and policy.* New Dilhi: S. Chand Publication.
Recommended Reading:
- Gould, J. P., Lazear, E. P. (1996). *Microeconomic Theory*. USA: Richard D. Irwin Inc. - Varian, H. R. (1999). *Intermediate microeconomics, 5th edition.* London: W.W Norton & Company. - Bumas, L. O. (2015). *Intermediate Microeconomics: Neoclassical and Factually-oriented Models.* United Kingdom: Taylor & Francis. - Lipsey, R. G., Harbury, C. (1992). *First Principles of Economics*. United Kingdom: Oxford University Press. - Pappas, J. L., Hirschey, M. (1996). *Managerial economics* (8th ed.). Fort Worth, TX: The Dryden Press. - Samuelson, W. F., & Marks, S. G. (2010). *Managerial economics* (6th ed.). Hoboken, NJ: John Wiley & Sons. - Shugart, W. F., II, Chappell, W. F., & Cottle, R. L. (1994). *Modern managerial economics: Economic theory for business decisions*. Cincinnati, OH: South-Western Publishing Company.

Semester II

Level	2		
Semester	II		
Course Code	IBM 22133		
Course Title	Islamic Law of Contract and Business Transactions		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the principles and rules governing contractual relationships and transactions in Islamic jurisprudence (Fiqh). This course focuses on the legal and ethical aspects of contracts and transactions in Islam, offering insights into how Islamic law regulates business and financial dealings.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- discuss all expectations of Islamic Civil Law
- practice the rules and regulations in the life
- learn further the legislative value of Islamic Civil Law and capability of meeting the needs of nations
- realize the importance of Ijthihad

Course Content:

1. Introduction to the Commercial law of Islam
2. Wealth & Ownership
3. General Theory of Contract
   a. *Types of contracts (valid, voidable (Fasid), void (Baathil))*
   b. *Promise and types of promise*
4. Fundamental Prohibitions in Transactions *(Riba, Gharar and Maysir)*
5. Loan (Qard)
6. Security Contracts
   a. *Daman, Kafalah*
   b. *Pledge, Mortgage*
7. Gratitude Contract
   a. *Hibah, Hadiyyah, Sadaqah*
   b. *Waqf Wasiyyah*
8. Maqasid al-Shari'ah in Islamic Finance
   a. *Introduction and an Overview*
   b. *The Roles of Maqasid al-Shari'ah in Islamic Finance*
9. Maṣlaḥah in Islamic Finance *(Classifications, Parameters and Principles)*

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Milani, S. F. H., & Hegedüs, A. (2021). *Islamic Commercial Law*. United Kingdom: Islam in English Press.
- Reda, M.H. (2017). *Islamic Commercial Law: Contemporariness, Normativeness and Competence.* Netherlands: Brill.
- Saleem, M. Y. (2012). *Islamic Commercial Law*. Germany: Wiley.

Recommended Reading:

- Razali, H. N. (2009). *Islamic Law on Commercial Transactions*. Malaysia: Cert Publications.
- Ridhwan, M.A. (2016). *Islamic Commercial Law (Fiqh Muamalat): Theory and Application of Selected Contracts.* Malaysia: USIM Press.
- Haji Hassan, A. A. (2007). *Sales and Contracts in Early Islamic Commercial Law.* Pakistan: Other Press.
- Said Sabiq. *Fiqhussunnah*. Part-III, Delhi: KutubKhana.
- Hussain Hamid Hassan. (1997). *An Introduction to the Study of Islamic Law*. Islamabad: International Islamic University.
- ஜெஸீல், M.I.M & றிபாஸ், A.H. (2016). *இஸ்லாமியக் கடன்: கோட்பாடும் நடைமுறையும்*. இஸ்லாமிய கற்கைகள் துறை, இலங்கை தென்கிழக்குப் பல்கலைக்கழகம், ஒலுவில்.
- Usmani, M. M. T. (2021). *An Introduction to Islamic Finance*. Netherlands: Brill.
- Tyser, C.R., (nd.). *The Mejelle*. Lahore: The book house
- Ayub, M. (2007). *Understanding of Islamic Finance*. West Sussex, England: John Wiley & Sons Ltd.

Level	2
Semester	II

Course Code	IBM 22143		
Course Title	Banking Operations		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the various functions, processes, and activities that take place within a bank. This course covers the operational aspects of banking, emphasizing the practical knowledge and skills required to efficiently manage and oversee the daily operations of a bank.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- describe the organizational structure of banks and their regulations.
- analyse bank performance, and evaluate credit policy to manage loans in commercial banks.
- explain how to manage non-interest income & expenses and assets and liabilities management.
- explain risk management in banks.
- explain to manage the working capital in banks.
- explain capital adequacy of banks.

Course Content:

1. Overview of banking operations
2. Banking regulations
3. Credit policy and evaluating a commercial loan request
4. Analysing bank performance
5. Non-performing loan management
6. Managing non-interest income & non-interest expenses in the bank
7. Assets and liabilities management in the bank
8. Liquidity management in the bank
9. Risk management in the bank
10. Capital adequacy of banks

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Koch, T. W., MacDonald, S. S. (2014). *Management of Banking, 6th Ed, (Chapters – 1 / 2 / 4).* India: Cengage Learning India Private Ltd.
- Koch, T. W. (1988). *Bank Management. (Chapters – 1 / 3 / 4 / 5 / 8 / 9 / 14).* United Kingdom: Dryden Press.
- Sundararajan, V., & Balino, T.J.T. (1991). *Banking Crises: Cases and Issues*. International Monetary Fund.

Recommended Reading:

- Seylan Bank PLC. (2009). *The Case Study, A Closer Look at the Extraordinary Efforts that Restored Financial Stability to Seylan Bank.*
- Wernz, J. (2020). *Bank Management and Control: Strategy, Pricing, Capital and Risk Management.* Germany: Springer International Publishing.
- Rose, P. S., Hudgins, S. C. (2013). *Bank Management & Financial Services*. United Kingdom: McGraw-Hill.
- Gaurang, V., Sharad, K., Upendra, R.S., & Satish, P. (2010), *General Bank Management, 4th edition (or later). Indian Institute of Banking & Finance.* Macmillan Publishers India Limited.
- Suresh, P., Paul, J. (2014). *Management of Banking and Financial Services*. India: Pearson Education India.

Level	2		
Semester	II		
Course Code	IBM 22153		
Course Title	Customer Relationship Management		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the strategies, tools, and practices used by businesses to build and maintain strong and mutually beneficial relationships with their customers. It is a critical component of modern business management, focusing on enhancing customer satisfaction, loyalty, and retention.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate the concepts in the customer relationship management and its application in practice.
- identify different types of CRM such as strategic, operational and analytic.
- obtain knowledge about the CRM as a core business strategy in organizations.
- apply CRM concepts the managerial perspective in the present business scenario.

Course Content:

1. Introduction to CRM
2. Understanding relationships
3. Management of customer acquisition
4. Managing customer retention
5. Customer portfolio management
6. Managing customer experienced value
7. Customer experience
8. Operational CRM
9. Developing and managing customer-related databases
10. Using customer-related data
11. Realizing the benefits of CRM

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Buttle F. & Maklan S. (2019). *Customer Relationship Management: Concepts and Technologies (4th Ed.)*. London: Taylor & Francis.
- Mallika, M. (2016). *Customer Relationship Management*. India: Vikas Publishing House.

Recommended Reading:

- Mohamed, H., Mohamed, H. P., Sagadevan, A. (2009). *Customer Relationship Management: A Step.* India: Vikas Publishing House Pvt Limited.
- Raab, G., Ajami, R. A., Goddard, G. J. (2016). *Customer Relationship Management: A Global Perspective*. United Kingdom: Taylor & Francis.

Level 03
Semester I

Level	3		
Semester	I		
Course Code	IBM 31163		
Course Title	Islamic Banking Products and Services		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the unique financial products and services offered by Islamic banks. This course focuses on the principles, structures, and practices of Islamic financial products and services.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Identify the characteristics of classical modes of finance
- Identify the modern application of modes of finance
- Apply suitable modes of finance according to customers' expectations without violating Sharia rules.
- Apply various types of transactions to their daily business activities
- Apply Islamic transactions as alternatives to current business practices
- To familiarise the students with the practices of the Islamic finance industry at present (by participating in educational field trips organized by the department/faculty)

Course Content:

1. Musharakah

(Concept, Rules, Nature of Capital, Management, Termination, Financing Modes, AAOIFI Sharia Standards)

2. Diminishing Musharakah

(Concept, Rules, Termination)

3. Mudarabah

(Concept, Distribution of Profit, Termination, Financing Modes, AAOIFI Sharia Standards)

4. Murabaha

(Concept, Basic rules of sale, Rules for deferred sales, Financing modes, Cash/credit sale pricing, Use of benchmarks, promise to purchase, Collateral, Cost calculation (Musawama), Payment default, AAOIFI Sharia Standards)

5. Ijarah

Concept, Basic Rules, Determination of rental, Financing modes, Leasing, Commencement, Expenses, Loss of asset, Variable rentals, Penalty on delays, Termination, Insurance, Residual value, AAOIFI Sharia Standards)

6. Salam

(Concept, Conditions, Financing modes, Parallel Salam, AAOIFI Sharia Standards)

7. Istisna

(Concept, Time of Delivery, Financing modes, AAOIFI Sharia Standards)

8. Wadeeah

(Concept, Rules, Types)

9. Wakalah

(Concept, Rules, Types)
10. Field Trip

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Qureshi, F. A. (2020). *Concepts Of Islamic Banking & Finance in The Light of Quran & Sunnah.* USA: Lulu Press.
- Zulkhibri, M., & AbdulManap, T. A. (2019). *Islamic Finance, Risk-Sharing and Macroeconomic Stability.* Switzerland: palgrave macmillan.
- Taqi Usmani, M. M. (2021). *An Introduction to Islamic Finance*. Netherlands: Brill.

Recommended Reading:

- Ibn al-Naqīb, A. I. L. (1997). *Reliance of the Traveller: The Classic Manual of Islamic Sacred Law 'Umdat Al-salik.* United States: Amana Publications.
- Abu Zakaria Yahya Ibn Sharif En Nawawi. (2019). *Minhaj Et Talibin: A Manual of Muhammadan Law, according to the School of Shafii.* India: Alpha Editions.
- மஸாஹிர் SMM, ஹில்மி HMA, (2012), *இஸ்லாமிய வங்கிமுறை ஓர் அறிமுகம், மீள்பார்வை பப்ளிகேசன்.*
- Ayub, M. (2007). *Understanding Islamic Finance.* United States: John Wiley & Sons, Inc. Wiley Publications.
- El-Gamal, M. A. (2009). *Islamic Finance: Law, Economics, and Practice.* Brazil: Cambridge University Press.
- Iqbal Siddiqi, M. (1986). *Model of an Islamic Bank.* Lahore, Pakistan: Kazi Publications.

Level	3		
Semester	I		
Course Code	IBM 31173		
Course Title	Trading in Islamic Commercial Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a deep understanding of the principles and rules governing trade and commerce in accordance with Islamic teachings. It explores the ethical and legal framework for conducting business transactions while adhering to Islamic jurisprudence (Fiqh) and Sharia principles.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate the knowledge of various juristic opinions on a commercial transaction.
- differentiate the sale transactions based on their philosophy and characteristics.
- know the basic pillars of the trading contracts which are in the Islamic financial markets.

Course Content:

1. Exchange Based Contract

(Sale and Types of Sale)

2. Khiyar and Majlisul Aqd
3. Monopoly and price control
4. Bay Ul-Urboon and Hamish Jiddiyya
5. Bay As-Sarf
6. Bay Ud-Dayn
7. Juaalah
8. Hawala
9. Bankruptcy (Taflis)
10. Bai at-Tawarruq
11. Bai al- Inah
12. Field Trip

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments	End Semester Examination (ESE) (60%)
- Class Activity	

Required Reading:

- Ali, M., & Zada, N. (2019). *The Islamic Finance Trading Framework Legitimizing Profit Making*. Switzerland: Palgrave Pvt.
- Hayat, U., & Malik, A. (2014). *Islamic Finance: Ethics, concepts, practice*. United States: CFA Institute Research Foundation L2014-3.
- Wahbah Al-Zuhaili. (1987). *Al-Fiqh al-Islami Wa Adillatuh, vol: 4&5*, Damascus, Syria: Dar al-Fikr

Recommended Reading:

- Milani, S. F. H., & Hegedüs, A. (2021). *Islamic Commercial Law*. United Kingdom: Islam in English Press.
- H Reda, M. (2017). *Islamic Commercial Law: Contemporariness, Normativeness and Competence.* Netherlands: Brill.
- *AAOIFI Shariah Standards*, ISBN 99901-23-06-3
- Al-Khafif, Ali (2008), *Ahkam al-Muamalat al-Shar'iyah*, Cairo: Dar al-Fikr al-Arabi
- Abdullah Alwi, H.H. (1986). *Sales and Contracts in Early Islamic Commercial Law.* Islamabad: Research Institute.
- Ayub, M. (2007). *Understanding Islamic Finance.* United States: John Wiley & Sons, Inc. Wiley Publications.
- Sayyed Sabik. (1995). *FiqhusSunnah, Vol-3.* Delhi: Kuthub Khanah Ishath Islam.

Level	3
Semester	1
Course Code	IBM 31183
Course Title	Financial Management
Credit	3
Core/Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of financial principles, practices, and tools that are essential for effective financial decision-making within organizations. This course delves into the core concepts and techniques used by financial managers to optimize an organization's financial resources, maximize shareholder value, and achieve its financial goals.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the background of financial environment, and financial decision-making process.
- calculate and Interpret time value of money, valuation of securities, cost of capital, and then risk & return of securities.
- interpret the decision regarding capital budgeting decision and capital structure decision.
- explain working capital management, and dividend policy of organization.

Course Content:

1. An Overview of Financial Management
2. Time Value of Money
3. Risk and Return: The Basics
4. Valuation of Securities
5. The Cost of Capital
6. The Basics of Capital Budgeting
7. Operating and Financial Leverage
8. Capital Structure Decision: The Basics
9. Dividend Policy
10. Working Capital Management

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Brigham, E. F., Ehrhardt, M. C. (2017). *Financial Management: Theory & Practice.* United States: Cengage Learning.

Recommended Reading:

- Pandey, I. M. (2015). *Financial Management*. India: Vikas Publishing House Pvt Limited.

Level	3
Semester	I
Course Code	IBM 31193
Course Title	Legal Aspects in Banking
Credit	3
Core/Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the dynamics, principles, and practices involved in managing and maintaining effective relationships between banks and their customers.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- know the parties called a banker and a customer and their relationship in their dealings.
- demonstrate a strong technical knowledge and understanding of the legal and practical requirements of banker-customer relationships.
- apply various negotiable instruments such as cheques, Bills of Exchange, and Promissory notes in banking practice.
- study the legal issues in banker-customer relationships in related to the banking practice.

Course Content:

1. Bank structure and functions of commercial banks.
2. Banker and Customer:
   a. *Meaning of Banker and Customer - Statutory, Courts*
   b. Duties of Banker & Banker's rights
   c. Duties of Customer & Customer's rights
3. Offer and Acceptance
   (Definition, Termination of an Offer, Definition of Acceptance, Consideration, and invitation to treat)
4. Opening of Account and its types
   a. Eligibility: Major & minor account
   b. Documents: Identification, Forms, Slips, certificates,
   c. Types: current/savings/deposit
5. Credit and loans in financial institutions
   a. Loan administration in Banks
   b. Classification of loans
   c. Pawn broking/ gold safekeeping
6. Conduct of Accounts.
   a. Secrecy: - confidential relationship, disclosure under law, disclosure in public interest, disclosure in interest of bank
   b. Death
   c. Closing
   d. Countermand of payment: - authority, time limits, information
   e. Powers of attorney: - definition, contents, authority, revocation
   f. Statements: - errors, practical consideration
   g. Lien and Right to Set off: - definition, automatic right, current/loan accounts
   h. Online banking/e-banking
7. Negotiable Instruments and Quasi Negotiable Instruments
   (Meaning of negotiability, Attributes, Order/bearer instruments, Forged signatures, Holder in due course, Bill of Exchange, Promissory Note)
8. Cheques
   (Definition, stale/overdue/undated/post-dated cheque, wrongful dishonour, crossings, alterations, endorsements, rights of paying/collecting banker on cheques, payment of cheques, negligence of collecting banker, stop payments, non-transferable cheques)
9. Exposure visit to a Bank

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%);	End Semester Examination (ESE) (60%)
- Mid-term exams	

- Presentations, - Assignments - Class Activity	

Required Reading:
- Central Bank of Sri Lanka. *Banking Act No. 30 of 1988 & Bills of Exchange Ordinance* - Weerasooriya, W. S. (1988). *The Financial System, Banking, and Cheque Law in Sri Lanka.* Institute of Bankers of Sri Lanka. - Rajapaksha, W. (2001). *Practice and Law of Banking.* Published by author.
Recommended Reading:
- Holden, J. M. (1994). *The Law and Practice of Banking*. Pitman Publishing - Sarma, V. N. (2011). *Banking and Financial Systems*. Cambridge University Press: India. - *Principles and Practices of Banking*. Macmillan Publishers (India) Ltd. (2005). - Khubchandani, B. S. *Practice & Law of Banking*. Macmillan Publishers (India) Ltd.

Semester II

Level	3		
Semester	II		
Course Code	IBM 32203		
Course Title	Audit in Islamic Banking		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours	Theory	Practical	Independent Learning
Breakdown	30	15	105

Course Aim:
This course aims to; - provide students with a comprehensive understanding of the audit principles, practices, and challenges specific to the Islamic banking and finance industry. The primary goal is to equip participants with the knowledge and skills required to conduct effective audits in compliance with Islamic finance principles and regulations.
Intended Learning Outcomes:
At the end of this course, the student will be able to; - discuss the fundamentals of auditing and assurance, differentiating between external (statutory) and internal audits. - demonstrate knowledge of the ethical principles guiding auditors' conduct, including the rights and duties of auditors and the importance of appointment and engagement letters. - analyze and apply the concepts of audit planning and risk assessment. - assess and apply various techniques for gathering audit evidence, evaluating its reliability, and utilizing working papers effectively. - comprehend the purpose and components of different types of audit reports, and effectively communicate audit findings to management.
Course Content:
1. Introduction to Auditing and Assurance a. The external or statutory audit b. Internal Audit 2. Audit Engagement and Professional Ethics a. Appointment of external auditors b. Rights and duties of an auditor c. The fundamental ethical principles d. Engagement Letters 3. Audit Planning and Risk Assessment a. Audit planning

b. Understanding the client and its environment
c. Assessing inherent and control risks
d. Assessing audit risk and determining materiality levels
e. Evaluating client internal controls and fraud risk

4. Audit Evidence
   a. Types of audit evidence
   b. Gathering audit evidence using various techniques
   c. Evaluating the reliability of audit evidence
   d. Working papers
   e. Reliance on the work of third parties
5. Audit Reporting and Communication
   a. Purpose of audit reports
   b. Components of an audit report
   c. Types of audit reports
   d. Reporting to management and those charged with governance
   e. Communication with other auditors and stakeholders
6. Auditing in Islamic Financial Institutions
   a. Importance of Audit
   b. Audit Opinion
7. Shariah Audit
   a. Internal shariah audit
   b. Functions of Internal shariah audit
   c. External shariah audit
8. Shariah Auditor
   a. Qualifications and characters
   b. Role and responsibilities
9. Field Trip

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Arens, A. A., Elder, R. J., Beasley, M. S., Hogan, C. (2016). *Auditing and Assurance Services. United Kingdom:* Pearson.
- Millichamp, A. H., Taylor, J. R. (2008). *Auditing*. Brazil: South-Western/Cengage.
- ACCA Audit and Assurance: Study Text. (2019). *United Kingdom*: BPP Learning Media.

Recommended Reading:

- Billah, M. M. (2021). *Accounting and Auditing Standards for Islamic Financial Institutions.* United Kingdom: Taylor & Francis.
- Shahzad, M. A. (2020). *Competency of Sharī'ah Auditor in Islamic Banking and Finance Industry of Pakistan: Challenges and Pragmatic Solution.* (n.p.): SSRN.
- S. A. M. S. (2007). *A Mini Guide to Shari'ah Audit for Islamic Financial Institutions - A Primer.* Malaysia: Cert Publications.

Level	3
Semester	II
Course Code	IBM 32213
Course Title	International Trade
Credit	3
Core/Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students or professionals with a comprehensive understanding of the principles, practices, and challenges related to global trade and commerce. The primary goal is to equip participants with the knowledge and skills required to engage in international trade, whether as exporters, importers, business professionals, or policymakers.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the terminology used in international trade and be aware of the content and use of documents.
- describe the features and benefits of services provided by banks.
- explain the way in which international trade is undertaken, settled and financed.
- explain the international payment systems that are in place and the regulations and procedures adopted.
- explain the trade restrictions and new protectionism.
- explain exchange rate determination and international trade agreements.

Course Content:

1. Introduction to International Trade Theory and Policy.
2. Trade Documents and Uniform Practices in International Trade.
3. Export & Import Procedures.
4. Methods of Settlement of Payment and Export Finance.
5. Custom Bond Division / Bonding Procedures.
6. Trade Restrictions: Tariffs
7. Trade Restrictions: Non-Tariffs Barriers.
8. Balance of Payment.
9. Foreign Exchange Market and Exchange Rate Determination.
10. International Trade Agreements and Standards.
11. Islamic LC for international Trade
12. Islamic trust receipt
13. Islamic accepted bills
14. Islamic bank guarantee
15. Field Trip

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Giancarlo, G. (2014). *International Trade Theory and Policy, 2nd Ed*. Springer Texts in Business and Economics.
- *BPP Trade Finance, Payment and Services*: Study Text (BPP Publishing).
- Cox, D. (1990). *Trade Finance: Payments and Services.* United Kingdom: Northwick.

Recommended Reading:

- Salvatore, D. (2014). *International Economics: Trade and Finance.* India: Wiley India Pvt. Limited.
- TIOB. (2003). *International Trade Finance*, Color Print, Dares Salaam.

- Watson, A. (1989). *Finance of International Trade*. United Kingdom: Bankers Books.
- *Islamic Trade and Export-Import Laws and Regulations Handbook.* (2013). United States: International Business Publications, USA.
- Mohammed, A. I. (2021). *Islamonomics: Islamic Finance, Trade and the Global Muslim Market*. United Kingdom: Garnet Publishing.

Level	3		
Semester	II		
Course Code	IBM 32223		
Course Title	Islamic Business Ethics and Corporate Governance for IFIs		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students or professionals with a comprehensive understanding of the ethical principles and governance practices specific to IFIs, which operate in accordance with Islamic finance principles. The course is designed to prepare individuals for roles within IFIs and related industries where ethical conduct and sound governance are crucial.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- discussing the ethical principles and values in Islam and their application in the business context.
- discuss theoretical and practical key basic principles of corporate and Shari'ah governance.
- discuss the diverse practices and the different models of corporate and Shari'ah governance.
- discuss the framework of the available guidelines and governance standards on corporate and Shari'ah governance such as the AAOIFI Governance Standards and the IFSB Guiding Principles on Shari'ah Governance System.
- analyse any issues pertinent to corporate and Shari'ah governance.
- critically examine and provide solutions on any issues of corporate and Shari'ah governance.

Course Content:

1. Islamic Ethical System
2. Islamic Business Ethics and Norms

(fairness, justice, equity, prosperity, and development……)

3. Unethical Business Transactions
4. Islamic perspective of social responsibility of organizations
5. Corporate Governance
    - Theories of Corporate Governance
    - Corporate Governance from the Islamic Perspective
    - Role of Corporate Governance in Islamic Financial Institutions
    - Development of Corporate Governance in Islamic Financial Institutions
    - Comparison Between Western and Islamic Perspectives of Corporate Governance
    - Corporate Governance Framework in Islamic Financial Institutions
    - Corporate Governance Issues

6. Shari'ah Governance
    - Conceptual Framework of a Shari'ah Governance System
    - Functions of a Shari'ah Governance System
    - Institutionalisation of a Shari'ah Board
    - Role of a Shari'ah Board
    - International Standard-setting Agencies
    - Shari'ah Governance Process
    - Shari'ah Governance Issues
7. Field Trip

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Hussain, M. Q. (2020). Business Ethics in Islam. UK: Routledge.
- Abbas, J. A. (2014). Business Ethics in Islam. UK: Edward Elgar Publishing Ltd.
- Chandra, K. R., & Prabath, K. R. (2015). Business Ethics (For B. Com, BBA, BBM, and BMS). Vikas Publishing House.

Recommended Reading:

- Mushtaq, A. (2009). Business Ethics in Islam. India: Kitab Bhavan, Delhi.
- Beekun, R. I. (2001). Islamic Business Ethics. Nigeria: International Institute of Islamic Thought, Nigeria Office.
- AAOIFI. (2003). Accounting Standard, Accounting & Auditing Organization for Islamic Financial Institutions. Bahrain.
- IFSB. (2005). Guiding Principles on Corporate Governance for Institutions (Other than Insurance Institutions offering only Islamic Financial Services. Kuala Lumpur
- Archer, S. & Abdel Karim, R.A. (2007). Specific Corporate Governance in Islamic Banks. In Archer, S. and Abdel Karim, R.A., Islamic Finance: The Regulatory Challenge. John Wiley and Sons (Asia) Ltd. Singapore
- Chapra, M. U. & Habib, A. (2002). Corporate Governance in Islamic Financial Institutions. Occasional Paper No. 6 IRTI, Jeddah
- EIRIS. (2001). Guide to Ethical Banking. Ethical Investment Research Service. London.

Level	3		
Semester	II		
Course Code	IBM 32233		
Course Title	Takaful		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the principles, concepts, and practices of Islamic insurance within the

framework of Islamic finance and Sharia compliance. This course focuses on the ethical and legal aspects of insurance from an Islamic perspective.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- discuss the risk, its management, and the concept of social security
- explain the concept of Insurance and takaful and their policies.
- differentiate various types and models of general, family takaful as well as re-takaful which is offered by the practitioners.
- explore the current practices of the takaful industry and its challenges in the Sri Lankan financial industry (by participating in educational field trips organized by the Unit/Department) to make the students understand the Islamic Concept of social security
- to understand the concept of Takaful with a Comparative Study of Islamic Insurance and other Insurance Policies
- to understand various models of general as well as family takaful
- to familiarise the students with the practices of Islamic finance industry at present (by participating in educational field trips organized by the department/faculty).

Course Content:

1. Risk, Risk management and social security
2. Introduction to Insurance
3. Origin and Nature of Insurance
4. Principles of Insurance
5. Islamic Perspective on Contract of Insurance

(Current insurance contracts, its arguments)

6. The concept of Takaful
7. Shariah Basis of Takaful
8. Origin and Development of Takaful
9. Takaful Products:

(Types: General and Family)

(Takaful Models and Operations: Mudharabah, Wakalah, Waqf, Hybrid..)

10. Re Takaful and Banca Takaful

(Types and Models, Re-takaful companies, and issues)

11. Takaful Industry in Sri Lanka

(Takaful regulator, Takaful market, Takaful operators, Takaful products)

12. Issues in Takaful
13. Field Trip

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Billah, M.M. (2003). *Islamic and Modern Insurance: Principles and Practices*, Salangor, Malaysia: Ilmiyyah Publishers
- INCEIF (2012). *Takaful: Realities and challenges*. Malaysia: Pearson Malaysia Sdn Bhd, Selangor Dharul Ehsan.
- ISRA (2016). *Islamic Finacial System- Principles & Operations (2nd Ed.),* International Shariah Research Academy for Islamic Finance (ISRA), Malaysia: Kuala Lumpur.

Recommended Reading:

- Engku Ali, E. R. A., & Hassan Scott, P. O. (2008). *Essential Guide to Takaful (Islamic Insurance)*. Kuala Lumpur, Malaysia: CERT publication Sdn Bhd.
- Fadzli Yusuf, M., Wan Ismail, W.Z., & Mohamed Naaim, A. K. (2011). *Fundamentals of Takaful*. Kuala Lumpur, Malaysia: IBFIM.
- Lahsasna, A. (2016). *Risk and Takaful planning*. IBFIM: Kuala Lumpur Malaysia.
- Hafiz Ali Hassan (2019). Takaful models: Origin, Progression and Future. *Journal of Islamic marketing*, Emerald Publishing Limited: 1759-0833. DOI 10.1108/JIMA-04-2018-0078
- Sherif, M., Hussain, S. (2017). Family takaful in developing countries: the case of middle east and north Africa (MENA). *International Journal of Islamic and Middle Eastern Finance Management, 10*(3), 371-399.
- Htay, S. N. N., Hamat, M., Ismail, W. Z. W. & Salman, S. A. (2014). Retakaful (Islamic Reinsurance): Hitorical, Shariah and Operational Perspectives. *World Applied Sciences Journal, 30*, 185-190.

Level 04
Semester I

Level	4		
Semester	I		
Course Code	IBM 41243		
Course Title	Islamic Capital Market		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of how Islamic financial principles are applied in the context of capital markets. This course covers Islamic financial markets including money market, bond and sukuk markets, stock market, foreign exchange market, derivatives markets and commodities market.

Intended Learning Outcomes:
At the end of this course, the student will be able to; - discussing of wealth management practices of corporate organizations together with knowledge of Capital Markets. - comprehensive understanding of the principles, practices, and instruments that govern Islamic financial markets. - recognizing and analyzing various Islamic financial instruments used in the capital market, including Sukuk (Islamic bonds), Islamic equities, and Islamic funds. - discuss the structure and infrastructure of Islamic capital markets, including regulatory bodies, stock exchanges, and clearing and settlement systems.
Course Content:

1. Overview of financial market
2. Overview of Capital Market
   (Definition, History, Development, Primary and secondary market)
3. Regulatory structure of Capital Market
4. Overview of the Islamic Capital Market
   (Definition, History, Development, Differences between conventional an Islamic capital market)
5. Sukuk
   (Definition, Origin, Development, Sukuk vs bonds)
6. Classification of Sukuk based on Shariah contract
   - *Sale based Sukuk*
   - *Leased based Sukuk*
   - *Partnership based Sukuk*
   - *Wakalah based Sukuk*
   - *Other innovative structure of Sukuk*
7. Other types of Sukuk
8. Equity market
9. Shares and Types of shares
10. Shariah compliance of Islamic equity market investment
11. Regulatory framework for Islamic Capital Market operations
12. Colombo Stock Exchange
13. Shareeah screening of Islamic capital market
14. Whitelisting in Sri Lanka
15. Field Trip

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Pandey, I. M. (2015). Financial Management. India: Vikas Publishing House Pvt Limited.
- Chandra, P. (2011). Financial Management: Theory and Practice. India: McGraw-Hill Education (India) Pvt Limited.
- Van Horne, J. C., Wachowicz, J. (2010). Fundamentals of Financial Management. United Kingdom: Pearson Education.

Recommended Reading:

- Akkizidis, I., Khandelwal, S. (2015). Financial Risk Management for Islamic Banking and Finance. United Kingdom: Palgrave Macmillan UK.
- Omar, A., Abduh, M., Sukmana, R. (2013). Fundamentals of Islamic Money and Capital Markets. Germany: Wiley.
- Hassan, K., Mahlknecht, M. (2011). Islamic Capital Markets: Products and Strategies. United Kingdom: Wiley.
- Uddin, I., Sabri, R., Bhatti, M. I., Rafique, M. O., AsadUllah, M. (2022). Islamic Capital Markets: The Structure, Formation and Management of Sukuk. United Kingdom: Taylor & Francis.
- Al-Amine, M. a. M. (2012). Global Sukūk and Islamic Securitization Market: Financial Engineering and Product Innovation. Netherlands: Brill.
- Safari, M., Ariff, M., Mohamad, S. (2014). Sukuk Securities: New Ways of Debt Contracting. Germany: Wiley.
- Rosly, S. A. (2005). Critical Issues on Islamic Banking and Financial Markets: Islamic Economics, Banking and Finance, Investments, Takaful and Financial Planning. United States: Author House.
- Nik Mohamed Affandi, N.Y. (2004). Islam & Wealth: The Balanced Approach to Wealth Creation, Accumulation and Distribution. Petaling Jaya, Malaysia: Pelanduk. IT

Level	4		
Semester	I		
Course Code	IBM 41253		
Course Title	Risk Management Practices		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students or professionals with a comprehensive understanding of how risk management principles and practices are applied within the context of Islamic finance as well as the course aims to address the unique risk management challenges and solutions in Islamic finance.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- discuss the risks facing financial institutions.
- discuss Islamic perspectives on risk and its management.
- have a sound understanding of the risks facing Islamic financial institutions.
- explain the key issues and challenges of risk management practices facing Islamic financial institutions.
- know the loans and types of loans administered by the financial institutions.

- explain the meaning of risk and risk mitigating techniques in business and banking transactions.
- explain the attributes of banking securities and how they are important to the banks in recovering loans administered.
- explore the various banking securities used in banking sector and its operations
- assess Shariah standards and recovery legislation in defaulting by debtor and Securities.

Course Content:

1. Meaning and types of risk
2. Risk mitigating techniques.
3. Loans recovery legislation
   - *Default on Debt*
   - *AAOIFI Shariah standard*
   - *(Recovery of Loan by Banks (Special Provisions) Act, No.4 of 1990*)
4. Liability Management
5. Risk management in Islamic perspective
6. Enterprise risk management: Practical Implementations
7. Securities for advances
   - *Types of security*
   - *Basic requirements*
   - *Attributes of good banking security*
   - *Shariah ruling on securities – AAOIFI Shariah Standard*
8. Kinds of Securities
   - *Mortgages and its Types*
   - *Pledge*
   - *Land as security for advances*
   - *Guarantees as security*
   - *Family Takaful and Life insurance policy as security*
   - *Bank Balance as security (Fixed deposit certificates and passbook)*

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%);	End Semester Examination (ESE) (60%)
- Mid-term exams - Presentations, - Assignments - Class Activity	

Required Reading:

- AAOFI (2017). *Shariah Standards.* Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI). Kingdom of Bahrain: Manama.
- *Recovery of Loan by Banks (Special Provisions) Act, No.4 of 1990*
- Alhabsi, O. S., Sharif, K., Razak, H. A., & Ismail, E. (2012). *Takaful: Realities and challenges*. Malaysia: Pearson Malaysia Sdn Bhd, Selangor Dharul Ehsan.

Recommended Reading:

- ISRA (2016). *Islamic Finacial System- Principles & Operations (2nd Ed.),* International Shariah Research Academy for Islamic Finance (ISRA), Malaysia: Kuala Lumpur.
- Reuvid, J. (2007*). Managing Business Risk- a practical guide to protecting your business (3rd Ed.).* Kogan Page Limited, United Kingdom: London.
- Indian Institute of Banking and Finance, (2006). *Risk Management*. Macmillan India Limited, India: New Delhi.
- Wahyudi, I., Rosmanita, F., Prasetyo, M.B. & Putri, N.I.S (2015). *Risk Management for Islamic Banks: Recent development fromAsia and the Middle East. Singapore:John Wiley & Sons Singapore Pte. Ltd.*
- Trieschann, J.S., Hoyt, R.E. & Sommer, D.W. (2005). R*isk Management and Insurance (12th Ed).* Thomson, South Western

Level	4		
Semester	I		
Course Code	IBM 41263		
Course Title	Current Trends and Contemporary Issues of Islamic Finance		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students or professionals with up-to-date knowledge and insights into the latest developments, challenges, and emerging issues within the field of Islamic finance.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify and describe the current trends in the Islamic finance industry, including innovative financial products, market growth, and emerging markets.
- identify of the contemporary issues, challenges, and debates within the Islamic finance sector, including regulatory changes, market dynamics, and global economic factors
- explain the impact of financial technology (fintech) and digitalization on Islamic finance.
- apply knowledge and analytical skills to real-world case studies that illustrate the practical application of Islamic finance principles in contemporary contexts.

Course Content:

Current Trends

1. Islamic Banking & Finance in the Modern World
   - Southeast Asia Countries
   - Middle East Countries
   - Europe Countries
2. Fintech in Islamic Banking and Finance
3. IOT and AI in Islamic Banking and Finance
4. Digital Currencies in Islamic Finance
5. Green and Sustainable Finance

Contemporary Issues

1. Standardization and Harmonization
2. Sharia Compliance and Governance
3. Human Capital Development
4. Regulatory Frameworks
5. Taxation and Legal Issues
6. Ethical and Social Responsibility

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments	End Semester Examination (ESE) (60%)

- Class Activity	

Required Reading:

- Ali, S. M., & Hassan, M. K. (2023). Green and Sustainable Finance in Islamic Banking: Trends and Challenges. *Journal of Islamic Economics, Banking and Finance*, 10(2), 120-135. https://doi.org/10.12345/jiebf.2023.10.2.120
- Hussain, M. Q., & Ishaq, M. B. (2021). *Contemporary Issues in Islamic Social Finance (Islamic Business and Finance Series)*. UK: Routledge Publisher.
- Andrew, C. (2014). *Contemporary Issues in Islamic Finance: Principles, Progress, and Prospects.* USA: Nova Science Publishers.

Recommended Reading:

- Efendic, V., Hadzic, F., & Izhar, H. (2017). Critical issues and challenges in Islamic Economics and finance development. UK: Palgrave Macmillan.
- Ozataç, N., & Gokmenoglu, K. K. (2017). *New challenges in banking and finance: 2nd International Conference on Banking and Finance Perspectives*. German: Springer.

Level	4		
Semester	I		
Course Code	IBM 41273		
Course Title	Organizational Behaviour		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours	Theory	Tutorial	Self-Learning
Breakdown	30	15	105

Course Aim:

This course aims to;

- provide students with a comprehensive understanding of the fundamental concepts, theories, and applications of organizational behavior.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- through this course, students will develop insights into how individuals, groups, and structures within an organization interact and influence workplace dynamics. By exploring various psychological, sociological, and managerial perspectives, students will be equipped to analyze, interpret, and manage human behavior in organizational settings effectively.
- students will be well-prepared to contribute positively to organizational success, understand and navigate complex workplace dynamics, and effectively manage and lead teams in diverse and ever-changing environments.

Course Content:

1. Describe Key Concepts:
   - Define and explain fundamental organizational behavior concepts, such as motivation, perception, communication, leadership, diversity, and teamwork.
2. Analyse Individual Behaviour:
   - Analyse the impact of individual differences, personality traits, attitudes, and emotions on behavior in organizational contexts.
   - Evaluate theories of motivation and their application to enhance individual and organizational performance.
3. Understand Group Dynamics:
   - Explain the stages of group development and factors influencing group cohesion, norms, roles, and conflicts.

- Assess the implications of groupthink, social loafing, and diversity within teams.

4. Explore Organizational Structures:
   - Describe various types of organizational structures and their influence on communication, decision-making, and employee behaviour.
   - Analyse the effects of formal and informal communication networks within organizations.

5. Study Leadership and Management:
   - Compare and contrast different leadership styles, theories, and their effects on employee motivation and performance.
   - Evaluate the role of power, influence, and ethical considerations in effective leadership.

6. Examine Organizational Culture and Change:
   - Define organizational culture and its components and explain how it impacts employee behaviour and performance.
   - Analyse strategies for managing organizational change, including resistance and adaptation to change.

7. Address Workplace Diversity and Inclusion:
   - Recognize the importance of diversity and inclusion in organizations and assess their impact on performance and innovation.
   - Formulate strategies to create a diverse and inclusive work environment.

8. Apply Organizational Behaviour Theories:
   - Apply organizational behaviour theories to real-world scenarios, case studies, and practical situations.
   - Develop solutions to address workplace challenges related to motivation, communication, conflict, and teamwork.

9. Enhance Interpersonal Skills:
   - Develop effective interpersonal and communication skills for improved workplace relationships and conflict resolution.
   - Demonstrate empathy and active listening skills to foster a positive organizational climate.

10. Reflect on Personal Development:
   - Engage in self-assessment and reflection to understand one's own behaviours, strengths, and areas for improvement within an organizational context.
   - Create a personal development plan to enhance leadership and teamwork skills.

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

Textbooks:

- Robbins, S. P., Judge, T. A., & Campbell, T. T. (2018). *Organizational Behaviour*. Pearson.
- Kreitner, R., & Kinicki, A. (2019). *Organizational Behaviour*. McGraw-Hill Education.
- McShane, S. L., & Glinow, M. A. V. (2 019). *Organizational Behaviour.* McGraw-Hill Education.

Reference Books:

- Schein, E. H. (2010). *Organizational Culture and Leadership*. Jossey-Bass.
- Senge, P. M. (2006). The Fifth Discipline: T*he Art & Practice of The Learning Organization*. Crown Business.
- Pink, D. H. (2011). Drive: The *Surprising Truth About What Motivates* US. Riverhead Books.

Recommended Reading:

Textbooks:

- Greenberg, J., & Baron, R. A. (2017). *Behaviour in Organizations*. Pearson.
- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2020). *Organizational Behaviour*. McGraw-Hill Education.

Reference Books:

- Covey, S. R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.
- Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam.

Academic Journals:

- Journal of Applied Psychology
- Personnel Psychology
- Journal of Organizational Behaviour
- Academy of Management Journal
- Organizational Behaviour and Human Decision Processes

Remember that the field of organizational behaviour is dynamic, and new research and materials are constantly being published. It's good practice to stay updated with the latest literature in the field to ensure that your course content remains relevant and current.

Level	4		
Semester	I		
Course Code	IBM 41283		
Course Title	Accounting for Islamic Financial Institutions		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students or professionals with a comprehensive understanding of the accounting principles and practices specific to Islamic finance.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the meaning of Islamic accounting and its differences with conventional accounting.
- describe the applicability of GAAPs and accounting standards in IFIs.
- discuss accounting for various types of deposits in Islamic banks.
- explain Islamic equity and assets financing.
- explain accounting for *Zak*
- discuss Auditing and Sharia Supervision of IFIs.

Course Content:

1. Introduction to Islamic Accounting

2. Accounting for Islamic Deposits and Investment Accounts
3. Accounting for Mudharabah Investment Account
4. Accounting for Musharakah Financing
5. Accounting for Murabahah Financing
6. Accounting for Ijarah Financing
7. Principles of Zakat and Zakat Accounting for Business Wealth
8. Auditing and Sharia Supervision of IFIS

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- Rahman, A. R. A. (2010). *An Introduction to Islamic Accounting Theory and Practice.* Malaysia: Cert Publication.
- Billah, M. M. (2021). *Accounting and Auditing Standards for Islamic Financial Institutions.* United Kingdom: Taylor & Francis.
- *Accounting, Auditing and Governance Standards for Islamic Financial Institutions*: Bahrain: AAOIFI

Recommended Reading:

- Sultan, S. A. M. (2007). *A Mini Guide to Shari'ah Audit for Islamic Financial Institutions - A Primer.* Malaysia: Cert Publications.
- M. N., Z. Z. (2015). *Islamic Banking Operations: Products and Services*. Malaysia: UUM Press.
- Zafar Ahmad, K. (2000). *Islamic Banking and its Operations.* London: Institute of Islamic Banking and Insurance.
- Maliah Sulaiman. (2005). *Islamic Corporate Reporting: Between the Desirable and the Desired.* Malaysia: International Islamic University Malaysia.
- *Financial Reporting from an Islamic Perspective*. (2008). Malaysia: Malaysian Accounting Standards Board.
- A Statement of Basic Accounting Theory. (1966). United States: American Accounting Association.

Level	4		
Semester	I		
Course Code	IBM 41293		
Course Title	Financial Statement Analysis for Bank		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aim:

This course aims to;

- provide students or professionals with a comprehensive understanding of how to interpret, evaluate, and analyze financial statements. As well as to equip participants with the knowledge

and skills necessary to assess the financial health and performance of businesses or organizations.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the fundamentals of financial reporting and performance analysis of bank
- illustrate to understand the financial statements of bank
- explain the methods of comparative analysis of financial statement
- explain and interpret the tools of ratio analysis
- explain the segmental analysis tools and techniques

Course Content:

1. Overview of financial reporting and financial statement analysis of bank
2. Understand financial statement of bank
3. Comparative financial statement analysis of bank
4. Analysis of Liquidity ratio
5. Analysis of Activity ratio
6. Analysis of Solvency and capital structure ratio (leverage ratio)
7. Analysis of Profitability ratio
8. Analysis of Market ratio
9. Analysis of Cash flow ratio
10. Special purpose examination of financial statement of bank

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group discussions
- Presentations
- Individual & group assignments
- Quizzes

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); - Mid-term exams - Presentations, - Assignments - Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

- White, G. I., Sondhi, A. C., Fried, D. (2003). The Analysis and Use of Financial Statements. Romania: Wiley.
- Deltacpe, L.L.C. (2014). *Analysis and use of Financial Statements.*

Recommended Reading:

- Bernstein, L.A., & Wild, J.J. (1998). *Financial Statement Analysis: Theory, Application, and Interpretation,* McGraw-Hill Companies, Inc.
- Commercial Bank of Ceylon PLC (Annual Report 2016). *Future of Banking*

5.1.3 BAHons ISLAMIC LAW AND LEGISLATION

Level 01
Semester I

Level	1		
Semester	I		
Course Code	ILM11013		
Course Title	Introduction to Islamic Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- provide learners with a deep understanding of Islamic law (*Shari'ah*), covering its historical evolution, the development of Islamic thought, contemporary challenges, the role of Ijtihad in modern legislation.
- comprehend fundamental principles guiding the interpretation and application of Islamic law in both religious and secular contexts.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- comprehend the nature of *Shari'ah*, encompassing religious and secular domains.
- demonstrate the relevance of past divine scriptures within Islamic tradition.
- trace the evolution of Islamic law through distinct historical stages.
- examine contemporary challenges and trends in Islamic law, such as addressing minority rights, contemporary *fiqh* issues, and governance through *Siyasa Shar'iyy.*
- explore the three modes of Ijtihad: textual interpretation, analogy, and alignment with the objectives of Sharia (*maqasid*).

Course Content:

1. Concept of *Shari'ah* and Its related terms
2. Earlier Scriptures (*Shar' samawiyah al-sabikah*)
3. Islamic *Shari'ah:* Its Characteristics and Features
4. Historical Development of Islamic Law
   - Foundation Stages (609 – 932 CE)
   - Establishment Stage (632 – 661 CE)
   - Building Stage (661 – 750 CE)
   - Flowering Stage (750 – 950 CE)
   - Consolidation Stage (950 – 1258 CE)
   - Stagnation and Decline (1258 – 1869 CE)
   - *Al-Majallah al-Adliyah* (1869 – 1876 CE)
5. Sources of Islamic Law
   - Primary Sources: Qura'n, Sunnah and Ijma
   - Secondary Sources: *Maslaha, Qiyas, Istihsan, Sadd al-Dhari'ah, Qawl al-Sahabi*, *Shar' man qablana and Urf* (Custom)
6. Schools of Islamic thought
7. Ijtihad (interpretation)
   - The meaning of Ijtihad
   - Taks of the Mujtahid
   - The Modes of Ijtihad

- The first mode: Interpreting the texts
- The second mode: Reasoning by Analogy
- The third mode: Employing the *maqasid al-Shari'ah*

8. The objectives of *shari'ah* (*Maqasid shari'ah*)
   - Introduction: definition, history, and significance.
   - Categories of *Maqasid al-Shari'ah*
   - Theory of necessity in the light of *Maqasid*
   - Role of *maqasid* in modern legislation process
9. *Fiqh al-Nawazel* (Contemporary Issues Jurisprudence)
10. Contemporary trend of Islamic Law
    - Fiqh for minority
    - Priority *fiqh*
    - *fiqh siyasah (Siydsa Shar'iyy)*

Teaching / Learning Methods

- Interactive Lectures
- Independent learning activities
- Problem-based learning
- Student presentations
- Assignments

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); Mid-term exams Presentations Assignments Class Activity	End Semester Examination (ESE) (60%)

Required Reading:

வீரமன்த்ரி, சி, ஜி. (2009). *இஸ்லாமிய சட்டவியல் ஒரு சர்வதேச பார்வை.* தமிழ் நாட்டு மாற்றுப் பிரதிகள் பதிப்பகம்.

அமீன், எம்.ஜ.ஏம். (1996). இஸ்லாமிய சட்டக்கலை ஒரு வரலாற்று நோக்கு. பேருவளை: அல்-கலாம் வெளியீட்டகம்.

Hassan, H.H. (2007). *An introduction to the study of Islamic Law.* Adam Publishers & Distributors: New Delhi.

Hisham M Ramadan. (2006). *Understanding Islamic Law.* Altamira Press: U.S, ISBN-13 9780759109919

Recommended Reading:

அமீன், எம்.ஜ.எம். (2002). *இஸ்லாமிய சட்டக்கலை.* அல்-கலாம் வெளியீட்டகம்: பேருவளை, இலங்கை.

அமீன், எம்.ஜ.எம். (2006). இஸ்லாமிய சட்டக்கலை மூலாதாரங்கள். அல்-கலாம் வெளியீட்டகம்: பேருவளை, இலங்கை.

Nyazee, I.A.K. (2007). *Islamic jurisprudence.* Centre for Excellence in Research: Islamabad, Pakistan.

Philips, A.A.B. (1999). *The Evolution of fiqh (Islamic Law and the Madhabs).* Riyadh Tawheed Publication.

Rahman I. Doi & Abdur. (1984). *Shariah: The Islamic law.* Ta Ha Publishers: London.

Ajijola, A.D. (2005). *Introduction to Islamic Law*. New Delhi Adam Publisher & Distributors.

Amanat, Abbas [Editor] & Griffel, Frank [Editor]. (2007). *Sharia Islamic Law in the contemporary context*. Stanford Stanford University Press.

Jennifer Laws, An Introduction to Islamic Law by Wael B. Hallaq, 102 Law Library Journal 294 (2010). Available at: https://digitalrepository.unm.edu/law_facultyscholarship/414

Islamic Law Teaching Material – by Abdulmalik Abubaker

Understanding *Maqasid al-Shariah* by Musfir bin Ali Qahtani

Semester II

Level	1		
Semester	II		
Course Code	ILM 12023		
Course Title	Principles of Islamic Jurisprudence		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours	Theory	Tutorial	Self-Learning

Breakdown	30	15	105

Course Aims:

This course aims to;

- analyze the glorious Quran as the basic, primary, most authoritative, and final source of shariah
- evaluate the apostolic tradition as the next important source of shariah after the glorious Quran
- examine the consensus opinion of Muslim jurists and analogical deductions as secondary sources of shariah

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Acquire basic foundation of Islamic Jurisprudence.
- Understand the history of Islamic Jurisprudence and its developments.
- Understand the Classifications of *Hukm* (Islamic ruling).
- Understand the Classifications of Islamic Sources.
- Analyze the Glorious Quran as the basic, primary, most authoritative and final source of shari'ah.
- Evaluate the Apostolic Tradition as the next important source of shariah after the Glorious Quran.
- Examine the consensus opinion of the Muslim jurists and the analogical deductions as the secondary sources of shariah.

Course Content:

1. Introduction of Islamic jurisprudence (*Usul al-Fiqh*)
   - Definition
   - Subject-matter
   - Distinction between *Usul al-Fiqh* and *fiqh*.
2. Emergence and development of *Usul al-Fiqh*.
3. Codification of *Usul al- Fiqh*, and different methodologies used by scholars of Islamic Jurisprudence in authoring books.
4. *Hukm Shar'i* and their elements
   - The lawgiver (*Hakim*)
   - The Act (*Mahkum fihi'*)
   - The Subject (*Mahkm Alayhi*)
5. Major Division of *hukm Shari*
   - Hukm Taklifi (Obligation and Duties)
   - Hukm wadi (Declaratory Rules)
6. The nature and conditions of *taklif*.
7. Classification of Rules in Islamic Law based on *Hukm Taklifi* (Obligation and Duties)
   - Wajib (Obligatory Act)
   - Mandub (Recommended Act)
   - Haram (Prohibited Act)
   - Makruh (Disapproved Act)
   - Mubah (Permitted Act)
8. Classification of Rules in Islamic Law based on Hukm wadi (Declaratory Rules)
   - *Sabab* (Cause), *Shart* (Condition), *Manai* (Obstacle)
   - *Sihah* (Validity), *Fasad* (Vitiation) and *Butlan* (Nullity)
   - *Azimah* (Initial) and *ruksah* (Exemptions)
9. Legal capacity (Ahliyyah)
   - Types of legal capacity
   - Deficient and imperfect capacity
   - Causes of defective legal capacity

- Natural causes of defective capacity
- Acquired causes of defective capacity

10. Definition of general evidence and particular evidence.
11. The agreed upon evidences (al-Quran, al-Sunnah, al-Ijma ', and al-Qiyas).
12. The disputed evidences (Istihsan, Masalih, Urf, Sad al-Dhara'i', Shar` man qablana, Qawl al-sahabi, and Istishab).
13. Linguistic issues
    - The General (*'Aamm*) and Specific (*Khaass*).
    - The Mutlaq (Absolute) and *Muqayyad* (Restricted)
    - The explicit meaning (*mantuq*) implied meaning (*mafhum*)
14. Modes of interpreting the texts:
    - plain meaning of the text (*'ibaarat al-nass*)
    - Connotation of the text (*Isharat al-Nass*)
    - Implicit meaning (*Dalal atul -Nas*)
    - The required Meaning (*Iqdila al-nas*)
15. Concept of Abrogation (*Nask*) and Its Rulings

Teaching / Learning Methods
- Interactive Lectures - Independent learning activities - Problem-based learning - Student presentations - Assignments

Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT) (40%); Mid-term exams Presentations, Assignments Class Activity	End Semester Examination (ESE) (60%)

Required Reading:
Nyazee, I.A.K. (2007). *Islamic jurisprudence.* Centre for excellence in Research: Islamabad, Pakistan. Kamali, Mohammad Hashim (2003). *Principles of Islamic Jurisprudence*. UK: Islamic Texts Society.
Recommended Reading
Al- Baidawi, Abdulla bin Omar, (1995) *Minhaj al –wusul Ela Ilm al- Usool*, Beirut: Dar Ibn Hazm. Alwani, Taha Jabir Fayyad. (1990). *Source Methodology in Islamic Jurisprudence: Usul al-Fiqh al-Islami*. Herndon, Va. USA: International Institute of Islamic Thought.

Level	1		
Semester	II		
Course Code	ILM 12032		
Course Title	Legal System of Sri Lanka		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:
This course aims to; - examine the historical development of indigenous legal systems in Sri Lanka. - investigate the sources influencing various legal spheres in Sri Lanka, including indigenous customs, received laws, and modern statutes. - describe the structure, hierarchy, and jurisdiction of the courts established under statutory laws in Sri Lanka. - investigate the coexistence and interaction of multiple legal

systems in Sri Lanka, considering the diverse ethnicities of the population.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- describe the structure and the application of various indigenous laws, and the received laws during the colonial period and their applications in the nature of residuary and the contribution to the development of laws obtaining in Sri Lankan.
- explore the sources in the sphere of various laws and their contribution towards the development of law and their pivotal role in the law-making process in light of the judicial activism of the apex courts.
- explain the judicial and administration of justice system, structure and the hierarchy of the courts established under the provisions of statutory laws and their jurisdiction and composition of judges under legislations.
- demonstrate the operation and impact of multiple system of law in the process of distribution of justice and mode of harmonization and interaction among the multi ethnicities of Sri Lankan people.
- find out the grey areas of rigidness of law in the light of the notion of equity and role of alternative dispute resolutions and effectiveness in their operations under the various legislation passed by parliament.

Course Content:

1. The indigenous and the received laws and their structures and operations
2. Role of residuary nature in the process of distribution of justice in the legal system.
3. The sources of various laws and their implications and the contributions in law-making process towards the development of legal system of Sri Lanka.
4. The structures, hierarchy of the courts, their jurisdictions and the composition of judges thereof under the provisions of the constitution and judicature act.
5. The nature and function of law and its interrelations with society politics and moral obligation of the people in the light of the legislative process.
6. Application of doctrine of equity in the process of judicial activism.
7. The role of doctrine of equity in the effective alternative dispute resolution methods.

Teaching /Learning Methods:

- Interactive Lectures
- Independent learning activities
- Problem-based learning
- Student presentations
- Assignments

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); Mid-term exams Presentations, Assignments Class Activity Case Analysis	End Semester Examination (ESE) (60%)

Required Reading:

Cooray L.J.M. (2003). *An Introduction to the Legal System of Sri Lanka*. Stamford Lake, Pannipitiya, Sri Lanka

Cooray, L.J.M. (1984). *Constitutional Government in Sri Lanka 1976 – 1977*. Colombo, Sri Lanka: Lake House Investments.

Peiris, G.L. (1972) *General Principles of Criminal Liability in Sri Lanka*. Stamford Lake, Pannipitiya, Sri Lanka

Tambyah Nadaraja, (1972). *The Legal System of Ceylon in Its Historical*

Setting. Brill Publisher.

Recommended Reading:

Pathmanathan, S. (1994). *The Laws and Customs of the Tamils of Trincomalee: The Evolution of the Legal System and the Customary Laws of the Sri Lankan Tamils.* Publisher.

Legal Systems of Sri Lanka, available at https://www.neelakandan.lk/Compendium%20of%20Law/Legal_Systems_in_Sri%20Lanka.php

Cooray, L. J. M. (1975). Common Law in England and Sri Lanka. The International and Comparative Law Quarterly, 24(3), 553–564. http://www.jstor.org/stable/758782

The Legal System in SL: Reforms and Recommendations, available at https://ceylontoday.lk/2022/08/16/the-legal-system-in-sl-reforms-and-recommendations/

Level 02
Semester I

Level	2		
Semester	I		
Course Code	ILM 21103		
Course Title	Constitutional Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- develop a foundational understanding of Constitutional Law, including its historical context and significance.
- familiarize students with the basic structure of constitutions and their role in shaping legal and political systems.
- foster a thorough understanding of constitutionalism, analyzing its implications for governance, individual rights, and the rule of law.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand comprehensive introduction to the fundamental concepts underlying Constitutional Law.
- it delves deeply into key notions like the separation of powers and constitutionalism, fostering a thorough understanding of these principles.

Course Content:

1. Introduction to Constitutional Law
2. Fundamental Concepts
3. Structure of the Constitution
4. Fundamental Rights and Judicial Review
5. Constitutional Amendments
6. Devolution of Power and Constitutional Arrangements
7. Constitutional Reform and Contemporary Issues
8. Comparative Constitutional Law
9. Case Law Analysis and Discussion
10. The amendment processes
11. The relationship between the constitution and other laws
12. The interpretation of the constitution

Teaching /Learning Methods:

- Interactive Lectures
- Independent learning activities
- Problem-based learning
- Student presentations
- Assignments
- Case Analysis

Assessment Strategy: (*From various of assessment stated by the faculty*)	
Continuous Assessment Test (CAT) (40%); Mid-term exams Presentations, Assignments Class Activity Case Analysis	End Semester Examination (ESE) (60%)

Required Reading:

Cooray L.J.M. (2003). *An Introduction to the Legal System of Sri Lanka*. Stamford Lake, Pannipitiya, Sri Lanka

Cooray, J.A.L. (1995). *Constitutional and Administrative Law of Sri Lanka: A Commentry on the Contitution and the Law of Public administration of Sri Lanka.* Sumathi Publisher: Colombo, Sri Lanka.

Alder, J. (2015). *Constitutional and Administrative Law* (Hart Law Masters, 23). Palgrave Macmillan; 10th ed. 2015 edition.

Recommended Reading:

Chemerinsky, E. (2006). *Constitutional Law: Principles and Policies.* Aspen Publishers.

Weaver, R. L., Friedland, S. I., Hancock, C., & Nowak, J. E. (2015). *Constitutional Law: Cases, Materials, and Problems.* Publisher-Wolters Kluwer Law & Business

Fenwick, H. & Phillipson, G. (2003). *Constitutional and Administrative Law.* Publisher: Cavendish

Level	2
Semester	I
Course Code	ILM 21113
Course Title	Judicial System in Islam
Credit	3
Core/Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- provide a comprehensive overview of the structure and functions of the judiciary within legal systems.
- analyze the principles of judicial independence within the framework of Islamic law and compare them with other legal systems.
- foster a commitment to continuous learning, ethical conduct, and professional development within the legal profession.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- know the judiciary, its importance and ruling.
- distinguish between the Islamic approach and others in the independence of the judiciary and the matters that help to achieve it
- increase the responsibility for developing himself personally and professionally.

Course Content:

1. Introduction to judicial system in Islam.
2. The concept of *qada.*
3. Qadi (judge) Qualification, characteristics and Ethics of Qadi.
4. Duties of Qadi.
5. Administrative of justice in Islam – A historical Survey.
6. Quazi court system in Sri Lanka.
7. Administration of justice in Muslim territories.
8. Issues arising from application of Islamic system of justice in non-Muslim countries.
9. Lawsuit (definition, elements and types)
10. Fundamentals of hearing the case (filing the case)

11. The pleading is in the presence of the two litigants and the absence of one of the litigants 12. Means of proof *iqraar* (الإقرار), *as- shahatha* (الشهادة), *al yamen*(اليمين) 13. Judicial ruling and its reversal, conclusion and implementation of arbitration
Teaching /Learning Methods:
- Interactive Lectures - Independent learning activities - Problem-based learning - Student presentations - Assignments
Assessment Strategy: (*From various of assessment stated by the faculty*)
Continuous Assessment Test (CAT) (40%); Mid-term exams, Presentations, Assignments, Class Activity, Case Analysis — End Semester Examination (ESE) (60%)
Required Reading:
Al-Khin, M., et al. (1991). *Al-Fiqh al-Manhaji 'Ala Madhhab al-Shafi'.* Dar al-Qalam. Al-Nawawi, M. Y. ibn S. (n.d.). *Al-Majmu' Sharh al-Muhazzab.* Cairo: Idarah alTiba'ah al-Muniriyyah.
Recommended Reading:
Al-Sharbini, M. al-Khatib. (1958). *Mughni al-Muhtaj Ila Ma'rifah Alfaz al-Manhaj.* Eds: A. A. Mujid & A. M. Mu'awwad. Cairo: Mustafa al-Babi al-Halabi. Al-Zuhaily, M. M. (1995). *Tareek al Qada Fi al- Islam.* Dar al- Fikr al-Muasir, Damascus.

Level	2		
Semester	I		
Course Code	ILM 21123		
Course Title	Environmental Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- Assess the present state of Environmental Law on both international and national levels.
- Investigate the complexities surrounding environmental problems and their legal implications.
- Examine available legal remedies within the context of Environmental Law.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Demonstrate comprehensive, current and interconnected grasp of essential concepts in environmental law and its evolution, including the intricacies of legal regulations pertaining to environmental matters.
- Attain a lucid and highly coherent understanding of the evolution of the dynamic relationship between politics, policies, science, and values within the realm of environmental law.
- Employ this knowledge for the purpose of analyzing, identifying, and critically assessing suitable regulatory and enforcement strategies.

Course Content:

1. Evolution of the concept of environmental protection
    - Introduction to the study of the environment including a basic understanding of ecology and natural systems, environmental science, economics and sociology.
    - Environmental issues – local, national, regional, international and global responses to environmental issues including legal, economic and planning tools and the role of civil society
    - Evolution of environmental law at the national and international levels Development, sustainable development
    - Globalization and its impact on the environment.
2. public Law and the Environment
    - Constitutional provisions relating to environmental protection
    - Human rights aspects of environmental protection
    - Judicial role in environmental protection and public interest litigating
    - Protection of the environment at national level
3. Statutory and Common Law Responses
    - Common Law responses to environmental protection including toxic torts
    - Public nuisance
    - National Environmental Act
4. International environmental Law Concepts
    - Customary international law principles, Territorial sovereignty and state responsibility Special principles, Polluter pays principle, precautionary principle etc.
    - Selected international conventions and their incorporation in Sri Lanka Special areas of concern – indigenous people, international trade and international investment and the environment, and the environmental impact of armed conflict.
5. The Concept of Sustainable Development
    - Evolution of the concept of sustainable development under national law and international law and related principles
    - Environmental Protection License (EPL) process and the regulation of pollution
        - Provisions in the National environmental Act: Environmental protection License (EPL) and environmental quality
        - The relationship between EPL and public nuisance
        - Regulation on hazardous and toxic substances
    - Environmental Impact Assessment (EIA) process and the regulation of development activities
        - Provisions in the National Environmental Act and related statutes Strategic EIAs
        - The Public Trust Doctrine and exploitation of natural resources including the protection of forests, wildlife, wetlands and the coastal zone ad related statutory provisions.

Teaching /Learning Methods:

- Interactive Lectures
- Independent learning activities
- Problem-based learning
- Student presentations
- Assignments
- Case Analysis

Assessment Strategy: (*From various of assessment stated by the faculty*)

Continuous Assessment Test (CAT) (40%); Mid-term exams Presentations, Assignments Class Activity Case Analysis	End Semester Examination (ESE) (60%)

Required Reading:

Cooray, J.A.L. (1995). *Constitutional and Administrative Law of Sri Lanka: A Commentry on the Contitution and the Law of Public administration of Sri Lanka.* Sumathi Publisher: Colombo, Sri Lanka.

Central Environmental Authority. (1994). *Review of Environmental Legislation in Sri Lanka vol-1.*

Hennayake, S., et al. (Eds.). (1997). *Environmental Impact Assessment: The Sri Lanka Experience.* Centre for Environmental Studies, University of Peradeniya.

Wickramasinghe, R. H. (1988). *Contemporary Environmental Challenges – A Sri Lanka Reader.* Colombo: Institute of Tropical Environmental Studies.

Recommended Reading:

South Asia Co-operative Environment Programme. (2002). *UNEP Compendium of Summaries of Judicial Decisions in Environment Related Cases.*

South Asia Co-operative Environment Programme. (1997). *Report of the Regional Symposium on the Role of the Judiciary in Promoting the Rule of Law in the Area of Sustainable Development.*

Organization for Economic Co-operation and Development. (1997). *Globalization and Environment: Preliminary Perspectives.*

Nanayakkara, A. (1998). *Law and Procedure in Sri Lanka: Public Nuisance.* World Commission on Environment and Development.

Wijayadasa, K. H. J. (1994). *Towards Sustainable Growth: The Sri Lanka Experience.* Central Environmental Authority, Ministry of Environment and Parliamentary Affairs.

Wijayadasa, K. H. J., & Aliapperuma, W. D. (2006). *Survey of Environmental Legislation and Institutions in The SACEP Countries: Sri Lanka.* A Publication of the Centeral Enviormental Authority of the Ministry of Local Government Housing & Construction.

Boyle, A., & Anderson, M. (Eds.). (1997). *Human Rights Approaches to Environmental Protection.*

Semester II

Level	2		
Semester	II		
Course Code	ILM 22133		
Course Title	Human Rights Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- develop a comprehensive understanding of human rights principles and theories.
- foster critical analysis of human rights within sri lankan context

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the fundamental principles and theories of human rights law to disseminate human rights knowledge more widely

- evaluate and analyze historical, cultural and societal context of human rights in Sri Lanka
- facilitate access to higher education and the personal development to promote human rights field worldwide.
- critically assess the effectiveness of international and regional human rights mechanism.
- educate students to develop themselves toward academic and administrative aspires.
- give an opportunity for students to work in the field of Human Rights

Course Content:

1. Introduction to Human Rights Law
2. Foundation of Human Rights
   - Universal Declaration of Human Rights (UDR)
   - International Covenant on Civil and Political Rights (ICCPR)
3. Human Rights Principles and Concepts.
   - Non-discrimination and equality
   - Right to life and prohibition of torture
   - Right to liberty and security
4. Economic, Social and Cultural Rights
   - Right to health
   - Right to work and Laboure rights
   - Right to adequate standard of living
5. Political Rights
6. Women's Rights and Socio-economic Rights
   - Women's rights and Gender based Violence in Sri Lanka
   - Right to education and socio-economic rights
   - Rights of children
7. Regional Human Rights Mechanism
8. Historical Context of Human Rights in Sri Lanka
   - Historical overview of Human Rights in Sri Lanka
9. Incorporation of International Human Rights into Sri Lanka
10. Contemporary Human Rights Issues
    - Refugee and asylum seeker rights
    - Human Rights in the context of armed conflict
11. Human Rights from Islamic Perspective
    - fundamental rights Based on the Qur'an and Hadith
    - Universal Islamic Declaration of Human Rights (UIDHR)
    - Cairo Declaration on Human Rights in Islam (CDHRI)

Teaching /Learning Methods:

- Deductive and Inductive Methods
- Giving brief explanation
- Group discussions
- Encouraging students to search more on the particular topic and review course materials
- Field Visits and sharing experiences
- Interview with victims
- Home Works

Assessment Strategy:

Continuous Assessment Test (CAT) (40%)	End Semester Examination (ESE) (60%)
Mid-term exams Presentations, Assignments Class Activity Case Analysis	

Required Reading:

Geiger, W. (1938). *A Grammar of the Sinhalese Language*. Colombo: Colombo Apothecaries' Company.

Lauren, P. C. (2011). *The Evolution of International Human Rights: Visions*

Seen. University of Pennsylvania Press.

Beitz, C. R. (2011). *The Idea of Human Rights. Oxford University Press. Constitution of Sri Lanka* (2023 Revised Edition). Relevant Sections.

Recommended Reading:

International Covenant on Civil and Political Rights (ICCPR). (1954). Articles 2, 3, 6, 9, 13, 14, 15, 16.

Universal Declaration of Human Rights (UDHR). (1948). Articles 1, 2, 3, 5.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). (1981). Selected area.

Gunatilleke, G. (2016). *Economic, Social, and Cultural Rights in Sri Lanka: Law and Society Trust, Sri Lanka*.

Riyal, A. L. M. (2016). *The Origin and Development of Human Rights*: ATTAL Publication.

Almahfali, M., & Avery, H. (2023). *Human Rights from an Islamic Perspective: A Critical Review of Arabic Peer-Reviewed Articles. Social Sciences*, 12(2), 106. MDPI AG. Retrieved from http://dx.doi.org/10.3390/socsci12020106

Level	2		
Semester	II		
Course Code	ILM 22143		
Course Title	Family Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- develop a comprehensive understanding of marriage formation and matrimonial regimes
- analyze rights and consequences in marriage, including post-dissolution

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- comprehend the institution and the formation of valid marriage and the contract of marriage under various matrimonial regimes in the light of the customs and the relevant legislation.
- explain the propriety rights of the parties and consequences of marriage during the substance of marriage and even after the dissolution of the matrimonial bondage.
- find out duty of support towards the children of the marriage and the recovery process and its enforceable mechanism created under various legislation passed by the parliament.
- reciprocal duties between the parties to the marriage and suspension and the grounds for dissolution of marriage and custody of children of marriage under various laws of Sri Lanka.
- Aware the adoption of children and its procedure laid down in the relevant legislations, courts proceedings and consequences thereof towards the welfare of the adopted children.
- Explore the changes put forwarded by the populace and the feminist activist in the areas of various marriage laws and the repercussion there on by the law makers of the legislature.

Course Content:

1. Marriage and its legal aspects
   - formation and the background of histories
   - Rights of the parties to the marriage in various laws of Sri Lanka.
2. Contract of marriage
   - Capacity of the parties
   - The implements to a marriage
   - Validity of marriage in light of the customary and

provision of the statutory laws.

3. Legal status of married parties
   - Rights created in the traditional and statutory laws
   - Reciprocal duties arising out of matrimonial bondage
   - personal liabilities of the parties during subsistence of marriage.
4. The consequence and property rights
   - Arising out of the contract of marriage during the subsistence of marriage
   - After the dissolution of marriage
   - The legal nature of the property after the death of the parties.
5. Duty of supports of children born
   - During the marriage
   - Reciprocal duty of the parties to the marriage during the subsistence
   - After the dissolution of marriage
   - The recovery procedure of maintenance under the various matrimonial laws of Sri Lanka.
6. Suspension and dissolution of marriage
   - Bars to the matrimonial relief of the parties pray for dissolution of marriage
   - Grounds for divorce under various matrimonial laws of Sri Lanka and consequences thereof.

Teaching /Learning Methods:
Deductive & Inductive method Lecture Demonstration Discussion Group & Individual Assignment

Assessment Strategy:	
Continuous Assessment Test (CAT) (40%); Mid-term exams Presentations, Assignments Class Activity Case Analysis	End Semester Examination (ESE) (60%)

Required Reading:
Curzon, L. B. (1921). *Family Law*. London : Cavendish. Siddiqi, M. I. (2004). *The Family Laws of Islam*. Adam Publishers & Distributers. Goonesekare, S., W. E. (1999). Family Law-Block-1 - Part-I & II. Adam Publishers & Distributers.
Recommended Reading:
Goonesekere, S. (2000). *Muslim Personal Law in Sri Lanka: Some Aspects of the Law on Family Relations.* Published by Muslim Women's Research and Action Forum. Kodikara, C. (1999). *Muslim Family Law in Sri Lanka: Theory, Practice and Issues of Concern to Women.* Published by Muslim Women's Research and Action Forum.

Level	2		
Semester	II		
Course Code	ILM 22153		
Course Title	Contemporary Juristic Issues (*fiqh* Issues)		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	30	90
Course Aims:			
This course aims to;			

- equip students with the skills to identify, analyze, and define contemporary Fiqh issues.
- provide students with a comprehensive understanding of Fiqh maxims commonly used by scholars to extract rules. Additionally, students will learn the criteria necessary for a Fiqh issue to be considered contemporary.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Define contemporary Fiqh issues.
- Identify the Fiqh maxims that scholars usually use to extract rules.
- Understand different contemporary issues that Sri Lankan Muslim's face.
- State the criteria required for any Fiqh issue to be considered as (contemporary) one.
- Write down detailed rules related to *Ibatat*, business, food, family, medicine, and new Muslims.

Course Content:

1. *Ibatat* (Islamic Rituals) Related Matters.
2. Family Related Matters
3. Coexistence between Civilizations.
4. Civic and Political Engagement.
5. Careers between Permissibility and Prohibition.
6. Youth Related Issues.
7. Islamic Arbitration, Guidelines and Procedures.
8. Food and Medicine.
9. Women Related Issues.
10. Islamic Mortgage Companies.
11. Islamic Centers' Related Matters.
12. Da'wah and Outreach Issues.
13. New Muslims' Related Issues.

Teaching /Learning Methods:

Deductive & Inductive method
Lecture
Demonstration
Discussion
Group & Individual Assignment

Assessment Strategy:

Continuous Assessment Test (CAT) (40%); Mid-term exams Presentations, Assignments Class Activity Case Analysis	End Semester Examination (ESE) (60%)

Required Reading:

Al Qirra Daggy, 'Ali 'Al Muhammady Ali Yousif. (2005). *Fiqh al Qadaya al Tibbiya al Muassara*. Beirut: Dar al Bashair.

Yassin, Mohamed naiem. (1996). *Abhath Fiqhyyiah Fi Kadaya Fikhyyia Muassara*. Amman: Dar el Nafaais.

Recommended Reading:

Al-Zuhayli, Wahbah. (2006). *Qadhaya al-Fiqh wa al-Fikr al-Moasir*. Damascus: Dar Al-Fikr

Al Bouti, Muhammed saeed Ramadan al- Bouti(1990) *Qadaya Fiqhiyya Muasira* Damascus: Dar Al-Fikr

Level 03
Semester I

Level	3
Semester	I
Course Code	ILM 31163
Course Title	Law of Property
Credit	3
Core/Compulsory/	Core

Elective			
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- provide students with a thorough understanding of the fundamental concepts and principles that underpin property law.
- enable students to critically examine the dynamic landscape of property law in response to rapidly changing economic and social conditions.
- enhance students' skills in problem-solving and diagnostic techniques specifically tailored to the application of legal principles in property disputes.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Be equipped with a comprehensive understanding of fundamental concepts and principles of property law.
- Examine the changes and challenges posed by rapidly changing economic and social conditions in relation to property law.
- Demonstrate the ability to use problem-solving and diagnostic techniques in the application of legal principles to property disputes.
- Gain an introduction to the original and derivative forms of acquiring property in the Law of Sri Lanka.
- Develop the ability to choose the appropriate remedy to resolve property disputes.

Course Content:

1. Introduction: Outline of the law of property
   - Meaning of "property" Function
   - Place of property law Scope and
   - sources of property law
2. The legal concepts of property
   - Characteristics and definition of things
   - Classification of things
3. Concept of Ownership
   - Ownership – The evolving concept of private property and state ownership Possession
   - Co – ownership including aspects of the law on partition
4. General principles of ownership
5. Limitation of ownership
   - Constitutional limitations
   - Private law limitations
6. Acquisition of ownership
   - Accession
   - Prescription
   - Estoppel
   - Delivery and Transfer and the Concept of Registration of Documents
   - Donations in the General Law & Personal Law
7. Protection of ownership (Remedies);
   - Possessory Action
   - Rei Vindication Action
   - Paulina Action
8. Servitudes
9. Mortgage

Teaching /Learning Methods:

- lectures
- discussion,
- group assignments
- individual assignment

- presentation	
Assessment Strategy:	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%
Required Reading:	
Paul, R., & Elder, L. (2019). *Critical thinking: Tools for taking charge of your learning and your life* (4th ed.). Pearson. Peiris,G.L. (1983). *The Law of Property in Sri Lanka* (3 Volumes). Colombo Lake House Investments Limited. Wijeyadasa Rajapakshe, (2003). *The law of property. Vol – 1*, Published by Author. ISBN: 9559714813. Wijeyadasa Rajapakshe, (2003). *The law of property. Vol – 2*, Published by Author. ISBN: 9559714821.	
Recommended Reading:	
Lawson, F.H., (1958). *Introduction to the law of property.* Oxford The Clarendon Press. Bambale & Yahaya Yunusa, (2007). *Acquisition and transfer of property in Islamic law.* Lagos: Oxford, U.K.: Malthouse Press; Distributors, African Books Collective. Badenhorst P, Pienaar JM and Mostert H Silberberg and Schoeman's the Law of Property 5th edition (2006) Lord Templeman & Cedric D. Bell, (1998). *Land the law of real property*. London Old Biley press. Megarry & Wade: The Law of Real Property (Sweet & Maxwell, 9th Ed. 2019)	

Level	3
Semester	I
Course Code	ILM 31173

Course Title	Islamic Criminal Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- provide students with a thorough comprehension of Islamic Criminal Law, exploring its various sources and foundational principles.
- familiarize students with the diverse range of offences and corresponding punishments in Islamic Criminal Law.
- critically compare and contrast Islamic Criminal Law with Western Criminal Law.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Comprehend the Criminal Law in Islam thoroughly from its different sources.
- Learn about various offences and punishments in Islamic Criminal Law.
- Make a comparison between Islamic Criminal Law and Western Criminal Law

Course Content:

1. Preliminaries
2. Introduction
3. Distinction between Civil Wrong and Offence
4. Purposes of Islamic Criminal Law
5. Criminal Responsibility
6. Sources of Islamic Criminal Law

- Al-Quran
- Sunnah
- Ijmah
- Qiyas
- Other Subsidiary Sources

7. Various Types of Crimes and Punishments
   - Law of Equality
   - Homicide
   - Killing by mistake
   - Bodily Injury
   - Capital Offences
   - Discretionary Punishment
8. Evidential Law of Crimes
   - Testimony
   - Oaths
   - Confession
   - Documentary Evidence
   - Circumstantial Evidence
   - Expert Evidence
9. Issues in the Implementation of Islamic Criminal Law

Teaching /Learning Methods:	
- Lectures - Discussion, - Group Assignments - Individual Assignment - Presentation	
Assessment Strategy:	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Kusha, H.R. (2002) *The Sacred Law of Islam*, Aldershot: Dartmouth.

Mahmod,T. et al. (2012)*Criminal Law in Islam and the Muslim World: A Comparative Perspective*, Institute of Objective Studies: New Delhi.

Recommended Reading:

Nafees, S.M.M. (2020) *An Introduction to the Divine Criminal Justice System*, Minarah Publication: Gelioya.

Bassiouni, M.C. (1982) *The Islamic Criminal Justice System(ed.)*, New York: Oceana Publication.

Level	3		
Semester	I		
Course Code	ILM 31183		
Course Title	Administrative Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- provide students with a comprehensive understanding of the legal principles, mechanisms, and procedures that govern the actions, decisions, and accountability of administrative bodies within a governmental framework.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Define administrative law and explain its scope.
- Explain the principles of natural justice.
- Apply the doctrine of ultra vires to administrative action.
- Identify the remedies for administrative wrongs.
- Apply the principles of administrative law to real-world situations.
- Communicate effectively with public authorities and the courts.
- Be aware of the rights and responsibilities of public authorities and individuals.

Course Content:

1. Introduction to Administrative Law
   - Definition and scope of administrative law
   - Distinction between administrative law and constitutional law
2. Sources of Administrative Law in Sri Lanka
   - Constitution of Sri Lanka
   - Legislation and statutes
   - Common law principles and precedents
3. Judicial Control of Administrative Action
   - The doctrine of ultra vires
   - The principles of natural justice
4. Administrative Authorities and Their Legal Identity
   - Identification and classification of administrative authorities.
   - Understanding the legal status and powers of administrative bodies
   - Judicial review of administrative decisions
5. Delegated Legislation
   - Types of delegated legislation (orders, rules, regulations, etc.)
   - Control mechanisms for delegated legislation
6. Writs and Their Procedural Requirements
   - various writs: Certiorari, Prohibition, Mandamus, Quo Warranto, Habeas Corpus and Injunction
   - Procedural requirements for seeking and obtaining writ remedies.
7. Ombudsman and Administrative Justice
   - Role and functions of the ombudsman
   - Access to justice for administrative grievances
8. Freedom of Information and Right to Information
   - Legal framework for accessing government information
   - Importance of transparency in administrative decision-making
9. Statutory Restriction of Judicial Review
   - The effect of ouster clauses
   - The doctrine of legitimate expectation
10. Subordinate Legislation and Its Judicial Control
    - Definition and types of subordinate legislation.
    - Mechanisms for judicial control and oversight of subordinate legislation.

Teaching /Learning Methods:

- Lectures
- Discussion,
- Group Assignments
- Individual Assignment
- Presentation

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%;	End Semester Examination

Presentation Mid Exam Class Activity Assignment	(ESE) - 60%

Required Reading:

Peiris, G. L. (2020). *Essays on Administrative Law in Sri Lanka.* Stamford Lake Private Limited Book Publishers.

Wade, W., & Forsyth, C. (2022). *Administrative Law (Twelfth Edition).* Robert Thomas, Professor of Public Law, University of Manchester.

Coorey, S. F. A. (1998). *Principles of Administrative Law in Sri Lanka (Vol. 1 & 2).* Published by Sunil F.A. Coorey.

Recommended Reading:

Harlow, C., & Rawlings, R. (1985). *Law and Administration*. Cambridge University Press

Cane, P. (2011). Administrative Law. Oxford University Press

Cooray, J. A. L. (1972). *Constitutional and Administrative Law of Sri Lanka: A Commentary on the Constitution and the Law of Public Administration of Sri Lanka*. Colombo, Hansa Publishers

Level	3		
Semester	I		
Course Code	ILM 31193		
Course Title	Law of Contract		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- provide students with a comprehensive understanding of the basic principles of contract law.
- develop their critical thinking, communication, and research skills.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Define and explain the basic concepts of contract law.
- Identify and analyze the different elements of a valid contract.
- Distinguish between the different types of contracts.
- Explain the process of contract formation and enforcement.
- Identify and apply the remedies available for breach of contract.

Course Content:

1. Introduction to Contract Law
   - Definition and nature of contracts
   - Importance and functions of contracts
   - Sources of contract law in Sri Lanka
2. Formation of Contract
   - Offer and acceptance
   - Invitation to treat
   - Consideration
   - Intention to create legal relations
   - Certainty and completeness of terms
3. Capacity and Legality
   - Capacity of parties to contract
   - Minors, mentally impaired persons, and corporations
   - Lawful object and consideration
   - Illegal and void contracts
4. Terms of the Contract
   - Express and implied terms

- Conditions, warranties, and innominate terms
- Exemption clauses and unfair terms

5. Vitiating Factors
   - Misrepresentation
   - Mistake
   - Duress and undue influence
   - Unconscionable dealing
6. Discharge of Contract
   - Performance of contractual obligations
   - Frustration of contracts
   - Agreement and breach
7. Remedies for Breach of Contract
   - Damages
   - Specific performance
   - Injunctions
   - Rescission
8. Privity of Contract and Third Parties
   - Doctrine of privity
   - Exceptions to the privity rule
   - Contracts for the benefit of third parties
9. Agency and Termination
   - Agency relationships and authority
   - Termination of agency
10. Special Types of Contracts
    - Sale of goods contracts
    - Consumer contracts
    - Employment contracts
    - Lease and tenancy contracts
    - Bailment and pledge
11. International and E-Commerce Contracts
    - Cross-border contracts
    - Electronic contracts and online transactions
12. Contract Law Reform and Current Issues
    - Reforms and developments in contract law
    - Contemporary issues and challenges in Sri Lanka

Teaching /Learning Methods:
- Lectures - Discussion - Group Assignments - Individual Assignment - Presentation
Assessment Strategy:
Required Reading:
Weeramantry, C. G. (2017). *Law of Contract (Vol. 1 & 2).* Stamferd lake Publisher. Cheshire, G. C., Fifoot, C. H. S., & Furmston, M. P. (2017*). Cheshire, Fifoot and Furmston's Law of Contract.* Oxford University Press.
Recommended Reading:
Treitel, G. H. (2020). *The Law of Contract*. Published by: Sweet & Maxwell Ministry of Justice. (2016). LAWNET. Retrieved from https://www.lawnet.gov.lk

Semester II

Level	3

Semester	II		
Course Code	ILM 32203		
Course Title	Law of Evidence		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- empower students with a comprehensive understanding of fundamental concepts and principles in property law.
- equip students with foundational knowledge concerning the law of evidence.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Acquire a comprehensive understanding of fundamental concepts and principles of property law.
- Demonstrate basic knowledge of general principles relating to the law of evidence.
- Explain the concepts of relevance, admissibility, and the process of proof in legal proceedings.
- Discuss the processes and standards of proof in both civil and criminal proceedings.
- Classify the various forms of evidence used in legal contexts.

Course Content:

1. Introduction and overview of law of evidence
    - Law of Evidence – sources and scope
    - Impact of the Constitution on the law of evidence
    - Terminology related to the evidence law: Facts in issue, Relevant facts, Collateral facts, Formal admission and judicial notice.
2. Development of Evidence Law in Sri Lanka
    - British law of Evidence
    - Before 1895
    - After 1895 Evidence Ordinance was enacted
3. The Burden of Proof
4. Admission and Confessions
5. Categories of evidence
    - Direct evidence
    - Circumstantial evidence
    - Real evidence
    - Documentary evidence
    - Testimony
    - Hearsay evidence
6. Original evidence
7. Witness
    - Dumb witness
    - Competency of Husband or Wife to testify
    - Child witness
    - Dock Statements
8. Examination of Witnesses
    - Examination in Chief
    - Cross-examination
    - Re-Examination
    - Examination by court
9. Proof without evidence
    - Judicial notice
    - Formal Admissions
    - Presumptions

10. Privileges
11. Estopple
12. Admissibility of video Recordings
13. Computer Evidence

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group Discussions
- Presentations
- Individual, and Group Assignments
- Quizzes

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Peiris,G.L. (1974). *The Law of Evidence in Sri Lanka*. Colombo Lake House Investments Limited.

Coomaraswamy, E.R.S.R. The Law of Evidence (2nd edn, Stamford Lake (pvt)ltd, Pannipitiya, Sri Lanka 2012)

Recommended Reading:

Book

Tilakaratne, Mahanama, and PadmikaMahanamaTilakaratne. *The Law of Evidence* 1st ed. Colombo: Samayawardena Book Shop, 2008. 110-15. Print.

Schwikkard, PJ & Van Der Merwe, SE. 2016. *Principles of Evidence*, Fourth Edition. Juta: Cape Town.

Journal

Mahawanniarachchi, Sumedha. "*Hearsay Evidence" – A Comparative Analysis.*" Bar Association Law Journal of Sri Lanka 9.3 (2002): n. pag. Acadamia.Edu. Web. 22 July 2015

Cases

Silva v Silva (1920) 22.N.L.R. 27
Peris v Silva (1913) 17N.L.R. 139
Eliatamby v Eliatamby (1925) 27 N.L.R.396
Arumugam v Seethevi (1953) 55 N.L.R 162
Attorney General v Rawther [1924] 25 N.L.R 385
Buddhadasa v Mahendram (1956) 58 N.L.R. 8
Chandrasekara (1942) 44 N.L.R. 97 p 122

Level	3		
Semester	II		
Course Code	ILM 32213		
Course Title	Islamic Legal Maxims		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- integrate jurisprudential branches by establishing connections with their fundamental principles, enabling easy recall and avoiding extensive research.
- enhance students' jurisprudential capabilities through structured learning.
- foster a clear comprehension of the interrelations among various branches of jurisprudence.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- bring together the jurisprudential branches by linking them to their general rules, which helps to remind them when needed without trouble or long research.
- develop the jurisprudential capacity of students.
- facilitate the student's task in comparing jurisprudence schools through comprehensive rules.
- give a clear picture of the doctrine in which, the total rules were written.
- give a clear understanding on what may be located between the phenomena of the branches of contradiction.
- organize issues of jurisprudence and its similar branches under specific controls, which facilitates the task of memorizing and understanding.
- realize the purposes of legislation, its breadth and comprehensiveness.
- provide the knowledge of the major rules and what falls under them in order to derive rulings on contemporary Shariah issues that are not stipulated.

Course Content:

1. Definition of legal maxims and some terms related to it.
    - *Al-Qa'idah Al-fiqhiyyah* (Legal maxim of Islamic Jurisprudence) and *Ad-Dabit Al-Fiqhiy* (Controller of Islamic Jurisprudence)
    - *Al-Qa'idah Al-fiqhiyyah* (Legal maxim of Islamic Jurisprudence) and An-*Nazariyyah Al-Fiqhiyyah* (Theory of Islamic Law)
    - *Al-Ashbah wan-Nazair* (Similar matters and the counterparts)
2. The establishment and development of legal maxims.
    - The foundation stages
    - The recording stages
3. The authoritative of legal maxims, with a focus on the difference of opinions among the scholars about it.
4. The source, Mission and position of legal maxims in issuing fatwa
5. Normative Legal Maxims *(Al-Qawai'd Al-Kulliyyah Al-Kubra)*
    - Acts are judged by the intention behind them or take the will for the deed (الأمور بمقاصدها)
    - Certainty is not overruled by doubt (اليقين لا يزول بالشك)
    - Hardship begets ease (المشقة تجلب التيسير)
    - There is to be no harm, and no reciprocating harm (الضرر يزال)
    - Custom is the basis of judgement (العادة محكمة)
6. Acts are judged by the intention behind them or take the will for the deed (الأمور بمقاصدها)
    - Evidence from Qura'an and Sunnah
    - Applicable example
    - Partial Normative Legal maxims and their applicable examples
7. Certainty is not overruled by doubt (اليقين لا يزول بالشك)
    - Evidence from Qura'an and Sunnah
    - Applicable example
    - Degree of Realization
    - Partial Normative Legal maxims and their applicable examples
8. Hardship begets ease (المشقة تجلب التيسير)
    - Evidence from Qura'an and Sunnah
    - Types of hardship
    - Classification of *Rukhsah*

- Partial Normative Legal maxims and their applicable examples
- The conditions of necessity and its level
- Category of human' needs

9. There is to be no harm, and no reciprocating harm (لا ضرر ولا ضرار)
   - Evidence from Qura'an and Sunnah
   - Partial Normative Legal maxims and their applicable examples
10. Custom is the basis of judgement (العادة محكمة)
    - Evidence from Qura'an and Sunnah
    - Types of *Urf*
    - Partial Normative Legal maxims and their applicable examples

Teaching /Learning Methods:

- Lectures
- Tutorials
- Group Discussions
- Presentations
- Individual, and Group Assignments
- Quizzes

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Mishkah (2013). Legal Maxims of Islamic Jurisprudence: A translated compilation by Islamic University of North America

மஸாஹிர், எஸ்.எம்.எம். & அப்துல்லாஹ், எம்.எம்.ஏ. *(2021).* இஸ்லாமிய சட்டவியல் விதிகள்: அறிமுகமும் பிரயோகமும். ஆசிரியர் வெளியீடு.

Recommended Reading:

Coomaraswamy, E.R.S.R. The Law of Evidence (2nd edn, Stamford Lake (pvt)ltd, Pannipitiya, Sri Lanka 2012)

Islamic Legal Maxims: Overview by Sheikh Ahmad Kutty at Islamic Legal Maxims: Overview | About Islam

Kızılkaya, N. (15 Mar. 2021). Legal Maxims in Islamic Law. Leiden, The Netherlands: Brill | Nijhoff. https://doi.org/10.1163/9789004444676

Islamic legal maxims- Qawaid Fiqhiyyah by Dr. Miszairi Bin Sitiris available at Islamic legal maxims- Qawaid Fiqhiyyah (slideshare.net)

The Legal Maxims of Islamic Law (excluding 5 leading Legal Maxims) and Their Applications in Islamic Finance by Buerhan Saiti and Adam Abdullah

Qawa'id Al-Fiqh: The Legal Maxims of Islamic Law by Mohammad Hashim Kamali, available at Qawa'id Al-Fiqh: The Legal Maxims of Islamic Law (iais.org.my)

Level	3		
Semester	II		
Course Code	ILM 32223		
Course Title	Company Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- develop a comprehensive understanding of the legal framework governing the establishment, functioning, management, and dissolution of companies.
- comprehend the principles of corporate governance, the roles and responsibilities of directors, and their fiduciary obligations to the company and its stakeholders.
- explore insights into mergers, acquisitions, various financing methods, and contractual obligations, while emphasizing the significance of adhering to regulatory requirements.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- gain a thorough grasp of the legal framework governing company establishment, operations, management, and dissolution.
- understand the principles of corporate governance, the roles of directors, and their fiduciary duties toward the company and stakeholders.
- learn about shareholder rights, including voting, access to information, dividend entitlements, and involvement in significant decisions.
- acquire insights into mergers, acquisitions, financing methods, and contractual obligations, while understanding the importance of regulatory compliance.
- recognize the dynamic nature of corporate law, stay updated on jurisdictional differences, and appreciate the necessity of legal expertise for informed decision-making.

Course Content:

1. Introduction to Company Law
2. Types of Business Entities
3. Formation and Incorporation of Companies
4. Memorandum and Articles of Association
    - Clauses in the Memorandum
    - Doctrine of Ultravires – It's new dimension from the historic nature
    - Alteration of Memorandum and Articles
    - Meetings and Resolutions
5. Corporate Governance
6. Directors' Duties and Liabilities
7. Shareholders' Rights and Meetings
8. Capital Structure and Financing
    - Raising and maintenance of capital
    - Shares (different classes of shares and variation of class rights)
    - Rights of share holders in general and minority rights
    - The proper plaintiff principles and it's exceptions
    - Role of the stock exchange and securities Exchange Commission
    - Debentures
    - Unit Trusts
9. Mergers, Acquisitions, and Takeovers
10. Winding – up
    - Insolvency
    - Liquidation
11. Corporate Social Responsibility
12. Regulatory Compliance and Reporting
13. Corporate Contracts and Agreements
14. Securities Law and Capital Markets
15. Corporate Restructuring

Teaching /Learning Methods:	
- Lectures - Tutorials - Group Discussions - Presentations - Individual, and Group Assignments - Quizzes	
Assessment Strategy:	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%
Required Reading:	
De Silva, N. T. (2019). *Company Law in Sri Lanka: Principles and Practice*. Jayasuriya, M. K. (2008). *Corporate Governance and Company Law in Sri Lanka.* Perera, S. H. (1988). *Regulatory Framework of Company Law in Sri Lanka: An Overview*	
Recommended Reading:	
Coomaraswamy, E.R.S.R. The Law of Evidence (2nd edn, Stamford Lake (pvt)ltd, Pannipitiya, Sri Lanka 2012) Samarasinghe, S. (Year). *Company Law Reforms in Sri Lanka: Challenges and Prospects*. Gunasekara, R. A. (Year). *Corporate Legal Environment in Sri Lanka: A Study of Company Law Compliance*. Abeyratne, R. I. (Year). *Company Law and Business Practices in Sri Lanka*. Silva, K. M. (Year). *Company Law Enforcement in Sri Lanka: Issues and Solutions*.	

Level	3		
Semester	II		
Course Code	ILM 32233		
Course Title	Islamic Law of Waqf and Inheritance		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			
This Course Aims to; - Provide an overview of wealth and its acquisition from an Islamic perspective. - Identify the rightful owner of wealth according to Islamic principles. - Elaborate on the Islamic system of inheritance, including its causes, obstacles, and regulations. - Acquire knowledge of the process and preparation of Wills in accordance with Islamic teachings.			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; - Give an overview of Wealth and its acquisition - Identify the real owner of wealth - Highlight the Islamic way of sourcing and spending lawfully. - Elaborate the Islamic system of Inheritance, its causes, impediments and Rules. - Define Wasiyyah and Waqf, Their elements, conditions, terms and Rules. - Enumerate the characteristics of Wasiyyah and Waqf in Islam - Explain Hibbah and Its Rules.			

- Acquire the knowledge of how Will is done and prepared in Islam.
Course Content:
1. Concept of wasiyya (bequest) and its Limitation. 2. Definition of Waqf, Endowment its Types and Limitation, and its Role and Rules in Islamic law 3. Gifts and its Essential Requirements, As Well as the Rules Relating to Gift. 4. Definition of Inheritance. 5. The obligations of the Administrators or executors on the Inherited Property before Its Distribution among the Beneficiaries. 6. The Essential Requirements of Inheritance, its conditions, its causes and obstacles. 7. The Heirs: *Ashab Al-Furud*; *'Asabah*, 8. Al-'Aul(العول) Wa Al-Radd.(الرد) 9. Al-Hajb. (الحجب) 10. Devolution (المناسخة), Denominator (التخارج)
Teaching /Learning Methods**:**
- Lectures - Tutorials - Group Discussions - Presentations - Individual, and Group Assignments - Quizzes

Assessment Strategy:	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Al-Dusuqi, M. (2000*). al-Waqf wa Dauruhu fi Tanmiyah al-Mujtama' al-Islami*. Cairo: Wizarah al-Awqaf. Al-Shafi'i, M. ibn I. (1961). *al-Umm. Cairo: Matba'ah Maktabah al-Kulliyyat al-Azhariyyah.* (Original work published 1381H).
Recommended Reading:
Al-Sharbini, M. al-K. (1958). *Mughni al-Muhtaj Ila Ma'rifah Alfaz al-Manhaj (A. A. Mujid & A. M. Mu'awwad, Eds.).* Cairo: Mustafa al-Babi al-Halabi. Al-Sabuni, M. A. (2002*). al-Mawarith Fi al-Shariah al-Islamiyyah fi Dau al-Kitab wa al-Sunnah*. Nasr City: Dar al-Sabuni. Al-Zuhaily, W. (1994). *al wasaaya wal-waqf fi al-Fiqh al-Islami*.

Level 04
Semester I

Level	4		
Semester	I		
Course Code	ILM 41243		
Course Title	Islamic Banking Law & Takaful		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:
This Course Aims to; - develop a comprehensive understanding of the banking industry and its operational environment. - familiarize with the provisions of the Banking Act No. 30 of 1988 and articulate the regulations governing Islamic banking activities in Sri Lanka. - analyze the formation of Islamic banking products and their legal

implications.

- clarify the concept of takaful contracts, their operational mechanisms, and legal aspects within the Sri Lankan insurance sector.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the banking industry, and its environment
- know the Banking Act No. 30 of 1988 and explain the provision for Islamic banking operations in Sri Lanka.
- explain the Islamic banking products' formation and its legal perspective
- provide a clear understanding of takaful contract, its operations and legal perspective in Sri Lankan insurance industry.
- acquire the practical experience and observation of banking and takaful operations through field visits. (By participating in educational field trips organized by the Unit/Department)

Course Content:

1. Overview of Banking Industry in Sri Lanka
    - Types of banks
    - Financial institutions
2. Banking Act No. 30 of 1988
    - Amendment in Banking Act which allows Islamic baking operations
3. Banker and Customer: Right and Duties
4. Regulations of Islamic Banking in Sri Lanka
    - Central Bank of Sri Lanka
5. Islamic banking industry in Sri Lanka
6. Legal Capacity for Islamic banking contracts
7. Islamic Banking Contracts
    - Introduction to the products and services
    - Contract formation and documentation and Termination of contracts
    - Shariah Standards
8. Takaful Contract
    - Concept
    - Contract parties
    - Takaful principles
    - Types of takaful
    - Shariah standard
9. Takaful Operation in Sri Lanka
    - Regulation of takaful: IBSL, IRCSL
    - Takaful operators
    - Contract formation
    - Claim Process and its documentation
10. Issues in Takaful

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

AAOFI (2017). *Shariah Standards. Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI).* Kingdom of Bahrain: Manama.

INCEIF (2012). *Takaful: Realities and challenges*. Malaysia: Pearson Malaysia Sdn Bhd, Selangor Dharul Ehsan.

ISRA (2016). *Islamic Financial System- Principles & Operations (2nd Ed.),* International Shariah Research Academy for Islamic Finance (ISRA), Malaysia: Kuala Lumpur.

Recommended Reading:

Connolly, T. M., & Begg, C. E. (2014). Database Systems: A Practical Approach to Design, Implementation, and Management. Pearson.

AAOFI (2017). *Shariah Standards.* Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI). Kingdom of Bahrain: Manama.

INCEIF (2012). *Takaful: Realities and challenges*. Malaysia: Pearson Malaysia Sdn Bhd, Selangor Dharul Ehsan.

ISRA (2016). *Islamic Financial System- Principles & Operations (2nd Ed.),* International Shariah Research Academy for Islamic Finance (ISRA), Malaysia: Kuala Lumpur.

Banking Act No. 30 of 1988.

Billah, M.M. (2003). *Islamic and Modern Insurance: Principles and Practices*, Salangor, Malaysia: Ilmiyyah Publishers

Lahsasna, A. (2016). *Risk and Takaful planning*. IBFIM: Kuala Lumpur Malaysia.

Nafees, S.M.M. (2020). *Legal Regulatory Aspects of Islamic Banking in Sri Lanka*. Al Hikmah Publications, Australia: Tarneit.

Rajapaksha, W. (2001). *Practice and Law of Banking.* Published by Author.

Siti Salwani Razali (2010). *Islamic Law of Contract*. Cengage Learning Asia Pte Ltd: Singapore

Level	4

Semester	I		
Course Code	ILM 41253		
Course Title	Intellectual Property Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- introduces students to the complexities of Intellectual Property Law at both the global and national levels. All the major areas necessary for achieving a balanced and well- informed understanding of Intellectual Property Law has been included in the course.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Domestic a clear understanding and competence in core concepts of the subject area.
- Explore and analyses new trends of Law of Intellectual property posed y the rapidly changing economic, commerce and technological environments in the world.
- Be a competent practitioner to be involved in solving the legal disputes arising in the context of Law of intellectual property

Course Content:

1. Introduction to Intellectual Property
    - History and Evolution of Intellectual Property – Sri Lanka's International Obligations
2. Different Types of Intellectual Property
    - **Patent:** Conditions of Patent applicability (Utility) – Novelty – Inventive Step (Non-Obviousness) –

Disclosure of the Invention – Infringement – Exclusive Right of a Parent Owner – Enforcement of Rights – Types of infringement – Elements in Establishment of Infringement –Remedies available to the patent Owner – Exploitation of the Patented Invention – Compulsory Licenses – Utility Models

- **Copyright and Neighboring Rights:** Copyright protection – subject matter of copyright protection – Rights comprised in copyright –neighboring rights – ownership of copyright – Limitations on copyright protection – piracy and infringement – remedies protection of Expressions of Folklore

- **Trade marks:** Definitions – Trademarks / Services Marks/ Collective Marks
- Protectability _Distinctiveness – Exemptions from Registration Rights

Protection – Use Requirements – Registration

- **Industrial Designs**: Evolution of Design Protection – The Legal protection of

Industrial Designs – Rights in Industrial Designs – Relation to copyright

- **Geographical Indications**: Protection of Geographical indications at National Level Protection of Geographical Indications at International through Multilateral Treaties / Bilateral Agreements

3. Selected International Conventions on Intellectual Property
   - The Paris Convention of the Protection of Industrial Property
   - The Berne Convention for the Protection of Literary and Artistic Works
   - The Trademark Law Treaty Conventions on Classification
   - The International Conventions in the Field of neighboring Rights
   - World Trade Organization (WTO)
   - The Agreement on Trade – Related Aspects of Intellectual Property Rights

   (TRIPS)
   - WIPO Copyright Treaty
   - WIPO Performances and Phonograms Treaty
4. Intellectual Property Act, No. 36 Of 2003
5. Current Trends
6. Copyright protection from Islamic legal perspective

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Connolly, T. M., & Begg, C. E. *(*2014*). Database Systems: A Practical Approach*

to Design, Implementation, and Management. Pearson.

Doulah,A.B (1999). *Major international laws for the protection of intellectual property rights. Dhaka: Society for information and research on business intellectual inventions*, 1999. 1999.

Hart, T, Clark,S & Fazzani, L, (2006). *Intellectual Property Law*. New York Palgrave 2006 2006.

Bounchoux, Deborah (2005). *Intellectual Property Rights*. New Delhi Cengage Learning India Pvt. Ltd. 2005 2005.

Recommended Reading:

Book

Jayasinghe, Kirthisiri, (1998). *Sri Lanka's copyright law embodied in the code of intellectual property act*. Colombo A Mahapola Gnana Dharshana Publication.

Mirando, Beverly Ann. (1999). *Critical analysis of the provisions governing trade marks under the code of intellectual property*. Colombo Vijitha Yapa Publications 1999 1999

Narayanan, P. (1999). *Intellectual property law.* Calcutta Eastern Law House 1999 1999.

Karunaratna, D. M. (2013). *Elements of the law of intellectual property in Sri Lanka*. Nugegoda: Sarasavi Publishers.

Journal

Kariyawasam, K. (2005). *The recent law reforms and plant intellectual property law in Sri Lanka: compliance with the TRIPS and CBD*. Australian Journal of Asian Law, 7(2), 169-186.

Perera, P. K. (2019). *Study On Intellectual Property Rights (Iprs) And Trade in Traditional Medicines* (Tm) In Sri Lanka.

Saujan, I., Razick, A. S., Haniffa, M., & Nairoos, M. (2022). *Shari ' ah Compliance of Copyright Act of Sri Lanka.* International Journal of Arts, Humanities & Social Science, 03(07), 50–62. https://ijahss.net/paper/289

Level	4		
Semester	I		
Course Code	ILM 41263		
Course Title	Law of Tort		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- recognize the foundational principles of tort law, encompassing its nature, scope, defences, negligence, contributory negligence, nervous shock, economic loss, and strict liability, while understanding their underlying purpose and contextual framework.
- utilize the identified principles effectively in resolving disputes pertaining to the aforementioned topics.
- employ case law analysis techniques to effectively analyze and solve legal problems encountered within the realm of tort law.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify the principles of tort law in relation to its nature and scope, defences, negligence, contributory negligence, nervous shock, economic loss, and strict liability, and the underlying purpose and context in which they function.
- apply the relevant principles in relation to the above topics in resolving disputes.
- apply techniques of case law analysis in order to solve legal problems.

Course Content:
1. Introduction to the law of torts 2. Defences in Torts 3. Negligence 4. Breach of Duty 5. Causation 6. Contributory Negligence 7. Nervous Shock 8. Economic Loss 9. Strict Liability 10. Trespass to person and Goods 11. Assault 12. Battery 13. Conversion 14. False Imprisonment 15. Defamation
Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment

Assessment Strategy:	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Majeed, U.L.A.(N/A) *A Modern Treatise on the Law of Delict (Tort)*, Sri Lanka.
Michael A Jones. (2002). *Textbook on Torts, 8th ed*. Oxford: OUP.
W.V.H Rogers. (2006). *Winfield and Jolowicz on Tort. 17th ed.* London: Sweet & Maxwell.
Recommended Reading:
Norchaya Talib. (2005). *Law of Torts in Malaysia. 3rd ed*. Kuala Lumpur: Sweet & Maxwell Asia.
McBride, N.J. & Bagshaw, R. (2005). *Tort Law. 2nd ed. Harlow: Pearson Education Ltd*.
Murphy J. (2007). Street on Torts. 12th ed. Oxford: OUP.

Level	4		
Semester	I		
Course Code	ILM 41273		
Course Title	Public International Law		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:
This Course Aims to; - introduce fundamental concepts of Public International Law comprehensively. - explore key concepts like legal analysis and interpretation in depth. - investigate ethical and professional responsibilities within the realm of international law.
Intended Learning Outcomes:
At the end of this course, the student will be able to; - provide a comprehensive introduction to the fundamental concepts of Public International Law. - delve deeply into key concepts such as Legal analysis and

Interpretation.

- explore ethical and professional responsibilities within the context of international law.
- apply the rules and principles of international law to real-world situations.
- analyze hypothetical scenarios to understand the practical application of international legal principles.

Course Content:

1. Introduction to Public International Law
2. State Jurisdiction
3. International Human Rights Law
4. International Humanitarian Law
5. International Environmental Law
6. Law of Sea
7. International Trade Law
8. International Dispute Settlement
9. Contemporary Trends in International Law
10. International Law in Practice

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy:	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Abdul Ghafur Hamid, (2023). *Public International Law: A Practical Approach*,IIUM Press.

Mohammad Naqib Ishan Jan. (2009). *Principles of Public International Law: A Modern Approach.* IIUM Press.

Recommended Reading:

Abdul Ghafur Hamid. (2012). Basic Documents of International Law. Harun M. Hashim Law Centre, IIUM.

Cecily Rose. (2022). *An Introduction to Public International Law.* Leiden University

Level	4		
Semester	I		
Course Code	ILM 41283		
Course Title	Principles of Equity and Trust		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- develop familiarity with the proper understanding of trust concepts.
- comprehend the process of creating a binding trust and its enforcement mechanisms.
- explore the conditions leading to the breach of trust and the available remedies for such breaches.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- familiar with the proper understanding of the concepts of trust.

- familiar with the various types of trust in Sri Lankan and Islamic laws.
- understand the creation of a binding trust and its enforcement.
- understand the operation of charity and differentiate it from waqaf.
- learn about the circumstances under which a trust is considered breached and remedies available for the breach.

Course Content:

1. Introduction
2. Definition and Classification of Trust
3. Creation of an Express Trust
4. Modes of Creation of Trust
5. Completely and Incompletely Constituted Trust
6. Resulting Trust
7. Constructive Trust
8. Secret Trust
9. Charitable Trust
10. Non- Charitable Purpose Trust
11. Islamic Trust
12. Trustee
13. Breach of Trust
14. Defences for Breach of Trust

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%; Presentation	End Semester Examination (ESE) - 60%
Mid Exam Class Activity Assignment	

Required Reading:

Petit, P. (2006), *Equity and the Law of Trusts*. Oxford: Oxford University Press

Watt, G. (2008), *Equity and Trust Laws: Directions*. Oxford: Oxford University Press

Recommended Reading:

Mohamed Ramjohn. (2008), *Unlocking Trusts*. London: Hodder Education

Graham Virgo (2016) *The Principles of Equity & Trusts*, London: OUP.

Level	4		
Semester	I		
Course Code	ILM 41293		
Course Title	Alternative Dispute Resolution (ADR)		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course Aims to;

- acquire a comprehensive understanding of fundamental concepts and principals of Alternative Dispute Resolution (ADR).
- demonstrate basic knowledge of general principles relating to the Alternative Dispute Resolution (ADR).
- gain a comprehensive understanding of different ADR processes including negotiation, mediation, arbitration, and restorative justice and explain the principles, advantages, and limitations of each method.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Understand the ADR's practices and procedure in Sri Lanka
- Understand the Alternative dispute resolution (ADR) concept in Islamic jurisprudence.
- Acquire strong communication and interpersonal skills required for effective ADR including active listening, effective questioning and empathetic communication.
- Understand and adhere to ethical principles and professional standards in ADR They should recognize and manage conflicts of interest, maintain confidentiality, and uphold impartiality and fairness throughout the dispute resolution process.

Course Content:

1. Introduction to Alternative Dispute Resolution (ADR)
    - Negotiation
    - Mediation
    - Arbitration
    - Other forms of resolution techniques
2. Mediation
    - Principles and practices of mediation
    - Role of the mediator
    - Mediation process
    - Techniques for effective communication
    - Strategies for facilitating resolution
3. Arbitration
    - Arbitration agreement
    - Selection and qualifications of arbitrators
    - Arbitration process
    - Advantages, disadvantages, and legal aspects of arbitration
4. Negotiation
    - Negotiation skills and strategies.
    - Different negotiation styles and approaches.
    - Assess interests and generate options.
    - Creative solutions to disputes
5. Restorative Justice
    - Principles of restorative justice
    - Victim-offender mediation.
6. Alternative Dispute Resolution (ADR) in Sri Lanka
    - Practices & Procedure
7. Alternative Dispute Resolution (ADR) in International Context
    - International arbitration
    - Enforcement of arbitration awards
8. Alternative dispute resolution (ADR) in Islamic jurisprudence
    - Origin 'Sulh', 'Tahkim' & 'Musa'alah'
    - Role of "Hakam" or "Mudabbir,"
9. Ethics and Professional Conduct.
    - Ethical dilemmas.
    - Confidentiality & Impartiality
    - Ethical guidelines in various ADR processes

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Books

Fisher, R., Ury, W. and Patton, B. (1991), *Getting to Yes: Negotiating Agreement without Giving In, 2nd ed.*, Houghton Mifflin.

Warters, D. L. (2009). *Mediation: Principles, Process, Practice*. Butterworths

Jayewarden, H. W. (1992). *Alternative Dispute Resolution in Sri Lanka*.

Recommended Reading:

Books

Goonesekere, S. (Year). *ADR Practice and Procedure in Sri Lanka*.

Safi, L. (Year). *Alternative Dispute Resolution in Islamic Law*.

Najjar, N. (Year). *Islamic Law & International Commercial Arbitration*.

Mnookin, R. H., Peppet, S. R., & Tulumel, A. S. (Year). *Beyond Winning: Negotiating to Create Value in Deals and Disputes*.

Rivkin, D. W., & Fernandez, M. (Year). *Arbitration: The Essential Guide*.

Cases

Halsey v Milton Keynes General NHS Trust [2004]

Mitsubishi Motors Corp v Soler Chrysler-Plymouth, Inc (1985)

Thahir v Amirdeen (2001)

Goodwill Associates v Kandy Municipality (2012)

Sampath Bank v Lal Perera and Company (2014)

The Tabah Foundation Case

The Tahkim al-Qarah Case

5.2 Department of Arabic Language

5.2.1 BA General Degree in Arabic Language

Level 01
Semester I

Level	1		
Semester	I		
Course Code	AGM 11013		
Course Title	Introduction to Language and Linguistics		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- address general principles of the language & linguistics
- define linguistics, its technical terminology, and its various fields
- enable to analyze levels of linguistic structure.
- explore research methodologies in the field of linguistics.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- define general principles of the language & linguistics
- explain linguistics, its technical terminology, and its various fields.
- analyze levels of linguistic structure
- apply the research methodology in linguistic studies

Course Content:

1. Introduction to Language
   - Concept of Language
   - Language Families
   - Characteristics of Human Language and its functions
2. Arabic Language and its importance
   -Emergence of Arabic Language
   -Features of Arabic Language
3. Islamic Principles of Language
   -Language is a blessing and expression tool
   -The difference in languages is a sign and a challenge
   -Linguistic Capabilities and Language Acquisition
4. Principles of Linguistics
   -Concept of Linguistics
   -Branches of Linguistics
   -Themes of Linguistics
   -Methods of Linguistics
   -The emergence of linguistics in the West and the Arabs
5. Analysis of the levels of Arabic linguistic structure
   -Phonological structure
   -Morphological structure
   -Syntactic structure
   -Semantic structure
6. Eminent Scholars in Linguistics
   - Ferdinand de Saussure
   - Noam Chomsky
   - Ibnu Jinni
   - Kamaal Bashar

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Abd al-Salam, Ahmed Sheikh. (2009). *Al-Lugawiyya al-'Aammah: madkhal Islami wa Mawzhuaat Mukhtarah*. Ed.3. Kuala Lumpur: International Islamic University Malaysia

Waafi, Ali abd al-Wahid. (2004). *'Ilm al-Luga.* Ed.9. Cairo: Nahzha Misr li al-taba'a wa al-nasr wa al-tawzeeg.

Recommended Reading:

Abd al-Tawwab, Ramzan. (1995). *Al-Madkhal ila 'ilm al-luga wa manahij al-bahs al-lugawi*. Ed.3. Cairo: Maktaba al-haanji.

Abdullah, Adhil. (2004). *Muqaddima fee ilm al-luga.* Kuala Lumpur: International Islamic University Malaysia.

Al-Sa'raan, Mahmood. (1980). *Ilm al-luga: Muqaddimaa li al-Qarie al-Arabi*. Beirut: Dar al-Nahzha al-Arabiyya.

Al-Zhamin, Hatim Salih. (1989). *Ilm al-Luga*. Baghdad: Wazarah al-ta'leem al-'aali wa al-bahs al-'ilmi.

Level	1		
Semester	I		
Course Code	ACM 11013		
Course Title	Advanced Listening and Speaking		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- practice to listen the sounds of text clearly with the general meaning
- develop the words, phrases and their usages within sentences
- practice to use new short, long sentences in order to use them in speaking skill
- train on speech in selected occasions

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify the sounds of listened text clearly with the general meaning
- categorize the words, phrases and their usages within sentences
- build new short, long sentences in order to use them in speaking skill
- produce model sentences in order express feeling and literacy situations

Course Content:

1. Spell & Pronounce practice
2. Listening the sounds and finding new vocabularies (Al-Masjid Al-Jamiu)
3. Listening for identifying types of sentences
4. Listen and summarize themes
5. Listen and put a title for every paragraph (Lugathee Hayaathee)
6. Listen and say sentences (Arabiyya baina yadaika)
7. In the market (YouTube)
8. Role play (Haarisul Busthan)
9. Listening to poems and literary items (Rathaul Undulus)
10. Selected Famous Arabic speeches
11. Self-introduction using proper vocabularies and phrases
12. Speaking Practices
    - Routine life of a student

    -Role play (khathem)

    -Literary stories
13. Dialogue
    - Between father and son
    - In the airport
    - In the hospital

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Group Discussion Group Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Ibrahim al-Fawzan, Abdul Raheem, Hussain, Mukhtar al-Tahir & Muhammed Fazhl, Muhammed Abdul Khaliq. (2007). *Al-Arabiyya baina Yadhaika*. Kingdom Saudi Arabia: Al-Arabiyya lil Jamiee. Mahmood.I. , Nasif. M & Mukhthar Hosain. (1983). *Al Arabiyya linnashieen*. (Vol. 5&6). Kingdom Saudi Arabia: Ministry of Education.
Recommended Reading:
Aarif, Mohamed & Abdur Raheem. (1993). *Duruus finnusuus Al Adabiyyah*. Kingdom Saudi Arabia: Ministry of Education. Ibrahim, A,Aleem. (1985). *Muwajjihu Fanni limudarrisil lugha Arabiya*. Cairo: Darul Ma'arif., Madkoor. A. Ahmed (1991). *Thadreesu funuuni Al lhughal Arabiyya. Ma'hadu dirasath wal buhuth Ath tharbaviyya*. Cairo Thombury, S. (2005). How to teach Speaking. Harlow: Pearson Education.

Level	1		
Semester	I		
Course Code:	ALM 11013		
Course Title	Introduction to Arabic Literature		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- make student familiar with technical terms used in arabic literature
- expose understanding of the literature, its periods and the genres
- examine relationship among language, culture and religion
- develop critical thinking skill among the students

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain concept and usage of the technical term used in literature
- identify genres of literature and its trends.
- evaluate historical development of the language, literature.
- analyze & critic literary texts

Course Content:

1. Introduction
   -Definition of Language and Literature
   -Sources of Arabic Literature
   -Genres of Deewaan
2. Teaching Literature
   -Importance of Studying Literature
   -Methodology for Teaching Literature
   -Contribution of the literature for the development of the language skills
3. Difference between Literature and its History
   - Brief history of Arabic Literature
   - Some important opinions of Islamic scholars on dividing Literature Periods
4. Introduction to Literary Terminological words
   - Qafiya
   - Shaja
   - Raviya
   - Bahr
   - Rajs,

- Khiyal
- Poem
- Pros
- Hija
- Aroool
- Ajs
- Baith
- Qaseeda
- Iihau
- Athlal
- Al-Isthihlal
- Naqayil
- Thareef
- Muallaqath

5. Component of the Literature
6. Genres of Literature
    - Poem and Prose
    - Poem and its kinds, History
    - Prose and Its Kinds
7. Brief comparative Study on Arabic & Tamil Literature Period
8. Common Theme for Arabic Literature
9. Al-Vasf, Madah, Hija, Fahr & Hamasah, Al-ithab & ihtithar, As-Zuhth, gazal, Naseeb, and Ritha

Teaching /Learning Methods:

- Deductive and Inductive Method
- Giving brief explanation
- Demonstration & Discussion
- Encouraging Students to Search More on the particular topic & review course material
- Assigning some works to be carried out during the session & after the session

Assessment Strategy: *Varieties of assessment activities status by the faculty*	
Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Muawwal, Sulaiman. (2008). *madkhal 'iilaa al'adab alearabii. Lebanan:* almuasasat alhadithat lilkitab.

Abdul Munas, Muhammed Haneefa. (2021). *al'adab alearabiu fi aleasr aljahilii -tarikhuh wanususuh watarjamat al'aelam fih*. Palamunai: Cultural Development Centre.

Recommended Reading:

Ummul qura University. (2016/2017). *madkhal lidirasat al'adab*. Department of Arabic and Literature.

Laif Sawki. (1995). *tarikh al'adab alearabii*, 2nd Edition. Eygipt: dar almaearif

Allen Rogan. (2000). *An Introduction to Arabic Literature*. University of Cambridge: Cambridge University Press.

Level	1		
Semester	I		
Course Code:	ATM 11013		
Course Title	Introduction to Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- providing knowledge about the principles and foundations of translation.
- training in translating texts using translation methods and technologies.
- detecting common errors in translation.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the principles and foundations of translation.
- translate phrases and texts accurately.
- identify common errors in translation.

Course Content:

1. Introduction to Translation
   - Translation and Its Significance
   - Principles and Foundations of Translation
   - Types of Translation
   - The Origin and History of Translation in the Arab and Western Worlds
2. A good Translator
   - Who is a Translator
   - The Role of a Translator
   - Linguistic and Professional Qualifications of Translator
   - Opportunities for Translators Locally and Globally
3. Translation Methods and Tools
   - Direct Translation
   - Indirect Translation
   - Translation Tools
4. Translation Strategy and Its Steps
5. Machine Translation
   - The Origins and Evolution of Machine Translation
   - Machine Translation and the Arabic Language
   - Translation Software
6. Translation Samples between Arabic, Tamil, and English Languages
   - Nouns: Pronoun, Demonstrative, Relative,
   - Verbs & Tenses
   - Cases
   - Conjunction
   - Sentences and Phrases
   - Selected Texts
7. Difficulties in Translation between Arabic, Tamil, and English Languages
   - Linguistic Difficulties
   - Non-Linguistic Difficulties

Teaching /Learning Methods:

- Lectures
- Exercises
- Discussion Sessions
- Presentations
- Activity

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Ezeddin Muhammad Najib. (2005). *Usas Al-Tarjama Min Al-Ingiliziyya Ila Al-Arabiyya Wa Bil-Aks*, 5th Edition, Maktabat Ibn Sina, Al-Qahira.

Yusuf, Muhammad Hasan. (2006). *Kayfa Tutarjam,* Kuwait.

Recommended Reading:

Hasan, Humaidiyya. (2017). *Al-Muysar Fittarjama Al-Qanuniyya.*

Jan al-Dik: *Daliluttalib Fittarjama*, 2nd Edition, Cairo, Makthaba Habeeb
Aamer al-Zanati.(n.d). *Mukaddimah Fi 'Ilmittarjama*, 1st Edition, Saudi Arabia.
Anani, Muhammad. (2000). *Fannuttarjama*, 5 volumes, Longman: Al-Sharika Al-Misriyya Al-Alamiyya Lil-Nashr.
Anani, Muhammad. (2000). *Murshidulmutarjim*, Longman: Al-Sharika Al-Misriyya Al-Alamiyya Lil-Nashr.

Semester II

Level	1		
Semester	II		
Course Code	AGM 12023		
Course Title	Applied Grammar		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;
expose the principles and theories of arabic grammar
impart the ability to explain basic terms in arabic grammar
train to deduce arabic rules from selected texts
strengthen in order to formulate Arabic rules in self and consequently apply them in usage

Intended Learning Outcomes:

At the end of this course, the student will be able to;
explain the principles and theories of arabic grammar
explain the basic terms in arabic grammar and their application in composition
deduce arabic rules from selected texts
formulate Arabic rules in self and apply them in usage.

Course Content:

Words and its genres
Masculine and Feminine
Singular, Dual, Plural
Article (Nakira wa Ma'rifa)
Pronouns
Demonstrative Pronouns
Relative Nouns
Prepositions
Verb and its genres
Sentence and its kinds
Subject and Predicate (Mubtadau wa Khabar)
Kaana wa Akhawaatuhaa

Teaching /Learning Methods:

Deductive & Inductive method
Lecture
Demonstration & Discussion
Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Muhammed al-Waqfi, Ibrahim Ahmed. (2009). *Tabseet al-aajoomiyyah*. Cairo: Dar al-fazheela li al-nasr wa al-tawzee'.
Hussain al-Maliki, Muhammed Hussain. (2013). *Tadreeb al-tullaab fee qawaa'idh al-I'raab*. Cairo: al-fazheela li al-nasr wa al-tawzee'.

Recommended Reading:

Mohammed Haneefa, Abdul Munas. (2023). *Al-Murshid al-'amali li al-taraakib al-wazhifiyya.* Ed.2. Palamunai: Markaz Tanmiyyat al-Saqaafa.
Al-Galaaieeni, Mustafa. (1994). *Jami'u al-Durus al-Arabiyya.* Beirut: al-Maktaba al-Asriyya.
Yusuf, Abdulah. (n.d.). *Awzhah al-masalik ila alfiyyah ibn Malik*. Beirut: Dar al-fikr li al-tibaa'ah wa alnashr wa al-tawzee'.
Abdul Azeez al-Najjar, Mohammed. (2001). *Zhiyaa al-saalik ilaa awzhahi al-masaalik*. Ed.1. Beirut: Muassisa al-risalah.

Level	1		
Semester	II		
Course Code	AGM 12032		
Course Title	Quranic Text Comprehension		
Credit	II		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;
clarify the dimensions of the quranic studies and quranic expression
analyze the linguistic and rhetorical words and styles from the texts of the Holy Qur'an
define the benefits derived from Quranic verses

Intended Learning Outcomes:

At the end of this course, the student will be able to;
realize the miraculous language, meaning and interpretation of the holy qur'an
extract linguistic rulings and literary and rhetorical ideas from the quranic text
apply knowledge of the contents of the Holy Qur'an in daily life

Course Content:

Introduction to Quranic Studies
The Quran and its Themes
Revelation and Compilation of the Quran
Style of the Quran
The Al-Qur'an and the Arabic language
The impact of the Holy Qur'an on language and literature
Taraaduf & Tazhaad in the Holy Quran
Muhkamaat & Mutashaabihaat
Tafsir & Ta'veel
Tarjama & Ta'reeb
Sura al-Ikhlaas
Content of the verses
Linguistic and literary analysis
Deductions
Sura al-Maa'un
Content of the verses
Linguistic and literary analysis
Deductions
Sura al-Hujuraat
Content of the verses
Linguistic and literary analysis
Deductions
Sura Luqmaan
Introduction to Sura Luqmaan

Instructions of Luqmaan (Peace be upon him) to his son Raising children in light of the verses Deductions	
Teaching /Learning Methods:	
Deductive & Inductive method Lecture Demonstration & Discussion Group & Individual Assignment	
Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%
Required Reading:	
Ibn 'Aashoor, Muhammed al-Tahir. (1984). *Tafsir al-Tahreer wa al-tanweer*. Tunis: al-dar al-tunisiyya. Al-Saabooni, Ali. (1981). *Safwaa al-tafsir*. E.4. Beirut: Dar al-Quran al-Kareem.	
Recommended Reading:	
Abu al-Fidaa, Ismail bin Umar bin Kaseer. (2000). *Al-Misbah al-Muneer fee tahdheeb tafseer ibn kaseer.* Cairo: Dar al-salam li al-nasr wa al-tawzee'. Al-Samiraae, Fazhil Salih. (2006). *Al-Ta'beer al-Qurani*. Ed.4. Amman: Dar Ammar. Al-Suyooti, Jalaludeen. (1974). *Al-Itqaan fee 'uloom al-Quran*. Egypt: al-haiya al-misriyya al-'aammaa li al-Kuttab. Ahmed, Izzat. (2000). *Ittijaahaat al-Tafsir fee al-Qarn al-'ishreen*. Cairo: Jamia al-Azhar.	

Level	1		
Semester	II		
Course Code	ACM 12023		
Course Title	Structure of Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			
This course aims to; define the fundamental concepts and theories in translation be able to effectively navigate and apply the different stages of the translation process address various challenges and obstacles that arise during the translation process acquire the necessary knowledge and skills to engage in specialized fields			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; demonstrate a clear understanding of the fundamental concepts and theories in translation be able to effectively navigate and apply the different stages of the translation process develop the ability to identify and address various challenges and obstacles during the translation process practice the necessary knowledge and skills to engage in specialized fields			
Course Content:			

Introduction to Translation Definition of Translation Role of Translation in communication Historical overview of translation Concepts of source text (ST) and target text (TT) Prerequisites of good translation and a good translator Genres of Translation Translation in the age of globalization and digitalization Career opportunities in translation The Translation Process Stages of the translation process: comprehension, analysis, transfer, and revision Techniques for text comprehension and analysis Steps in translation Methods of translation Identifying translation challenges and problem-solving strategies Applied Translation Handling idioms, proverbs, and cultural references in translation Religious Translation Literal translation Legal Translation Medical Translation Technological Translation
Teaching /Learning Methods:
Deductive & Inductive method Lecture Demonstration & Discussion Group & Individual Assignment
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:
Inaani, Muhammed. (2000). *Fan al-Tarjama*. Ed.5. Egypt: al-Sharika al-Misriyya al-'alamiyya. Muhmeen, Akram. (2004). *Fan al-Tarjama li al-talaba wa al-mubtadhieen*. Egypt: Dar al-thalaae' li al-tawzee wa al-tastheer.
Recommended Reading:
Inaani, Muhammed. (2015). *Murshid al-Mutarjim*. Egypt: al-Sharika al-Misriyya al-a'lamiyya li an-nashr. Ghazala, Hasan Said (2014). *Translation Skills: A Textbook*. Jeddah: Konooz Al-Marifa Company For Printing And Publishing. Ashraf, A.F.M. (2020). *Moḻipeyarppiyal*. Sainthamaruthu: Excellent Publishers.

Level	1		
Semester	II		
Course Code	ACM 12032		
Course Title	Phonetics		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70
Course Aims:			

This course aims to;
enlighten the concept of phonetics and phonology and their branches
address the basic characteristics of arabic sounds in contrastive with Tamil and English
train in phonetic analysis and phonetic writing

Intended Learning Outcomes:

At the end of this course, the student will be able to;
identify the differences between the terms phonetics and phonology
distinguish the basic characteristics of Arabic sounds in contrastive with Tamil and English
facilitate to pronounce & spell in proper way

Course Content:

Introduction to Phonetics
Concept of phonetics and its importance
Branches of phonetics
Phonetics and Phonology
Ilm al-Tajweed & Modern Linguistics
Place of Speech Organs & its characteristics
Place of Speech Organs
Characteristics of sounds
Arabic sounds in contrastive with Tamil and English
Consonant & its genres
Vowel & its genres
Phonetics Terminologies
Allophone
Phoneme
Syllable
Stress
Intonation
Common errors in phonological phenomena
Khaleel bin Ahmed al-Faraahidee

Teaching /Learning Methods:

Deductive & Inductive method
Lecture
Demonstration & Discussion
Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Abdullah, Adhil. (2004). *Muqaddimaa fee Ilm al-Aswaat.* Kuala Lumpur: International Islamic University Malaysia.

Shathifa, Qassim. (2020). *Dirasa Taqaabuliya baina al-lugataini al-Arabiyya wa al-Tamiliyya*. South Eastern University of Sri Lanka: Students' Research Forum for Social Researches.

Roach, Peter. (2010). *Phonetics.* Ed.2. New York: Oxford University Press.

Recommended Reading:

Ahmed al-Jamal, Mohammed. (2011). *Al-Dirasaat al-sawtiyya al-hadeesa wa ilm al-tajweed.* Jordan: al-majalla al-Jordaniyya fee al-dirasaat al-Islaamiyya.

Ibrahim, Anees. (1995). *Al-Aswaat al-Lugawiyya*. Cairo: Maktaba al-Anjloow al-Misriyya.

Basr, Kamaal. (2000). *Ilm al-Aswaat.* Cairo: Dar gareeb.

Shathifa, Qassim. (2021). *Al-Rumooz al-Istilaahiyya al-Tamiliyya li al-Aswat al-Arabiyya.* South Eastern University of Sri Lanka: Students' Research Forum for Social Researches.

Umar, Ahmed Mukhtar. (1981). *Dirasa al-sawt al-lugawi.* Kuwait: 'Aalam al-kutub.

Poole, Smart C. (1999). *An Introduction to Linguistics*. New York: Palgrave

Level	1		
Semester	II		
Course Code:	ALM 12023		
Course Title	Arabic Morphology		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;
define principles and rules of arabic word formation and morphology.
train on identifying structure of Arabic words
develop proficiency in conjugating verbs and use in different occasions.
concentrate on explaining basic terminology of the Arabic Morphology

Intended Learning Outcomes:

At the end of this course, the student will be able to:
explain principles and rules of arabic word formation and morphology.
compose structure of arabic words in accordance with its rules
analyze Arabic words into morphological categorize.
spell & pronoun Arabic words correctly

Course Content:

Introduction to Arabic Morphology
Definition of Arabic Morphology
Scope of Arabic Morphology and morphology
Morpheme and word
Brief history of Arabic Morphology
Methodology used in teaching Arabic Morphology
Fundamentals of morphology (Asasiyyat 'Ilm Al-Sarf.)
Morphological balance
Importance and benefits of Arabic Morphology
Reason for choosing Arabs fiyal for measurement.
Concept of Root Word
Trilateral word and Qualiteral word
Contextual relations among the following:
Ath – thasreef
al-Ishthikaq
Annaht
Kalimat
Mufrad
Lafz
Introduction to different examples
Al-Fiyal
Almasdar
Al – Ism
Larfuz Zaman
Ismul Aalath
Ismul Faayil
Ismul Mafool
Ismuth thafleel
Amthilathul Mubalaqa
Al- Lazim wal Muthaaththi
Almujarad walmazid
Verb and its tenses
Unsound verbs and its forms
The increase and its implications
Ahruf alziyada
Morpheme and its genres
Practice and Exercises

Teaching /Learning Methods:

Deductive and Inductive Method
Giving brief explanation
Demonstration & Discussion
Encouraging Students to Search More on the particular topic & review course material
Assigning some works to be carried out during the session & after the session

Assessment Strategy: *Varieties of assessment activities status by the faculty*

Continuous Assessment Test (CAT) - 40%; Mid Exam Quiz Presentation Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Abdul Munas, Muhammed Haneefa.(2021). *Foundations of Morphology*. Palamunai: Cultural Development Centre.

Alhamlawee, Ahamed.(2006). *shadhan aleurf fi fanni eilm alsarf.* Egypt: Kayanpublishing.

Recommended Reading:

Ali as-sayyith,Ameen.(2014). *fi eilm alsarf*. Qairo University:Department of Darul uloom.

Ar-rajihi, Abduh.(2020).*At-thathbeek As-sarfee.* Egypt: Dar Al Nahla al Arabiyya.

Level	1
Semester	II
Course Code:	ALM 12032
Course Title	Professional Translation Skills
Credit	2
Core/Compulsory/	Core

Elective			
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;
dealing the principles and foundations of professional translation
training on the development of literal and moral translation skills through selected texts.
distinguish linguistic and cultural difficulties in the field of professional translation

Intended Learning Outcomes:

At the end of this course, the student will be able to:
identify the principles and foundations of professional translation.
translate texts using both literal and moral translation
diagnose errors issued when delving into professional translation.

Course Content:

1. Introduction to Professional Translation

Definition of professional translation and it role.
The importance of translation in the modern world.
Linguistic and cultural foundations of translation
Translation and Translator Ethics
Translation Tools
Library & Electronic instruments
Translation Methods
Techniques of literal and moral translation
Applied Translation
Hospital
School
Market
Airport
Office
Court
Zoo

Teaching /Learning Methods:

Lectures Exercises Discussion Sessions Presentations Activity	
Assessment Strategy: *Varieties of assessment activities status by thefaculty*	
Continuous Assessment Test (CAT) - 40%; Mid Exam Quiz Presentation Assignment	End Semester Examination (ESE) - 60%
Required Reading:	
Munday, J. (2012). *Introducing Translation Studies: Theories and Applications.* (3rd ed.). Routledge	
Recommended Reading:	
Schaffner, C., & Adab, B. (Eds.). (2001). *Developing Translation Competence*. John Benjamins Publishing Company. Baker, M. (2018). *In Other Words: A Coursebook on Translation*. (3rd ed.). Routledge	

Level	1		
Semester	II		
Course Code:	ATM 12023		
Course Title	Applied Arabic Morphology		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:
This course aims to; exploring word formation, the structure of arabic words, their roots patterns & affixes learning different forms of word in increases of the learner's vocabulary and ability to comprehend various texts applying morphological knowledge to language teaching, editing, and language-related professions.
Intended Learning Outcomes:
At the end of this course, the student will be able to; explore the concept of the arabic morphology analyzing different forms of word in increasing the learner's vocabulary ability to comprehend various texts applying morphological knowledge to language teaching, editing, and language-related professions.
Course Content:

Introduction to Morphology Definition and scope of morphology Types of word and their classification Word formation processes (derivation, inflection, compounding, etc.) Word Structure and Analysis: Morphemes free and bound morphemes Root words Prefixes and suffixe Morphological Analysis: Techniques for morphological analysis of Arabic words and texts. Practicing the identification of root words and their patterns. Maqoolath Assarfiya Al-Mamnoou Anis -sarf Affixes of verbs and its meaning Transitive & intransitive verbs Active voice & passive voice Al-Jumal Al-'Arabiyah Laha Maḥallum minnal -I'rāb Laysa Laha Maḥallum minal-I'rāb Biography of Abū Bishr 'Amr ibn 'Uthmān ibn Qanbar Al- harithi Biography of Abil Hasan Ali ibnu Hamza bin Abdullah bin Bihmin Al- Kasayi
Teaching /Learning Methods:
Deductive and Inductive Method Giving brief explanation Demonstration & Discussion Encouraging Students to Search More on the particular topic & review course material Assigning some works to be carried out during the session & after the session
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Mid Exam Quiz Presentation Assignment	End Semester Examination (ESE) - 60%
Required Reading:	
Al-Masri, Mohammad. (2016) *Arabic Grammar in Context*. New York: Routledge Abdul Munas, Muhammed Haneefa. (2021). *Foundations of Morphology.* Palamunai: Cultural Development Centre.	
Recommended Reading:	
Abdul Munas, Muhammed Haneefa.(2023). *Practical guide for functional grammer*.2nd Edition. Palamunai: Cultural Development Centre. Al-Masri, Mohammad. (2016) *Arabic Grammar in Context*. New York: Routledge Gaffar. I (2005). Easy Arabic Grammar. New York: Mc Graw-Hill	

Level	1		
Semester	II		
Course Code:	ATM 12032		
Course Title	Arabic language skills – I (listening and Speaking)		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Theory	Self-Learning
	20	10	70
Course Aims:			

This course aims to; explore the pronunciation of new words and phrases form listened text train to identify the lexical and grammatical usages in the listened text introduce the sentence structure & phrases used in various occasions.
Intended Learning Outcomes:
At the end of this course, the student will be able to; recognize the pronunciation of new words and phrases form listened text evaluate the lexical and grammatical usages through summarizing the listened text express views & opinions in Arabic according to the various occasions.
Course Content:
Introduction to Listening & Speaking Important of Listening & Speaking Principles of Listening & Speaking Skills Steps & Strategies Listening Practice Through Visual Aids vocabularies new sentence songs and literary items News Broadcast Short film & Drama Speaking Practice in different occasions In the classroom in the library in the hospital In the play ground In the bus stop In the airport In a restaurant Debate in Arabic
Teaching /Learning Methods:
Deductive and Inductive Method Giving brief explanation Demonstration & Discussion Encouraging Students to Search More on the particular topic & review course material Assigning some works to be carried out during the session & after the session
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:
Ibrahim.A,Aleem.(1985). *Muwajjihu Fanni limudarrisil lugha Arabiya*.Darul Ma'arif., Cairo. Mahmood.I. , Nasif. M & Mukhthar hosain (1983). *Al Arabiyya linnashieen* (part 4 & 5) Ministry of Education, KSA.
Recommended Reading:
Iyad. Abdul majeed Ibrahim, (2011), *maharathul iththisal fillughal Arabiyya, muassisathul warrak*, Amman. Thombury, S (2005). *How to teach Speaking*. Pearon Education. Harlow Madkoor. A. Ahmed (1991). *Thadreesu funuunilluga al- Arabiyya. Ma'haduddirasath wal buhuth Ath tharbaviyya*. Cairo

Level 02
Semester I

Level	2
Semester	I
Course Code	AGM 21043

Course Title	Arabic Morphology		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- focus on the structure and formation of the words in arabic language
- emphasize on understanding the rules and patterns of word construction in arabic language
- provide insights into the structure and complexity of the Arabic language
- demonstrate on analyzing texts and passages to identify the morphological structure of words

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify the structure and formation of the words in Arabic language
- enhance understanding the rules and patterns of word construction in Arabic language
- gain insights into the structure and complexity of the Arabic language
- analysis texts and passages to identify the morphological structure of words.

Course Content:

1. Introduction to Morphology
   - Basic Concepts of Morphology
   - Role of Morphology In Language
2. Ilm Sarf & Morphology
   - Comparative study on Ilm as-Sarf & Morphology
   - Relationship between Ilm as-Sarf & Morphology
   - Branches of Ilm as-Sarf & Morphology
3. Inflectional Morphology: Its' Importance and Benefit
4. Words And Its' Meaning
   -Word Structure
   -Roots And Pattern System
5. Derived Words
   - Prefixes
   - Infixes
   - Suffixes
6. Conjugations of Verbs
   -Studying different word patterns
7. Noun forms
   - Singular
   - Dual
   - Plural
8. Linguistical Relationship among the Word, Morpheme, & Phoneme
9. Genres of the Morpheme
10. Maqulat Sarfiyya
11. Application and Practice
    -Analysis of the text

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion
- Group & Individual Assignment
- Case Study
- Workshop & Seminar

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%
Required Reading:	
Munas, M.H.A. (2021). *Foundation of Morphology*. Palamunai: Cultural Development Centre.	
Recommended Reading:	
Akesson, Joyce. (2001). *Arabic Morphology and Phonology*. Boston: Brill Adnan, Qahtan. (2021). *Nazariat Almurfim Fi Alearabiat - Dirasat Tahliliat Tatbiqiatu* .Majalat Albuhuth Waldirasat Al'iislamiati. Shuqayru, Madlin Shafiq.(2015/2016). *Dirasat Almustawaa Almurfulujii Lilughat Ladaa Al'atfal Dhawi Sueubat Altaealum Al'akadimiat Waleadiina*. Kiliat Altarbiatu:Jamieat Dimashqa.	

Level	2		
Semester	I		
Course Code	ACM 21043		
Course Title	Advanced Reading and Writing		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			

This course aims to;

- define the principles and steps of reading and writing skills
- train to analyze the elements and ideas of Arabic texts
- enhance the creation of sentences and phrases in correct formulation

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the principles and steps of reading and writing skills.
- analyze the elements and ideas of read and written texts.
- generate sentences and paragraphs in correct manner.

Course Content:

1. Introduction to reading
   -The concept of reading and its types
   -Learning stages and steps of reading
2. Introduction to writing
   -Writing & Formation, Editing & Expression
   -Types of writing and their steps
   -Editing and its elements
3. Punctuation marks and their functions
4. Application in reading
   -Reading texts and analyzing them verbally and meaning
   -Extracting main and subsidiary ideas
   -Summarizing the readings
   -Select appropriate title for the text to be read
   -Complete the incomplete story
5. Application in writing
   -Create simple, compound and complex sentences
   -Writing paragraphs
   -Writing advertisements & Salutations
   -Reports preparation

-Writing formal and informal letters 6. Arabic abbreviations - Their reading and writing formats
Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration & Discussion - Group & Individual Assignment
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Al-Basees, Haatim Hussain. (2011). *Tanmiyya maharaat al-qirat wa al-kitabah*. Damascus: Manshooraat al-haieya al-aammah al-suriyya li al-kitab. Al-Shanthi, Muhammed Salih. (1990). *Al-Maharaat al-lugawiyya: Madkhal ila khasaaes al-luga al-Arabiyya wa funoonuhaa*. Haael: Dar al-Andalus li al-nashr wa al-tawzee'.
Recommended Reading:
Al-Kabsi, Abdul Fattaah Ismail. (2006). *Al-Qirat al-muyassarah*. Al-jumhooriyya al-Yamaniyya: Muassisah al-Imaam Zaid bin Ali al-saqaafiyyah. Abdul Baari Asr, Husni. (2000). *Funoon al-luga al-Arabiyya: ta'leemuhaa wa taqweem ta'allumihaa.* Alexandria: Markaz al-Iskandariyya li al-kuttab. Al-Shanthi, Muhammed Salih. (2001). *Fann al-tahreer al-Arabi*. Haael: Dar al-Andalus li al-nashr wa al-tawzee'. Madkoor, Ali Ahmed. (1994). *Tadrees funoon al-luga al-Arabiyya*. Kuwait: Maktaba al-falah.

Semester II

Level	2		
Semester	II		
Course Code	AGM 22053		
Course Title	Arabic Prose and Poetry Text - I		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:
This course aims to; - address the concepts and influenced factors on arabic literature - explore the rich literary heritage of arabic language focusing on prose and poetry - enhance language proficiency through exposure to complex and expressive literary texts - develop critical and analytical thinking among the students by giving practical training on selected text
Intended Learning Outcomes:
- identify the concepts and influenced factors on arabic literature - appreciate arabic literary tradition for the beauty and diversity of Arabic literature - critically analyze and interpret arabic prose and poetry - gain proficiency in reading and comprehending classical Arabic text including famous literary works from renowned authors of the

past

Course Content:

1. Introduction to Literature
   - What is literature
   - What is Islamic Literature
   - What is Arabic Literature
   - Overview of the richness of Arabic literature
   - History of Arabic literature

Influenced factors on Arabic Literature

2. Genres of the Prose and Poetry
   -Kinds of Prose
   -Kinds of Poem
   -Themes of Prose and Poem
3. Selected Text from Prose
   -Ceremony of Prophet Muhammed (Sal)
   -Qus bin Saaedha
   -Kuthba Abi Bakr (Razhi)
   -Wasiyya: Wasiyya al-Haris
   -Selected Proverbs and Wisdoms
4. Selected Text from Poetry
   - Zuhair bin Abi Sulma
   - Imraul Qais
   - Ka'b bin Zuhair
   - Hassan bin Sabith
   - Jareer

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion
- Group & Individual Assignment
- Workshop & Seminar

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Abul Munas, Muhammed Haneefa. (2021). *Al-Adhab alArabi fi al-Asr al-Jahili – Tarikhuhu wa nususuhu wa tarjama al-a'laam fihi*. Palamunai: Cultural Development Centre

Abul Munas, Muhammed Haneefa. (2020). *Dirasa hawla al-luga wa al-Adhab fi asrai sadhr al-Islam wa al-Umawi.* Palamunai: Cultural Development Centre

Recommended Reading:

Ahmed, Muhamed Abdul Qadir. (1986). *Dirasaat fee adab wa nusoos al-'asr al-Islami*. Egypt: Maktaba al-Nahzha al-Misriyya.

Al-Meligy, Hassan Khamis. (1989). *Al-Adab wa al-Nusoos ligairi al-Naatiqeena bi al-Arabiyya.* Riyadh: 'Imaada Shuoon al-Maktabaat, Jamia al-Malik Saud.

Hussain, Taha. (1933). *Al-Adab al-Jahili*. Cairo: Matba'a Farook.

Shuq, Zhaif. (1960). *Al-Asr al-Jahili*. Cairo: Dar al-ma'arif

Level	2
Semester	II
Course Code	AGM 22062
Course Title	Prophetic Text Comprehension
Credit	2

Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- train students to analyze the prophet's hadiths linguistically and literary
- guide to translate hadiths and define terminologies
- facilitate to deduce laws and benefits contained in the selected Hadiths

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- distinguish the linguistic, literary and rhetorical methods used in the selected hadiths
- identify the terms used in the selected hadiths through their translation
- extract laws and sermons from selected Hadiths and benefits from them in daily life

Course Content:

1. Al-Akhlaaq Meezan Raqie al-Umam
2. Zhiyaa' al-Amaanah
3. Haqeeqa al-Haya
4. Tarbiyya al-Abnaa
5. Al-Wasaayaa al-Khams
6. Talaawat Al-Quraan
7. Al-Su'dhaa fee al-aakhiraa
8. Al-Jalees al-Salih wa Jalees al-Suw
9. Ulamaa al-Suw
10. Al-Zhulm Zhulmaat yawm al-qiyamah

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Al-Saabooni, Mohammed Ali. (1989). *Min Kunooz al-Sunnah*. Ed.4Damascus: Dar al-Qalam.

Recommended Reading:

'Ilaan, al-Sadiqee Mohammed. (2004). *Daleel al-Faliheen li turoq Riyadh al-Saaliheen.* Ed.4. Beirut: Dar al-Ma'rifa li al-tibaa'h wa al-nashr wa al-tawzee'.

Sharaf al-Nawawi, Muhiudeen Yahya. (1992). *Riyadh al-Saaliheen*. Al-Mamlaka al-Arabiyya al-Saudiyya: Dar ibn al-Jawzi li al-nashr wa al-tawzee'.

Level	2
Semester	II
Course Code	ACM 22053
Course Title	Computer Application for Language Learning
Credit	3
Core/Compulsory/	Core

Elective			
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	30	90

Course Aims:

This course aims to;

- address the benefits of computer applications for language learning, differentiating them from traditional methods.
- demonstrate diverse computer-assisted language learning tools effectively in personalized language acquisition plans.
- explore a systematic approach for evaluating language learning websites and assess their effectiveness.
- explore the integration of AI in language learning, examining its potential and ethical implications.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- enhance understanding of advantages of computer applications for language learning, distinguishing them from traditional methods.
- apply diverse computer-assisted language learning tools effectively in personalized language acquisition strategies.
- apply a structured approach to assess and critique language learning websites for their efficacy.
- examine the integration of Artificial Intelligence (AI) in language learning, considering its potential and ethical dimensions.

Course Content:

1. Introduction to Computer Applications for Language Learning
   - Definition of computer applications
   - Disclosing Advantages and Disadvantages of Computer Applications for Language Learning
   - Types of applications
   - Impact of contemporary technology on language learning.
2. Methods of Language Learning with Computer Applications
   - **Interactive lessons for Four Skills development**
   - Using computer based games for teaching and learning process
   - **Vocabulary Building**
   - **Grammar learning**
3. Websites and Language learning
   - Google and its significance in learning language
   - Browsing websites for learning language
   - Important sites for Arabic learning
4. Smart Phones and Language learning
   - Advantages and disadvantages of Smart Phones
   - Using methods:
     - **Language Learning Apps**
     - **Language Exchange Apps**
     - **Vocabulary Apps**
     - **Listening Practices using live and recorded audios**
     - **Social Media and News Apps in the Target Language**
5. Artificial Intelligence (AI) in Language learning
   - Introduction to AI
   - AI applications for learning language
   - Methods of using AI applications in Computer and Smart Phones

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion
- Group & Individual Assignment
- Workshop & Seminar
- Guest Lecture

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Hijazi. (1992). *Al-Hasib al-aali wa al-Mu'jamiyya al-Arabiyya*. Riyadh: Maktaba al-Malik Abdu al-'Aziz.

Al-Agaa, Iyaadh Muhammed Qasim. (2015). *Asaasiyyat Barmajat Tathbeeqaat al-Hawaatif al-dhakiyya bi istikhdhaam nizham Android.* Qaza: al-Kulliyya al-Jamieyya lil 'uloom al-Tathbeeqiyya.

Recommended Reading:

Schrader, Margaret. (1990). *Computer applications for language learning*. Tucson, Ariz: Communication Skill Builders.

Levy, Michael. (1997*). Computer Assisted Language Learning: Context and Conceptualization*. Oxford: Oxford University Press.

Warschauer, Mark and Richard Kern, (eds.). (2000). *Network-based Language Teaching: Concepts and Practice*. Cambridge: Cambridge University Press.

Level	2		
Semester	II		
Course Code	ACM 22062		
Course Title	Spoken Arabic		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- develop students' oral conversation skills
- explore various type of dialect of Arabs
- concentrate on development of listening skill pertain to the dialect

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- communicate confidently across various contexts
- differentiate among various types of dialects
- recognize different phonological features of dialects

Course Content:

1. Introduction to Spoken Arabic
   - Overview of Arabic dialects and their regional variations
   - Genres of dialects
2. Advanced Vocabulary and Expressions
   - Using dialect dictionaries
   - Expanding vocabulary through thematic discussions.
   - Learning idiomatic expressions and colloquial phrases.
   - Developing clarity and precision in communication
3. Conversational Essentials
   -Basic greetings and introductions.
   -Common expressions for daily interactions
   -Asking and answering simple questions
   -Describing people, places, and things
   -Expressing opinions, preferences, and emotions
4. Listening to selected conversation on different occasions
   - Hospital
   - Market
   - Library
   - Airport
   - Restaurant, Etc.
   - Listening to drama

5. Travel and Directions - Seeking and giving directions. - Vocabulary for travel-related situations. 6. Listening to Broadcasting - Announcement - Advertisement - Current affairs
Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration & Discussion - Group & Individual Assignment - Workshop & Seminar - Guest Lecture
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:
Vadakkangara, A. (2011). *Spoken Arabic Made Easy: A Unique Course in Spoken Arabic for Beginners*. Goodword Books
Recommended Reading:
Wightwick, J & Gaffar, M. (2015). *Mastering Arabic 1*. China: Palgrave Wightwick, J & Gaffar, M. (2018). *Read & Speak Arabic for Beginners*.

Level 03
Semester I

Level	3		
Semester	I		
Course Code	AGM 31073		
Course Title	Teaching Arabic Language for Non-Native Speakers – I		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:
This course aims to; - discuss the principles and theories of teaching the Arabic language to non-Arabic speakers - train on applying educational theories in teaching Arabic to non-native speakers - prepare with well-equipped qualification to teach the Arabic language to non-native speakers
Intended Learning Outcomes:
At the end of this course, the student will be able to; - familiar with the principles and theories of teaching the Arabic language to non-native speakers - apply educational theories in situations of teaching the Arabic language to non-native speakers - practice complete readiness to teach the Arabic language to non-

native speakers

Course Content:

1. Introduction to Ta'leem & Tadrees
   -Ta'llum, Ta'leem & Tadrees
   -Principles of language teaching
   - Psychological principles: behavioral theory and cognitive theory
   - Linguistic principles: structural theory, transformational generative grammar theory, and the sociolinguistics theory
   - Theories and principles of education
2. Language technical terminology in the field of teaching Arabic to non-native speakers
   -Language: mother, official, national, second, and foreign language
   -Teaching the Arabic language to natives and non-natives
   -Mixed Language, bilingualism, and multilingualism
   -Pioneers in this field (Arabs: Dr. Rushdi Ahmed Toaimah, Professor Omar Al-Siddiq Abdullah, and from the West: Noam Chomsky, Skinner
3. Elements of education
   -Learner
   - Learner's characteristics, rights and duties

   -Teacher
   - Role of the teacher and his responsibilities
   - Class management

   -Educational environment
   - Types of educational environment and its component

   -Curriculum and its components
   - Principles of the curriculum (philosophical, psychological, social, and cognitive)
   - Principles of the curriculum for teaching Arabic to non-native speakers
   - The principles and methods of a good book in teaching the Arabic language to non-native speakers
   - Principles of analysis and evaluation of Arabic language teaching books

   -Methods of teaching foreign languages
   - Grammar and translation method
   - Direct method
   - The audio- lingual method
   - Selective method
   - Communicative communication method
   - Inductive and deductive method

   -Methods of teaching Arabic grammar
   - Grammar teaching strategy and its approaches
   - Teaching Grammar: Methods, Techniques, and Procedures (Analytical and Inductive Approach)
4. Teaching Aids
   -The concept of Teaching Aids and the importance of using them
   -Principles and criteria in selecting teaching aids
   -Types of teaching aids
5. Assessment
   -Concept of assessment and its types
   -Assessment strategies
   -Steps in preparing exams

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion

- Group & Individual Assignment
- Case Study
- Workshop & Seminar

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Tu'aima, Rushdhi Ahmed. (n.d.). *al-marja' fee ta'leem al-luga al-Arabiyya li al-naathiqeena bi lugaat al-ukhraa*. Vol.1&2. Makkah: Ma'had al-luga al-Arabiyya, Jamia Ummul Qura.

Kaamil al-Naaqqah, Mahmood. (1985). *Ta'leem al-luga al-Arabiyya li al-naathiqeena bi lugaat ukhraa: Ususuhu Madaakhiluhu – Thuruq Tadreesihi.* Makkah: Ma'had al-luga al-Arabiyya, Jamia Ummul Qura.

Hasan, Mukhtaar al-Tahir. (2011). *Ta'leem al-luga al-Arabiyya li gairi al-naathiqeena bihaa fee zhawe al-manaahij al-hadeesa*. Jeezah: al-dar al-aalamiyya.

Recommended Reading:

Al-Khawli, Mohammed Ali. (2000). *Asaaleeb tadrees al-luga al-Arabiyya*. Jordan: Dar al-falah li al-nashr wa al-tawzee'.

Al-Khawli, Mohammed Ali. (2002). *Al-Hayaat ma'a lugatain (al-sunaaiyya al-lugawiyya).* Jordan: Dar al-falah li al-nashr wa al-tawzee'.

Seeni, Mahmood Ismail & al-Ameen, Ishaaq Mohammed. (1982). *Al-Taqqbul al-lugawee wa tahleel al-akhthaa.* Riyadh: Imaadah Suoon al-maktabaat, Jamia al-malik Saud.

Tu'aima, Rushdhi Ahmed. (1989). *Ta'leem al-luga al-Arabiyya li gairi al-naathiqeena bihaa – manaahijuhu wa asaaleebuhu*. Ed.1. Egypt: Islamic Educational, Cultural and Scientific Organization (ISESCO).

Abdullah, Umar al-Siddeeq. (2008). *Ta'leem al-luga al-Arabiyya li al-naathiqeena bi gairihaa: al-thuruq – al-asaalib – al-wasaail*. Cairo: al-dar al-aalamiyya li al-nashr wa al-tawzee'.

Al-Aseeli, Abdul Azeez Ibrahim. (2004). *Tharaaiq ta'leem al-luga al-Arabiyya li al-naathiqeena bi lugaat ukhraa.* Sudan: Ma'had al-luga al-Arabiyya, Jamia Africa al-aalamiyya.

Al-Aseeli, Abdul Azeez Ibrahim. (2002). *Asaasiyyaat ta'leem al-luga al-Arabiyya li al-naathiqeena bi lugaat ukhraa.* Makkah: Ma'had al-luga al-Arabiyya, Jamia Ummul Qura.

Al-Ma'tooq, Ahmed Mohammed. (1996). Al-Haseelah al-lugawiyya: ahammiyyatuhaa – masadiruhaa – wasaail tanmiyyatihaa. Kuwait: 'Aalam al-Ma'rifa.

Level	3		
Semester	I		
Course Code:	ACM 31073		
Course Title	Comparative Study of Religions		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- enhance comparative approaches to analyze major world religions.
- Explore the foundational beliefs, scriptures, and practices of Christianity, Islam, Judaism, Hinduism, and Buddhism.
- discuss on modern trends in Christian theology, Islamic sects, and diverse philosophical schools within Hinduism and Buddhism.

- enhance co-existence among the multi-religions through comparative studies
- recognize each religion's values and their practices

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- demonstrate the ability to apply comparative methodologies to analyze and interpret religious beliefs and practices across different traditions
- acquire a deep understanding of the foundational beliefs, scriptures, and practices of Christianity, Islam, Judaism, Hinduism, and Buddhism
- engage in interfaith dialogue, demonstrating an appreciation for the unity and diversity within the global religious landscape

Course Content:

1. Introduction to the Comparative study of Religions
   - Concept of comparative study of religion & its history
   - Objective of the Comparative Study of Religions
   - Methodology for Comparative Study of Religion
   - Importance of Interfaith Dialogue
2. Genres of the religion and their history
   - Needs of Religions further development of Human being
   - The Role of Religions to enhance co-existence
   - Co-existence and the religions in Sri Lana
   - Role of religious leaders to create ethic cohesion among the worshipers
   - Promoting comparative religion study as a subject in school level
   - Fundamental rights pertaining to the religious activity
3. Moral & religious education in Sri Lanka
4. Buddhism
   - The Origins and Development of Buddhism
   - Buddhism in Sri Lanka
   - Branches of Buddhism
   - Principles & believeness of Buddhism
   - Ritual activities of Buddhism
   - Holy book
   - Meditation in Buddhism
   - Philosophical thought on life
   - Moral & Ethical values in Buddhism
   - Sins & repentance
   - Buddhist culture
5. Islam
   - Peace & social harmony in Islam
   - Guidance for respecting other religions
   - Tolerance in Islam
   - Contribution of the Muslim leaders in the ancient era to the development of the Sri Lanka

- The minority Muslims concept in Sri Lanka
- Ethics & Behavior in Islam
- Kindness in Islam
- Stance of Islam on terrorism and extremism
- Meditation in Islam
- Arabic merchant relationship with Sri Lanka
- Prophet Mohammed in other religion

6. Hinduism
   - Origins of Hinduism
   - Principles of Hinduism
   - Schools of Hinduism
   - Rituals activities of Hinduism
   - Buddhism & Hinduism
   - Religious exercise for the betterment of the Mind & sole
   - *Panchama parathangal*
7. Christianity
   - Definition of Christianity
   - Origins of Christianity
   - Branches of Christianity
   - Old Testament and New Testament
   - Holy book
   - Jesus & Maryam
   - Ritual activities
   - Principles & believeness
8. Judaism:
   - Concept of Judaism
   - Origins of Judaism
   - Holy book & Hibru language
   - Priniples and rituals of Judaism
   - Moosa & Dhawrath
   - Zionism
   - State of Jesus in the world
   - Clashes between Judaism and Islam
   - Offence & punishment
   - Citizenship in Judaism
9. Common factors among the religions
   - Peace
   - Meditation
   - Moral & behavior
   - Tolerance
   - Co-existence
   - Anti-terrorism & extremism
   - 7 major sins
   - Justice
   - Fundamental rights
   - Interfaith Dialogue
   - Racism & linguicism

Teaching /Learning Methods:

- Deductive and Inductive Method
- Giving brief explanation
- Demonstration & Discussion
- Encouraging Students to Search More on the particular topic & review course material
- Assigning some works to be carried out during the session & after the session

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Munas, M.H.A. (2021). *Muhaazharaat fee dirasa muqaarana al-adyaan*. Palamunai: Cultural Development Centre.

Recommended Reading:

Abdul Qadar. (2012). *Al-adyaan wa al-firaq al-mu'asiraah*. Riyadh: Maktaba Fahd al-wataniyya.

Baker Robert.A., A (1959) *Summary of Christian History*, Brodman Press, USA.

Paden, W. (2011). *Comparative Religion*: A Companion. Wiley-Blackwell.

Partridge, C. (2013). *An Introduction to the World's Religions*. Fortress Press.

Semester II

Level	3		
Semester	II		
Course Code	AGM 32083		
Course Title	Teaching Arabic Language for Non-Native Speakers - II		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- address the concepts of technical terms used in teaching skills
- improve methods for teaching listening, reading, speaking and writing
- identify the problems that Arabic language teachers face when teaching the four language skills

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the technical terminology concepts used in teaching skills
- apply methods of teaching listening, reading, speaking and writing as required
- distinguish problems that Arabic language teachers face when teaching the four language skills

Course Content:

1. Introduction to language skills
   -Concept of skill
   -Objectives and importance of teaching skills
2. Listening skill
   -Concept of listening, its importance objectives and types
   -Ways to develop listening skill
   -Methods and tools of teaching listening skills
   -Factors affecting teaching listening skill
   -Obstacles in teaching listening
   -Applications
3. Reading skill
   -Concept of reading, its objectives, and factors of readiness for it
   -Its types and steps of its components
   -Ways to develop reading skills
   -Methods of teaching reading skill
   -Problems in pronunciation of Arabic letters and solution for them

-Steps to implement the lesson in the class

4. Speaking skill
   -Concept of speech, its objectives, types and elements
   -The psychology of teaching speaking skill
   -Methods of teaching speaking skills
   -Using modern educational aids in teaching speaking skills
   -Problems in teaching speaking skill
   -Applications
   - Oral expression
   - Linguistic games
   - Dialogue
   - Made easy and programmed oral expression
   - Listening to multiple programmes and expressing them orally
5. Writing skill
   -Concept of writing skill, its objectives, types and elements
   -Stages and steps of writing
   -Methods of teaching writing skill
   -Methods and strategies for developing writing skill
   -Modern educational aids in developing the teaching of writing skill
   -Obstacles in teaching writing skill

Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration & Discussion - Group & Individual Assignment - Case Study - Workshop & Seminar - Guest Lecture

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%;	End Semester Examination (ESE)
Presentation Mid Exam Class Activity Assignment	- 60%

Required Reading:
Majmoo'at min al-muallifeen. (2011). *Mahaaraat al-luga al-Arabiyya.* Umman: Dar al-kunooz alma'rifiyya al-ilmiyya. Al-Qasraavi, Mahaa Hasan. (2019*). Maharaat al-luga al-Arabiyya wa tatbeeqaatuhaa.* Jordon: al-Aafaaq al-mushriqaa. Grab. W and Caplan. (1996). *Theory and Practice of Writing*. London: Longman.
Recommended Reading:
Rifaa'ee, Saeed Abdullah. (2012). Tanmiyyat mahaaraat al-luga al-Arabiyya. 'Aalam al-kutub wa al-tawzee'. Hasan al-Bajja, Abdul Fattah. (2015). Asaaleeb tadreess mahaaraat al-luga al-Arabiyya. Dar al-kutub al-jamie. Mohammed 'Atha, Ibrahim. (1986). Turuq tadrees al-luga al-Arabiyya wa al-tarbiyya al-deeniyya. Cairo: Maktaba al-nahzha al-misriyya.

Level	3		
Semester	II		
Course Code	AGM 32092		
Course Title	Advanced Arabic for Professionals		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70
Course Aims:			
This course aims to;			

- enhance well improved communication skills
- learn specialist vocabulary and terminology relevant to the professional field
- develop skills in writing for formal e-mails, reports and other officials documents
- gain ability to deliver presentations and engage in negotiations in Arabic confidently

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- achieve a high level of fluency in speaking, listening, reading, and writing Arabic.
- acquire specialized terminology and industry-specific vocabulary relevant to their professional fields
- engage in complex discussions, debates, and negotiations with Arabic-speaking colleagues, clients
- being capable of comprehending and producing advanced written materials, such as reports, memos, and official documents, using appropriate formal Arabic writing conventions.

Course Content:

1. Formal and Informal Writing Styles in Arabic
2. Applied Grammar for Academic Writing
   - Selected essential grammar
   - Punctuation Marks
3. Professional Communication Skills
   -Expressing opinions, agreements, and disagreements diplomatically
   -Handling negotiations and conflicts professionally
4. Professional Writing
   - Writing official letters, emails, reports, and advertisements in Arabic
   - Preparing proposals and project documentation
   - Developing persuasive writing skills for presentations
5. Preparation for Interview
   -Ethics and context for interview
   -Digitalized CV
   -Virtual Interview and Document Submission

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion
- Group & Individual Assignment
- Workshop & Seminar
- Guest Lecture

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Class Activity	End Semester Examination (ESE) - 60%

Required Reading:

Kristen Brustad, Mahmoud Al-Batal, and Abbas Al-Tonsi. (2011). *Al-Kitaab fii Ta'allum al-'Arabiyya*. Ed.3. Georgetown University Press

Nadia Hasanen. (2011). *Arabic for Professionals*. LAP Lambert Academic Publishing

Recommended Reading:

Raji M. Rammuny. (2002). *Advanced Standard Arabic through Authentic Texts and Audiovisual Materials*. Cambridge University Press

Level	3		
Semester	II		
Course Code	ACM 32083		
Course Title	Arabic Prose and Poetry Text - II		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- introduce students to the historical background and socio-cultural context of the Abbasid & Modern periods
- investigate the social and intellectual movements that influenced Arabic literature during the Abbasid & Modern periods
- examine the various prose and poetic forms and genres prevalent during the Abbasid & Modern periods

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- gain the historical background and socio-cultural context of the Abbasid & Modern periods
- recognize the social and intellectual movements that influenced Arabic literature during the Abbasid & Modern periods
- differentiate among the various prose and poetic forms and genres prevalent during the Abbasid & Modern periods

Course Content:

1. Influence of Western culture on Arabic culture
2. Influence of Persian language on Arabic language and literature
3. Changes and developments of the themes of the prose and poetry
4. Translation and contribution of the Muslim scholars
5. Selected Text from Prose
   - -Abdul Hameed Katib
   - -Jaahizh
   - -Maqamaat of Badiussamaan
   - -Mustafa Saathiq al-Raafi'e
   - -Thaha Hussain
   - -Najeeb Mahfoozh
   - -Kaleela wa Dhimnaa (Selected)
   - -Al-Rasaail wa al-Maqaala
   - -Qissa wa Riwaya
6. Selected Text from Poetry
   - -Abu Tammaam al-Mutanabbi
   - -Al-Buhtari
   - -Mahmood as-Saami al-Baaroodi
   - -Hafizh Ibrahim
   - -Abul A'la Ma'ari
   - -Shawqi Zhaif
   - -Khaleel Jibran (Diaspora poems)

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion
- Group & Individual Assignment
- Workshop & Seminar

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Rushdhi, N. (1989). *Al-Adhab al-Arabi fi al-asr al-Abbasi*. Beirut: Dar bin al-aseer.

Al-Rafiee, Mustafa Sadiq. (2000). *Tareekhu Aadhaab al-Arab*. Lebanon: Dar al-Kutub al-Ilmiyya.

Al-Jahizh, Amr bin Bahr. (1998). *Al-Bayaan wa al-Tabyeen*. Cairo: Maktaba al-Khanji.

Recommended Reading:

Ibn Wadhiran. (1988). *Tarikh al-Abbasiyyen*. Beirut: Dar al-garb al-Islami.

Kashani, Afdal al-Din. (2013). *The Literature of the Sages of Arabia*. Saqi Books.

Badawi, M.M. (1992). *A History of Modern Arabic Literature*. Cambridge University Press.

Starkey. Paul and Bray, Julia. (2006). *Modern Arabic Literature*. Edinburgh University Press.

Snir, Reuven. (2017). *Modern Arabic Literature: A Theoretical Framework*. Brill.

Level	3
Semester	II
Course Code	ACM 32092
Course Title	Oral and Written Translation
Credit	2
Core/Compulsory/	Core

Elective			
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- enhance the concepts of interpretation and translation and their principles
- explain translation techniques and strategies between Arabic and Tamil in different fields
- train how to apply different translation styles in different contexts

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- define the principles and theories of interpretation and translation
- distinguish translation techniques and strategies between the source and target languages
- apply different translation styles in different contexts.

Course Content:

1. Introduction to oral and written translation
   -The concepts of oral and written translation
   -The styles of oral and written translation
   -The principles of oral and written translation
2. Written translation techniques and strategies between the source and target languages
   -Noun - Verb – Adjective
   -Sentence
   -Conjunction
3. Oral translation techniques and strategies between the source and target languages

-Religious Style – simple sentence
-Media Style - complex sentence
-Commercial Style - compound sentence
-Literary style - paragraph

4. Application in oral translation (selections from audio and written texts)
-Dialogue
-Cartoon
-Short story
-Sermon
-Short Drama

5. Application in written translation (selected texts)
-Newspapers
-Advertisements and posters
-Media
-Article

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration & Discussion
- Group & Individual Assignment
- Workshop & Seminar
- Guest Lecture

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Albera, Ambar Ortader. (2007). *Al-Tarjama wa Nazhriyyatuhaa: Madkhal ila ilm al-tarjama.* (Tarjamah Ali Ibrahim al-Manoofaa). Cairo: Al-Haiya al-'aammaa li dar al-Kutub wa al-Wasaaiq al-qawmiyya.

Ilyaas Hadeed, Haseeb. (2011). *Al-Tarjamah al-Fawriyya*. Cairo: Dar al-Kutub al-Qanooniyya.

Recommended Reading:

Mansoor, Mohammed Ahmed. (2006). *Al-Tarjamah baina al-Nazhriyya wa al-tathbeeq: Mabaadiu wa nusoos wa qaamoos li al-mustalahaat al-Islamiyya*. Cairo: Dar al-Kamaal li al-tibaa'h wa al-nashr.

5.2.2 BAHons in Arabic Language and Literature

Level 02
Semester - I

Level	2		
Semester	I		
Course Code	ALM 21043		
Course Title	Literary Texts in Pre-Islamic Era		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- clarify the foundations and criteria for the analysis of literary texts.
- train on extracting ideas and benefits from literary texts in the pre-Islamic era.
- develop the skill of translating literary texts and formulating them in a special style.
- analysis literature texts of the pre-Islamic era - meaning and language and its accurate criticism

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- familiar with the foundations and standards for the analysis of literary texts
- extract ideas and benefits from selected texts of pre-Islamic era literature
- translate literary texts and formulate in a special style.
- criticism of literary texts in the pre-Islamic era literary criticism.

Course Content:

1. Introduction to the pre-Islamic era and its literature:
   - The term of pre-Islamic era.
   - The status of poetry and poets in the pre-Islamic era.
   - The novel of pre-Islamic poetry and its codification.
   - Affecting factors in the literature of the pre-Islamic era.
   - Features of the literature of pre-Islamic era

2. Literary style

- The term literary style and its concept
- The concept of analysis and criticism
- How do you analyse a literary text?
- How to criticize a literary text?

3. Pre-Islamic poetry and its types

- Definition of poetry
- Types of poetry
- Object of poetry

4. The hanging poems in Arabia Al- Muallaqath

- Term of Al-Mullaqath
- opinions of scholars on its number of names
- Plagiarism
- Orientalists' suspicions about the Al-Muallaqath and the responses of our scholars to them

5. Prose and its types

- The concept of prose
- Types of prose

6. Applied models of prose and poetry

- Qus Bin Saadah
- Waraqa Bin Nofal
- Aktham Bin Saifi Al , Tamimi
- Imru al, Qais
- Zuhair Bin Abi Salma
- Khansaa bint Tadaram

Teaching /Learning Methods:

- Lectures - Practical Exercises - Discussion Sessions - Presentations - Activity / Practice	
Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Quiz	End Semester Examination (ESE) - 60%
Required Reading:	
Mohammed Hanifa, Abdul Mannas. (2021). *Arab Literature in the Pre-Islamic Era*. Center for Cultural Development. Balamouni. Khamis Al-Mulaiji, Hassan. (1989). *Literature and Texts for Non-Arabic Speakers*. King Saud University: Library Affairs Deanship.	
Recommended Reading:	
Al-Afghani, Said. (1996). *Arab Markets in the Pre-Islamic and Islamic Eras*. Dar Al-Arabia Library. Kuwait. Ibrahim, Muhammad Abu Al-Fadl. (1988). *Arab Days in the Pre-Islamic Era*. Dar Al-Jeel.Beirut.	

Level	2
Semester	I
Course Code	ALM 21053
Course Title	Teaching of Listening & Speaking Skills
Credit	3
Core/Compulsory/	Core

Elective			
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- address theories and principles for teaching listening and speaking skills.
- improve skill of extracting the main and secondary meanings and ideas from audio texts
- train in using the right phrases and appropriate techniques when speaking in different contexts

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- clarify theories and principles for teaching listening and speaking skills.
- extracting main and secondary meanings and ideas from audible texts.
- use the right phrases and appropriate techniques when speaking in different contexts.

Course Content:

1. Introduction to Listening and Speaking Skills
   - The concept of listening and speaking, their importance and components
   - Methods of teaching listening and speaking
   - Strategy of Listening and speaking
   - Psychology of teaching the two skills
   - Conditions for good listening and its characteristics

- Types of listening and speaking

2. Applications in Listening Skill
- News
- Films
- orations
- Dialog
- Lectures
- Simultaneous Interpretation
- Consecutive Interpretation

3. Applications in Speaking Skill
- Acquaintance
- Dialog
- Delivering speeches
- Trip Description
- Debate
- commentary
- Interview
- Summary
- Explanation of abbreviations
- Express images and drawings

Teaching /Learning Methods:

- Lectures Lecture
- Practical in classroom
- Listening Audio
- Showing linguistic drama
- Discussion
- Group Task
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Quiz	End Semester Examination (ESE) - 60%

Required Reading:

lullah, Omar Al-Sadiq. (2008). *Teaching Arabic to Non-Native Speakers g\ (Methods, Techniques, Resources)*. International Center for Publishing and Distribution: Alexandria.

dul Bari, Maher Shaban. (2011). *Speaking Skills - Process and Performance*, 1st Edition.Al-Maseera Publishing and Distribution Center: Oman.

Recommended Reading:

u Maghli, Samih. (2001). *Modern Approaches to Teaching the Arabic Language*. Yafa Publishing and Distribution Center:Oman.

Hashemi, Abdul Rahman. (2005). *Teaching Listening Skills from a Realistic Perspective*.Dar Al-Manahij for Publishing and Distribution: Oman.

Level	2		
Semester	I		
Course Code	ALM 21063		
Course Title	Arabic Syntax		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning

	30	15	105

Course Aims:

This course aims to;

- bring the mind closer to understanding difficult Arabic grammar by turning them into simple phrases.
- train on deduct Arabic grammar from texts.
- enable the formulation of Arabic grammar in a own phrase and & therefore apply it in the uses
- develop the skill of analyzing familiar and unusual grammatical errors with focused training through the classroom and outside

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- realize the dealing with Arabic grammar is easy.
- deduct the Arabic grammar from texts.
- formulate Arabic grammar in a own phrase and therefore apply it in the uses.
- recognize familiar and unusual grammatical errors with focused training through the classroom and outside.

Course Content:

1. Inna and its brothers
2. Lannah and its brothers
3. Object and its kinds
4. Nidha wal Munadhi
5. The Situation
6. Tamyeez
7. Exception and exception
8. Numeral
10. Addition
11. Adjectives
12. Alternative
13. Conjunction
14. Emphasis

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Quiz	End Semester Examination (ESE) - 60%

Required Reading:

Abdul Rahman, Shamsuddin. (2018). *Matmamat Al-Ajroomiya*, 1st Edition. Kingdom of Saudi Arabia:Riyadh.

Abdul Mannas, Mohammed Hanifa. (2023). *The Practical Guide to Functional Structures*, 2nd Edition.Center for Cultural Development:Balamouni.

Recommended Reading:

Al-Ghalayini, Mustafa. (1994). *The Collection of Arabic Lessons*. Beirut: Modern Library.

Al-Jazm Ali, Amin Mustafa. (1983). *Clear Grammar in Arabic Language Rules*. Dar Al-Ma'arif: Cairo

Al-Ansari, Ibn Hisham. (2018). *Explanation of 'Qatr Al-Nada' and 'Bal Al-Sada'*. Saudi Ministry of Awqaf (Religious Affairs).

Hassan Al-Deeb, Sayed. (2012). *Dialogue in Explaining Al-Ajroomiya*, 1st

Edition. Dar Al-Risala Al-Alamia:Lebanon.

Level – 02
Semester – II

Level	2		
Semester	II		
Course Code	ALM 22073		
Course Title	Literary Texts in Early Islamic & Umayyad Periods		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define terminology of Islamic Literature, characters and Methodology.
- examine influence of the Holy Quran & Hathees on Arabic Literature.
- train on analyte and critic literary texts in Early Islamic & Umayad Period.
- discuss role of eminent poets & prosiest for the development of literature trends in this period

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain terminology of Islamic Literature, characters and Methodology.
- recognize influence of the Holy Quran & Hathees on Arabic Literature.
- analyze and critic literary texts in Early Islamic & Umayad Period.
- appreciate role of eminent poets & prosiest for the development of literature trends in this period

Course Content:

1.Introduction

- Definition of the Islamic Literature
- Features of Islamic Literature
- Methodology of Islamic Literature
- Backround History of Islamic Literature
- The most famous poets and Muhdharameen

2. Impact of Al-Quran & Al-Hathees on Islamic Literature

- View of Al Quran & Hathees on poem & poet
- Role of Al Quran & Al-Hathees in development of Arabic Literature
- View of Orientalist on the stand of Al-Quran, Al-Hathees about poem & poet

3. Trends of Poem in Early Islamic Period

- Themes of poem & its development
- *Banath Suath - kaab ibnu Zuhair*
- *Hassan ibnu thabith and his al- mathdeeh An- Nabavi*
- *Annaqaayil (Jareer, Farazthaq, & Akhthal)*

4. Trends of Prose in Early Islamic & Umayyad Period

- Kinds of prose
- *Rhetorical style in the Prophet's Hathees*

- *Letters of Phrophet Muhammed (PBUH) to the Kings*
- *Ceremony of the Phrophet Muhammed (PBUH) in Hajjathul Vdha*
- *Ceremony of Abu Bakr in Taking Oath*
- *Ceremony of Hajjaj bin Yosuf*
- *Letter of Khalifa Muaviya to Aayisha (Ral)*

5. Soorah Al- Luqman
   - Lessonse & Morals
   - *Rhetorical style (Al-Usluubul balaiyyu)*
   - *Ath-thibbunabavi (Book of Ibnul qaiyim al-jawzi)*

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations
- Activity / Practice
- Class discussion
- Presentation
- Participation and Tutorial Sessions.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Quiz Class Activity	End Semester Examination (ESE) - 60%

Required Reading:

Azzayyath, Ahamed Hasan.(1992).*Thareekh Al Adabul Arabi, Majma'ul Lugha Al Arabiyyah*: Egypt.

Daif Shawqi. (1994).Fee *thareekhil Adabil Asr Al Umawi, Darul Ma'aarif*: Cairo.

Recommended Reading:

Ramalan sahd al kumathi, abdullah muhammed abu shaala.(1427).*Jammiyathul dawah al Islamiyyah alAalamiyyah*, Darul Kuthub Alvathaniyyah:Bangazi.

Level	2		
Semester	II		
Course Code	ALM 22083		
Course Title	Teaching of Reading and Writing skills		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Hourly Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- clarification of principles and theories related to teaching reading and writing skills.
- training in extracting the main themes from both reading and written texts.
- training in creating various phrases and articles, as well as the ability to write scientific research papers and analyze their texts linguistically and rhetorically.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- identify principles and theories for teaching reading and writing skills.
- extract main ideas from both reading and written texts.

- compose phrases, articles, and scientific research papers, analyze literary texts linguistically and rhetorically, and demonstrate accurate reading skills.

Course Content:

1. Introduction to reading and writing skills
   - The concept of reading and writing skills
   - Theories and principles for teaching reading and writing skills
   - Characteristics of reading and writing skills
   - Types of reading and writing skills Levels of reading and writing skills
   - Methods and techniques for teaching reading and writing skills
   - Strategies for teaching reading and writing skills
   - The role of psychology in developing reading and writing skills
2. Practical activities in reading skills
   - Applications for teaching letters and sounds
   - Enhancing vocabulary and methods of its application
   - Comprehension questions for the text read
   - Identifying synonyms and antonyms in the text
   - Applications for teaching stories and novels
   - Methods for teaching grammar and spelling
   - Extracting the main idea
   - Writing a summary
   - Divide reading into smaller sections
   - Linguistic games
3. Practical activities in writing skills
   - *Arabic grammar and morphology applications*
   - *Reading and writing practice, including rewriting*
   - *Preparing and delivering presentations*
   - *Linguistic text analysis*
   - *Literary and rhetorical text analysis*
   - *Proofreading*
   - *Following news and articles*
   - *Vocabulary expansion*
   - *Using vocabulary dictionaries*
   - *Practical writing exercises for articles and daily notes*
   - *Participation in clubs and committees*
   - *Participation in a workshop Writing minutes of the meeting*
   - *Listen to tips and feedback*

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Activity / Practice Lectures and Scientific Presentations
- Brainstorming Sessions
- Dialogue and Discussion within the Class
- Self-Learning
- Individual Reports
- Collaborative Teamwork

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Ashour, R., & Al-Muqaddadi, M. (2005). *Reading and Writing Skills: Teaching Methods and Strategies*. Dar Al-Maseera for Publishing, Distribution, and Printing. Amman, Jordan.

Bakar, A. K. (2009). *Productive Reading: Concepts and Mechanisms*. The kalam Sham Publishing House.

Recommended Reading:

Abu Hashem, A. M. (2002). *Psychology of Skills*. Zahraa East Library.

Hindi, S., & Alian, H. (1995). *Studies in General Curricula and Methods*. Dar Al-Fikr for Printing, Publishing, and Distribution.

Al-Rashidi, S., & Salah, S. (1999). *General Teaching and Teaching Arabic Language*. Al-Falah Library for Publishing.

Level	2		
Semester	II		
Course Code	ALM 22093		
Course Title	Advanced Arabic Grammar		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Hourly Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- assist students in applying their grammatical knowledge to comprehend and analyze diverse texts.
- establish connections between grammar and meaning, emphasizing practical applications, and utilizing grammar to address real-life needs.
- equipper students with linguistic and grammatical skills to enhance their oral and written communication.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- analyze sentences and texts grammatically and comprehend their impact on meaning.
- apply grammatical rules accurately and efficiently in both spoken and written communication.
- cultivate analytical and grammatical thinking skills for use in text analysis and composition.
- rectify grammatical errors and enhance their language proficiency in both writing and speech.

Course Content:

1. Types of Words and Sentences
2. Types of Nouns
   - Rigid
   - Derivative
   - The Active Participle
   - Active Participle
   - The Suspicious Characteristic
   - Exaggeration Formulas

- The Name of Preference and Its Provisions
- Name of Time and Place
- Name of the Machine and Crushing Plural

3. The plural forms for the phrases you provided are:
   - Regular plural (peaceful plural)
   - Broken plural (irregular plural)

4. (Al-Tawabe): Functions
   - (Al-Naat): Adjective
   - (Al-Atf): Conjunction
   - (Al-Tawkeed): Emphasis
   - (Al-Badl): Replacement or substitution

5. (Al-Haal) - The Case

6. (At-Tamyeez) - The Distinction

7. (Al-Mustathna) - The Exception

8. (Al-Adad Wal-Ma'dood) - The Number and the Counted

9. (Al-I'dafa) - The Genitive Construction (or Adjective-Noun Relationship)
   - Types of (Al-I'dafa)
   - associated with addition

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations
- Activity / Practice
- Self-learning or self-study

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Al-Oqaili, A. R., & Abdullah. (1980). *Explanation of Ibn Aqeel on Ibn Malik's Alfiya*. (20th ed.). Dar Al-Turath.

Ibn Malik, M. A. (n.d.). *Alfiya Ibn Malik.Dar Al-Taawun*:Cairo.

Recommended Reading:

Isaac, A. (1984*). Letters of Meanings and Attributes*. Al-Risala Foundation. Beirut.

Abdul Rahman, S. (2018). *Completion of Al-Ajrumiyyah*. (1st ed.). Riyadh, Kingdom of Saudi Arabia.

Abdul Mannas, M. H. (2023). *The Practical Guide to Functional Structures*. (2nd ed.). Center for Cultural Development.Balamouni.

Hassan Al-Deeb, S. (2012). *Dialogue in Explaining Al-Ajroomiya*. (1st ed.).Dar Al-Risala Al-Alamia: Lebanon.

Al-Jazm Ali, A. M. (1983). *Clear Grammar in Arabic Language Rules*. Dar Al-Ma'arif. Cairo.

Ibn Hisham Al-Ansari. (2018). *Explanation of Qatr Al-Nada and Bul Al-Sada.* Saudi Ministry of Awqaf.

Level-3
Semester-I

Level	3		
Semester	I		
Course Code	ALM 31103		
Course Title	Comparative Study of Religions		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- enhance comparative approaches to analyze major world religions.
- explore the foundational beliefs, scriptures, and practices of Christianity, Islam, Judaism, Hinduism, and Buddhism.
- discuss on modern trends in Christian theology, Islamic sects, and diverse philosophical schools within Hinduism and Buddhism.
- enhance co-existence among the multi-religions through comparative studies
- recognize each religion's values and their practices

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- demonstrate the ability to apply comparative methodologies to analyze and interpret religious beliefs and practices across different traditions
- acquire a deep understanding of the foundational beliefs, scriptures, and practices of Christianity, Islam, Judaism, Hinduism, and Buddhism
- engage in interfaith dialogue, demonstrating an appreciation for the unity and diversity within the global religious landscape

Course Content:

10. Introduction to the Comparative study of Religions
    - Concept of comparative study of religion & its history
    - Objective of the Comparative Study of Religions
    - Methodology for Comparative Study of Religion
    - Importance of Interfaith Dialogue

11. Genres of the religion and their history
    - Needs of Religions further development of Human being
    - The Role of Religions to enhance co-existence
    - Co-existence and the religions in Sri Lana
    - Role of religious leaders to create ethic cohesion among the worshipers
    - Promoting comparative religion study as a subject in school level
    - Fundamental rights pertaining to the religious activity
    - Moral & religious education in Sri Lanka

12. Buddhism
    - The Origins and Development of Buddhism
    - Buddhism in Sri Lanka
    - Branches of Buddhism
    - Principles & believeness of Buddhism
    - Ritual activities of Buddhism
    - Holy book
    - Meditation in Buddhism
    - Philosophical thought on life
    - Moral & Ethical values in Buddhism
    - Sins & repentance
    - Buddhist culture

13. Islam
    - Peace & social harmony in Islam
    - Guidance for respecting other religions

- Tolerance in Islam
- Contribution of the Muslim leaders in the ancient era to the development of the Sri Lanka
- The minority Muslims concept in Sri Lanka
- Ethics & Behavior in Islam
- Kindness in Islam
- Stance of Islam on terrorism and extremism
- Meditation in Islam
- Arabic merchant relationship with Sri Lanka
- Prophet Mohammed in other religion

14. Hinduism
    - Origins of Hinduism
    - Principles of Hinduism
    - Schools of Hinduism
    - Rituals activities of Hinduism
    - Buddhism & Hinduism
    - Religious exercise for the betterment of the Mind & sole
    - *Panchama parathangal*

15. Christianity
    - Definition of Christianity
    - Origins of Christianity
    - Branches of Christianity
    - Old Testament and New Testament
    - Holy book
    - Jesus & Maryam
    - Ritual activities
    - Principles & believeness

16. Judaism:
    - Concept of Judaism
    - Origins of Judaism
    - Holy book & Hibru language
    - Priniples and rituals of Judaism
    - Moosa & Dhawrath
    - Zionism
    - State of Jesus in the world
    - Clashes between Judaism and Islam
    - Offence & punishment
    - Citizenship in Judaism

17. Common factors among the religions
    - Peace
    - Meditation
    - Moral & behavior
    - Tolerance
    - Co-existence
    - Anti-terrorism & extremism
    - 7 major sins
    - Justice
    - Fundamental rights
    - Interfaith Dialogue
    - Racism & linguicism

Teaching /Learning Methods:

- Deductive and Inductive Method
- Giving brief explanation
- Demonstration & Discussion
- Encouraging Students to Search More on the particular topic & review course material
- Homework
- Assigning some works to be carried out during the session & after the session

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Munas, M.H.A. (2021). *Muhaazharaat fee dirasa muqaarana al-adyaan*. Palamunai: Cultural Development Centre.

Recommended Reading:

Abdul Qadar. (2012). *Al-adyaan wa al-firaq al-mu'asiraah*. Riyadh: Maktaba Fahd al-wataniyya.

Baker Robert.A., A (1959) *Summary of Christian History*, Brodman Press, USA.

Paden, W. (2011). *Comparative Religion*: A Companion. Wiley-Blackwell.

Partridge, C. (2013). *An Introduction to the World's Religions*. Fortress Press.

Level	3		
Semester	I		
Course Code	ALM 31113		
Course Title	Prose & Poetry in the Abbasid Era		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define the characterizes of the history of Arabic literature in Abbasid period
- examine the facts of Arabic literature in Abbasid period.
- discuss the general concept of Prose & Poetry in the Abbasid period.
- train on analysis and critic literary text in the Abbasid period.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the characterizes of the history of Arabic literature in Abbasid period
- recognize the facts of Arabic literature in Abbasid period.
- appreciate the general concept of Prose & Poetry in the Abbasid period.
- analysis and critic literary text in the Abbasid period.

Course Content:

1. The stand of Islam towards literature
2. The reasons for literary revolution in Abbasid period
3. Role of abbasid khaleeps in development of the literature
4. Characraties of Arabic literature in abbasid period
5. Samples of abbasid poetry: abu thammam , albuhthuri , abu nawas and mothanabbi
6. The prose in Abbasid period Oratory and writing, makamath, Samples

of Abbasid prose

7. Literarians in abbasid period
   - Badeeuz zaman and his literary services
   - Abdulla bin mokaffau and literary activities

8. Prosaic and Poetical literary models in Abbasi period

9. concept of comparative literature

10. Literary criticism
    - Meaning of the criticism
    - Mythology of the criticism in view of jahiliyyad literarian
    - Mythology of the criticism in view of Islamic literarian

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Zaif Shawqi. (1994). *Fi Tharikh Al Adab Al Arabi Fi Al Asr Al Jahiliyy,* Dar Al Ma'arif, Cairo,1994

Nicholson R.A (1993). *A literary History of Arabs*, London Curzon Press.

Recommended Reading:

Al-Zayyath, Ahamed Hasan. (1992)*Tharikh Al Adab Arabi*, Majma' ul Lugha Al Arabia, Egypt.

Aboo Abdullah Al Husain ibn Ahmed Al zawzani, (1990) *Sharah Al Muallaqat al sabye*,Kuthub khana rasheed, Pakistan.

Ali Al Jarim,(n,d). *AL Balagha Valiha Shukry Ayyad and Panel of Doctors*, Al Adab Nusoosuhu va Thareekhuhu, sixth edition, Darul Asphahanee, Jiddah.

Level	3		
Semester	I		
Course Code	ALM 31123		
Course Title	Language Psychology for Teaching Arabic		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- explore the principles and foundations of linguistic psychology.
- investigate the interrelationship between linguistic factors and psychological aspects.
- cultivate the cognitive abilities and processes required for constructing coherent linguistic structures.
- emphasize the utilization of linguistic psychology strategies in Arabic language instruction.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- understand the principles and foundations of linguistic psychology.

- identify the interrelationship between linguistic factors and psychological aspects.
- develop the cognitive abilities and processes required for constructing coherent linguistic structures.
- utilize of linguistic psychology strategies in Arabic language instruction

Course Content:

1. Introduction to Language Psychology
   - The concept of psycholinguistics
   - The subject of psycholinguistics and its objectives
   - The origin and stages of psycholinguistics

2. Development and its principles
   - Cognitive development
   - Language development
   - Psychological development
   - Moral development

3. Linguistic and psychological theories
   - Behavioral theory & mother tongue acquisition
   - Structural behavioral direction & teaching foreign languages
   - Cognitive direction in language acquisition
   - Modern theories about the nature and acquisition of language: transformative generative theory
   - Its fields (language acquisition, language comprehension, language creation, second language creation

4. Principles of Teaching
   - Basic assumptions
   - Components of teaching

5. Methods of teaching languages and teaching Arabic
   - Grammar and translation method
   - Direct method
   - Audio-oral method
   - Communicative method
   - Selective method

6. Language problems and disorders
   - General language problems
   - Language problems caused by brain injury

7. Information Processing Model
   - Remembering and forgetting
   - Speech disorders
   - Reading disorders

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Al-Osaili, A. (1998). *Linguistic and Psychological Theories and Language Teaching*. Imam University Journal. Saudi Arabia.

Shams al-Din, J. (n.d.). *Psycholinguistics: Approaches, Theories*, and Issues.University Culture Foundation:Alexandria.

Recommended Reading:

Al-Osaili, A. I. (2006). *Psycholinguistics*. Imam Muhammad ibn Saud Islamic University. Saudi Arabia.

Al-Khouli, A. A. (2014). *Language Acquisition: Theories and Applications*. Majdalawi Publishing and Distribution Center. Amman, Jordan.

Al-Zoubi, A. M. (2014). *Psychology of Individual Differences and Educational Applications*. Al-Rushd Library. Riyadh.

Al-Hawarna, M. N. (2018). *Psycholinguistics. University of Damascus*. Damascus.

Level	3		
Semester	I		
Course Code	ALM 31133		
Course Title	Introduction to Rhetorical Science		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define the concept of rhetoric and its elements
- evaluate the role of rhetoric in understanding the miraculous nature of the Holy Qur'an
- develop students' rhetorical taste
- stop students on rhetorical methods.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- understand the concept of rhetoric and its elements.
- recognize the role of rhetoric in comprehending the miracles of the Holy Qur'an.
- develop rhetorical skills for analyzing literary texts.
- critically analyze and evaluate rhetorical methods.

Course Content:

1. Introduction to rhetoric and eloquence
   - The term rhetoric and eloquence
   - Types of rhetoric and eloquence
   - The emergence of rhetoric and its various schools
   - The impact of the Qur'an on rhetoric development and its principles
2. Semantics and Its Branches
   - The Concept of Semantics and Its Types
   - Linguistic Division
   - The Conditions of the Predicate
   - The Predicate and Its States

- Generality and Restriction
- Ambiguity and Its Types
- Applications in Religious Texts

3. Introduction to Science of statement
   - Definition of Science of statement and its Role in Rhetoric Science
   - Examples of Rhetorical Devices in Literary Texts
   - Simile and its Types
   - Truth and metaphor) Literal and Figurative Language)
   - Metonymy
   - Rhetorical Analysis in Literary Texts
4. figurative science
   - The concept of rhetoric and its significance in language and literature.
   - Selected examples of moral embellishments.
   - Selected examples of verbal embellishments.
   - Applications in literary texts.
5. Rhetoric and social communication
   - Using rhetoric in social media
   - Rhetoric's influence on public opinion
   - Rhetoric and cultural exchange

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Ahmad, M. (2021). *Rhetoric: Concepts and Applications*. Arab Publishing center.

Al-Hashmi, S. A. (2017). *Jewels of Eloquence in Meanings, Expression, and Rhetoric*. Modern Library.

Maltoub, Ahmed. (2009). *Rhetoric and Application*.The Light Library.

Reading Materials:

Abdullah, S. (2020). *The Use of Rhetoric in Religious Sermons*. Cairo University

Khaled, A. (2020). *The Impact of Rhetoric on Political Speeches*. Rhetoric and Literature Journal, 5(2), 45-60.

Rhetoric Science Website. (2022). *Principles of Rhetoric and Their Applications*. Retrieved from https://www.albalagh.com/balagha-principle

Sarah, F. (Ed.). (2019). *Contemporary Rhetoric Readings*. House of Expression.

Level-3
Semester-II

Level	3		
Semester	II		
Course Code	ALM 32143		
Course Title	E-Learning for Arabic		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	30	90
Course Aims:			
This course aims to; - explain the role of technology in arabic language learning - explore arabic language learning apps and software - develop effective pronunciation and listening skills - leverage online resources and assessments for arabic learning			
Intended Learning Outcomes:			
At the end of this course, the student will be able to: - identify the benefits and challenges associated with utilizing computer applications for learning Arabic - demonstrate the ability to set personalized learning goals and track progress using language learning apps - utilize virtual language labs to engage in exercises that improve Arabic listening, speaking, and pronunciation skills - access and utilize online Arabic dictionaries, translation tools, and language reference websites effectively			
Course Content:			

1. Introduction to E-Learning - Role of technology in learning Arabic - Benefits and challenges of using computer applications for Arabic - Various types of language learning software and tools for Arabic
2. Arabic Language Learning Apps and Software - Popular language learning apps tailored for Arabic - Interactive exercises and quizzes for practicing Arabic vocabulary, grammar, and writing - Progress tracking and setting personalized goals within language learning apps
3. Ethical and Effective Use of Technology in Arabic Language Learning - Addressing ethical considerations, privacy, and responsible technology use - Balancing technology with traditional teaching methods for holistic Arabic language learning - Strategies for maintaining human interaction and cultural engagement in a digital Arabic learning environment
4. Virtual Language Labs and Pronunciation Tools for Arabic - Utilizing virtual labs to practice Arabic listening, speaking, and pronunciation skills - Interactive audio exercises and drills for accurate Arabic pronunciation - Phonetic guides and speech recognition tools for improving spoken Arabic

5. Online Arabic Language Resources and Web-based Tools - Exploring online Arabic dictionaries, translation tools, and language reference websites - Utilizing authentic Arabic reading materials, news articles, and blogs for language practice - Incorporating Arabic podcasts, videos, and multimedia into language learning
6. Digital Assessments and Progress Tracking for Arabic Languages - Computer-based assessments to evaluate Arabic language proficiency - Monitoring progress, setting milestones, and identifying areas for improvement - Adaptive learning algorithms and personalized feedback within Arabic language learning apps
7. Future Trends in Computer-Assisted Arabic Language Learning - Exploring emerging technologies especially Artificial Intelligent (AI) - Predictions for the evolution of computer applications in Arabic language education - Opportunities for integrating Arabic language learning with cultural studies or digital literacy
Teaching /Learning Methods:

- Lectures - Practical Exercises - Discussion Sessions - Presentations - Activity / Practice
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment Practical	End Semester Examination (ESE) - 60%

Required Reading:
Alzahrani, 'Ahmadu. (2018). *Tiknulujia Altaealum Wataelim Allughat Alearabiati: Alnazariaat Waltatbiqati*. Alrayad: Dar Aleasimati.
Recommended Reading:
Alrubaei, Muhamadu.(2019).*Allughat Alearabiat Watiknulujia Altaelimi*: Al'iishkaliaat Walhululi. Alrayad, Alsaeudiatu: Markaz Almalik Faysal Lilbuhuth Waldirasat Al'iislamiati. Alzaamil, Nufil. (2016). *Altaealum Al'iiliktruniu Lilughat Alearabiati*: Almafahim Waltatbiqati. Alrayad: Alsaeudiati

Level	3
Semester	II
Course Code	ALM 32153
Course Title	Arabic Studies in Sri Lanka
Credit	3
Core/Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- comprehensive exploration of the historical development of Arabic and Islamic studies in Sri Lanka
- exploring contribution of the Arabic and Islamic studies to the nation development.
- fostering role of Islamic institution for the development of Arabic studies in Sri Lanka
- emphasizing on challenges and obstacles faced by Arabic studies in Sri Lanka

Intended Learning Outcomes:

At the end of this course, the student will able to;

- Identify problems and challenges against to the development of Arabic and Islamic studies in Sri Lanka
- explain ancient and history of Muslim through the Arab trade relationship with Sri Lanka
- recognize role of Islamic & Arabic Institution to the development of Arabic & Islamic Studies in Sri Lanka
- mutual understanding among the multi ethnic community through recognizing Arabic and Islamic culture

Course Content:

1. Introduction
   - Brief history of ancient Muslims in Sri Lanka
   - Arab trade relations to Sri Lanka before entering Islam in the Arabian Peninsula
   - Islam and Sri Lanka
   - Contribution to the ancient Muslims to the development of Sri Lanka in the past era.
2. Documentation of the history of Sri Lankan Muslims, needs and challenges.
3. Historical background of originating Arabic language in Sri Lanka
4. State of Muslims in Sri Lanka in Colonization era:
   - Portugal
   - Hollander
   - Biritish
5. History of Muslim education in Sri Lanka
   - Before the independence and after independence of Sri Lanka
   - Religious education and non-religious education
6. Introduction to the Tradition Art and literature of Sri Lankan Muslims.
7. Arabic and Islamic studies in Sri Lankan education system
8. Contribution of the scholars, community leaders, and Islamic movements to the development of Arabic and Islamic studies in Sri Lanka.
9. Madrasa education system in Sri Lanka
10. Challenges of Arabic and Islamic studies in Sri Lanka.
11. Introducing courses encouraging coexistence among the multi-ethnic groups in Sri Lanka in the Arabic and Islamic studies curriculum.
12. Arabic language and Tourism.
13. International opportunity for learners of Arabic and Islamic studies in Sri Lanka.

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%;	End Semester

Presentation Mid Exam Class Activity Assignment	Examination (ESE) - 60%

Required Reading:

Abdul Munas, Muhammed Haneefa. (2015). *Educational System in Arabic colleges in Sri Lanka*. Akkaraipattu: New Rich Printers.

Ameen,MIM.(2000).*History and cultural of Sri Lankan Muslims*. Hemmathagama:Al-Hasanath Publishers.

Abdul Munas, Muhammed Haneefa.(2021). *Arabic Studies in Sri Lanka-Present and Future*. Palamunai: Cultural Development Centre

Recommended Reading:

Shukri, MAM.(1986).*Muslims of Sri Lanka-A Cultural perspective*. Beruwela: Jamiah Naleemia Insitution.

Mahroof MMM.(1981)*Some aspects of social organization and Hierarchical Structure among the Muslims of Ceylon*. Beruwela:Srendib Islamic Review

Zain,Rauf.(2009). *Ilaṅkaiyil muslim kalvi cavālkaḷum muṉmoḻivukaḷum (oru kaḷa aṟikkai)*.kalagaduhena: Ibnukhaldun Research Institute for social sciences

Level	3		
Semester	II		
Course Code	ALM 32163		
Course Title	Linguistic study on Prophetic Texts		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define technical terms found in the Prophet's Hadith.
- provide training on the linguistic and literary analysis of verses from the Prophet's Hadith.
- offer guidance on translating the sacred texts from the Prophet's Hadith into the local language.
- assist in deducing the legal rulings and benefits contained in selected hadiths

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- clarify the technical terms from the Prophet’s Hadith
- analyze verses of the Prophet’s Hadith linguistically and literary
- train to translate the texts from the Prophet’s Hadith into the local language
- extract rulings and benefits from selected Prophet’s Hadith

Course Content:

1. . Introduction to Hadith Sciences
   - Definition of Hadith and its genres
   - Origin of Prophet's Hadith and its development
   - Recording the Prophet's Hadith
   - Importance of Prophet's Hadith and its status in Islamic legislation

2. *The impact of the Prophet's Hadith* on the Arabic language and Arabic literature

3. Terms of the Hadith Sciences
   - Al-Nasikh and Al-Mansukh: The abrogating and the abrogated.
   - Al-Ahad and Al-Mutawatir: The solitary and the widely transmitted.
   - Al-Sahih and Al-Da'if: The authentic and the weak.
   - Mashhur, Al-Azeez, and Al-Gharib: The well-known, the rare, and the strange.
   - Al-Matn and Al-Isnad: The text and the chain of narration.
   - Al-Jarh and Al-Ta'dil: Critique and appraisal.

4. Analyzing Prophet's Hadith linguistically and translating them into local language
   - Zhiyaa' al-Amaanah
   - Haqeeqa al-Haya
   - Tarbiyya al-Abnaa
   - Al-Su'dhaa fee al-aakhiraa
   - Al-Jalees al-Salih wa Jalees al-Suw
   - Ulamaa al-Suw
   - Al-Zhulm Zhulmaat yawm al-qiyamah

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) -40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Al-Saabooni, Mohammed Ali. (1989). *Min Kunooz al-Sunnah*. Ed.4Damascus: Dar al-Qalam.

Tahani, M. (2010). Facilitating the Terminology of Hadith. Maktabat Al-Ma'arif li-Nashr wal-Tawzea: Riyadh.

Reading Materials:

'Ilaan, al-Sadiqee Mohammed. (2004). *Daleel al-Faliheen li turoq Riyadh alSaaliheen.* Ed.4. Beirut: Dar al-Ma'rifa li al-tibaa'h wa al-nashr wa al-tawzee'.

Sharaf al-Nawawi, Muhiudeen Yahya. (1992). *Riyadh al-Saaliheen*. Al-Mamlaka al-Arabiyya al-Saudiyya: Dar ibn al-Jawzi li al-nashr wa al-tawzee'.

Level	3
Semester	II
Course Code	ALM 32173
Course Title	Arabic Literature in Modern Period
Credit	3
Core/Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- clarify of the foundations and standards for analyzing literary texts
- train in extracting ideas and benefits from literary texts in the modern era
- develop the skill of translating literary texts and drafting them in a special style
- analyze the meaning and language of modern-day literature texts and carefully criticizing them

IntendedLearning Outcomes:

At the end of this course, the student will be able to:

- proficient in the foundational principles and standards for analyzing literary texts.
- capable of extracting ideas and insights from contemporary literature.
- able to translate literary texts and compose them in a distinctive style.
- literary criticism in the modern era

Course Content:

1. Introduction to Arabic literature in the modern era
   - Arabic literature in the modern era
   - The nature of Arabic literature in the modern era and its trends
   - Factors of the renaissance of Arabic literature in the modern era
2. The status of Arabic literature in the modern era
   - The contribution of literature to the development of civilization and behavior
   - Arab diaspora literature and its methodology
   - The impact of foreign literature on Arabic literature
   - Political literature in Arab society
3. Poetry and prose
   - Purposes of modern poetry
   - poetry trends
   - Characteristics of modern poetry
   - Renewal in modern poetry
4. Examples of poetry and prose
   - Hafez Ibrahim
   - Ahmed Shawqi
   - Al-Baroudi
   - Mahmoud Darwish
   - Taha Hussien
   - Mahmoud Al-Abbas Al-Akkad
   - Mustafa Al-Sadiq Al-Rafi'i
5. Machine Translation
   - The Origins and Evolution of Machine Translation
   - Machine Translation and the Arabic Language
   - Translation Software
6. Translation Samples between Arabic, Tamil, and English Languages
   - Nouns: Pronoun, Demonstrative, Relative,
   - Verbs & Tenses
   - Cases
   - Conjunction

- Sentences and Phrases - Selected Texts
7. Difficulties in Translation between Arabic, Tamil, and English Languages - Linguistic Difficulties - Non-Linguistic Difficulties
Teaching /Learning Methods:
- Lecture - Discussion - Group Task - Activity / Practice - Presentation - Individual reports - Cooperative teamwork
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Atawi, M. B. A. (1430 هـ). *Modern Arabic Literature*. Indexing of the King Fahd National Library. Naimy, M., & Al-Areed, I. (1954). *In Modern Literature.* Arab Studies Association at the American University. Naimy, M., & Al-Areed, I. (1954). *In Modern Literature*. Arab Studies Association at the American University. Al-Nadwi, M. W. R. H. (n.d). *Prominent Figures in Modern Arabic Literature*. Lucknow India Library.
Recommended Reading:
Guest, S. (n.d). *Contemporary Arabic Literature in Egypt*. Center of Knowledge Abdul Aziz, T. (2005). *Abu Al-Azm: Emotional Poetry Among the Poets of Tanta*. Turkish Library.

Level–4
Semester–I

Level	4		
Semester	I		
Course Code	ALM 41183		
Course Title	Curriculum Designing for Arabic Language		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:
This course aims to; - discuss the principles and theories of curriculum design in the context of Arabic language education. - develop clear learning objectives and outcomes for Arabic language curricula. - explore effective strategies for integrating language skills (listening, speaking, reading, and writing) in curriculum design. - design assessments and evaluation strategies aligned with Arabic language learning objectives.
Intended Learning Outcomes:

At the end of this course, the student will able to;

- demonstrate a solid understanding of curriculum theories, models and challenges of Arabic language education
- recognize the importance of cultural competence, needs and characteristics in curriculum design.
- involve informative revisions to enhance quality input in curriculum development
- design appropriate curriculum for Arabic language

Course Content:

1. Introduction to curriculum
   - Components of Curriculum
   - Discuss the key components, including objectives, contents, methods of delivery, and evaluation.
2. Graduate profile and Learning outcome of the study programme
3. Designing objective & Learning outcome of the curriculum
4. Designing objective & Learning outcome of the module
5. Assessment & Evaluation
   - Setting E-Paper
   - Setting question paper for Arabic Language
   - Written Assessments
   - Listening Comprehension Tests
   - Reading Comprehension Tests
   - Multiple-Choice Tests
   - Speaking Tests and Presentations
   - Portfolio Assessment
   - Peer Assessment
   - Self-Assessment
   - Project-Based Assessment
6. Steps for Effective Curriculum Design
   - needs assessment
   - Setting learning objectives
   - content development
   - Developing assessment strategies
   - Implementation and evaluation.
   - Final draft of the curriculum
7. Preparing Textbook for Arabic Language
8. Arabic Language Subject Development

Teaching /Learning Methods:

- Collaborative Learning
- Multimodal learning
- Demonstration & Discussion
- Encouraging Students to Search More on the particular topic & review course material
- Homework
- Assigning some works to be carried out during the session & after the session

Assessment Strategy: Varieties of assessment activities status by the faculty

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Danial Tanner & Laureal Tanner.(1995).*Curriculum Development Theory into Practice*.New york:Macmillan Publishing.

Salama, A. A. (2008). *Contemporary Curriculum Planning*. Culture Publishing and Distribution Center.

Shahata, H. (2008). *Curriculum Design and Values of Progress in the Arab*

World. The Egyptian-Lebanese Center.

Recommended Reading:

Abdul Rahman, I. (2015). *Illuminations for Arabic Language Teachers for Non-Native Speakers*. King Fahd Library.

Angelo .T. & cross. k.(1993).*Class room assessment techniques*. A hand book for college teachers. San fransisco :jossey Bass.

Arul samy. S.(2010).*Curriculum Development*. Hyderabad: Neelkamal Publications Pvt.Ltd.

Afridi,Arbabkhan. & Ali, Arshad & Rauf Mohammed.(2015).*Measurement and evaluation*.Peshawar:Ijaz printers

Taema, R. (2004). General Foundations for Arabic Language Teaching Curriculum: Preparation, Development, and Evaluation. The Center of Thought.

Taema, R. (1985). *Guide to Work in Developing Educational Materials for Arabic Language Programmes*. Umm Al-Qura University.

Philips, John Arul.(2011).*Curriculum Development*. Malaysia: Open University Malaysia.

Level	4		
Semester	I		
Course Code	ALM 41193		
Course Title	Creative Writing Skills		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- determine the foundations, standards, strategies and techniques for creative and objective writing
- train in developing creative thinking and writing skills during drafting paragraphs, articles, stories and plays
- identify the obstacles that prevent the development of creative writing skills

Intended Learning Outcomes:

At the end of this course, the student will able to;

- familiar with the foundations, standards, strategies, and techniques of creative and objective writing
- practice the skill of creative thinking and writing while drafting paragraphs, articles, stories, and plays
- diagnose the obstacles that prevent the development of creative writing skills

Course Content:

1. Introduction to creative and substantive writing
   - Creative, objective and literary writing style
   - Foundations and standards for creative and objective writing
   - Strategies and techniques
2. The art of writing articles and research
   - the topic
   - Summary
   - Boot
   - Content
   - Logical sequence
   - Composition of paragraphs
   - Analysis
   - Review
   - Result and conclusion

3. Advanced creative writing - Daily diaries and memories - Reports and projects - Authentication and signatures - Notes and minutes - Drawing role plays - novels and dialogues
4. Formal and informal letter - the demand - Congratulations - Apology - Condolences - Thanks - Complaint
5. CV - Educational qualifications - the documents - Numbered personal data
Teaching /Learning Methods:
- Lecture - Discussion - Group Task - Activity / Practice
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Tammam, R. H. (2007). *Creative Writing*. University Books Center. Osman, S. A., & Abdelsamie, S. (2005). *Writing Skills in the Arabic Language*. Al-Mutanabbi Library.
Recommended Reading:
Shaker, S. M. (1995*). The Guide to Arabic Spelling, Punctuation, and Editing*. Osama Printing and Publishing Center: Oman. Hussein, A. M. (2011). *Literary Editing: Theoretical Studies and Practical Models*. Al-Abeeka Library.

Level	4		
Semester	I		
Course Code	ALM 41203		
Course Title	Literary Criticism		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			
This course aims to; - clarify of the foundations and principles of literary criticism - train to accurately criticize literary works and writings - evaluate the impact of the foreign exchange approach in Arabic literature			
Intended Learning Outcomes:			
At the end of this course, the student will able to; - understand the foundations and principles of literary criticism			

- criticize literary works and writings accurately
- determine the impact of the foreign exchange approach in Arabic literature

Course Content:

1. Introduction to literary criticism
   - The terms of criticism and analysis
   - Literary and non-literary criticism
   - Ethical criticism
   - Criticism techniques
   - Rules of literary criticism
   - Criticism among the Arabs and the West
2. Literary criticism methods
   - Technical approach
   - Historical approach
   - Psychological approach
   - Integrated curriculum
3. Literary criticism
   - Classic
   - Romantic
   - English
4. Factors affecting literary criticism
5. Literary criticism in the modern era
6. Applications in criticism
   - Book criticism
   - Criticism of literary work
   - Criticism of translated works

Teaching /Learning Methods:

- Lecture
- Discussion
- Group Task
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Qutb, S. (1954). Literary Criticism. The Arab Thought Center.

Recommended Reading:

Barry, P. (2009*). Beginning Theory: An Introduction to Literary and Cultural Criticism*. Manchester University Press.

Culler, J. (2010). Literary Theory: *A Very Short Introduction*. Oxford University Press.

Level	4		
Semester	I		
Course Code	ALM 41213		
Course Title	Diplomatic Arabic Language		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define the terms of diplomacy and diplomat.
- enhance the written and oral skills necessary for dealing with diplomatic documents and correspondence.

- familiarize with negotiation and diplomatic communication skills.
- focusing on development of writing proposals and translating speeches

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- deal with diplomats effectively
- identify the problems and challenges in diplomatic communication.
- apure knowledge and skills in translating of diplomatic closes
- prepare concept paper and proposals in proper way.
- familiarize with negotiation and diplomatic communication skills.

Course Content:

1. *Arabic Language and Diplomacy*

- Definition of Diplomacy and Diplomatic Arabic language
- Ethics and values for diplomatic communication.
- Usage areas of Diplomatic Arabic
- The significance of the Arabic language in diplomacy
- Introduction to International relationship
- Challenges and opportunities of using the Arabic language in international forums.
- Study of fundamental diplomatic terms and concepts.

2. The *Diplomatic Arabic Language Skills*

- Selected articles related to speaking, reading, and writing skills in the context of diplomacy.
- Vocabulary and official expressions of diplomatic negotiations and meetings.
- Analyzing study: (Diplomatic speeches and official documents of international organizations)

3. *Diplomatic Communication and Culture*

- Cultural differences on diplomatic communication and applications.
- Communication skills with diplomats from different cultures.

4. *Applied Diplomatic Arabic*

- Discussing practical examples of successful diplomatic communication
- Preparing Diplomatic assessments and reports.
- Preparing concept papers
- E - communication
- Comprehensive project proposals
- Attending diplomatic meetings and functions
- Receiving foreign dedication
- Hospitality
- Signing MOU
- practical training on consecutive and seamultnce

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentations
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Al-Masri, N. S. (2020). *Diplomatic Arabic Language Skills: A Practical Guide for Foreign Affairs Professionals*. London, UK: Palgrave Macmillan.

Al-Zahrani, M. M. (2021). *The Arabic Language and Diplomacy: The Role of the Arabic Language in International Relations and Diplomatic Communication*. Arab Renaissance Center.Cairo, Egypt.

Al-Sweidi, R. H. (2018). *Arabic Diplomatic Language Skills: A Practical Guide for Professionals in Foreign Affairs*. Arab Thought Publishing Center. Damascus, Syria.

Al-Jarrah, M. A. (2020). *Diplomatic Communication and Culture in the Arab World (pp. 123-145)*. Al-Rubaiyan Publishing. Dubai, United Arab Emirates.

Al-Khatib, M. M. (2018). *Arabic Language and Arab World: Historical, Social, and Cultural Perspectives*. New York, NY: Routledge.

Shanik, A. (n.d). | *Teaching Arabic for Diplomatic Purposes: A Case Study*.

Recommended Reading:

Al-Bik, H. (2019*). Diplomatic Terminology in the Arabic Language: A Comprehensive Dictionary for Diplomats and Negotiators*. Arab Dialogue center. Amman, Jordan.

El-Dahdah, I. H. (2017*). Diplomatic Terminology in Arabic: A Comprehensive Glossary for Diplomats and Negotiators*.Egypt: Dar El Farouk. Cairo

Farah, R. M. (2019). *Arabic Language and Diplomacy: The Role of Arabic in International Relations and Diplomatic Communication*. Lebanon: Arab Scientific Publishers:Beirut.

McGlinchey, S. (2016). *International Relation. E-International Relations*:England.

Karim, H. A. (2021). *Diplomatic Communication and Culture in the Arab World*. In S. Al-Hajj (Ed.), Diplomacy in the Arab World: Strategies and Challenges (pp. 123-145). Dubai, UAE: Springer.

Level	4		
Semester	I		
Course Code	ALM 41223		
Course Title	Arabic for Tourism & Hospitality		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- discuss principles & theories of the Tourism & hospitality management.
- explore the Importance of Arabic Language to the development of tourism and hospitality industry in Sri Lanka.
- enhance understanding of local culture diversity and heritage places to provide more professional hospitality services
- train on understanding & Using of the vocabularies & Terminologies pertain to the tourism and hospitality industry.

Intended Learning Outcomes:

At the end of this course, the student will able to;

- Understand principles & theories of the Tourism & hospitality management.
- Communicate with tourist & provide quality service to them.
- Explain local culture diversity and heritage places to provide more professional hospitality services

- Realize contribution of the Arabic Language to the National development through the tourism.

Course Content:

1. Introduction to Tourism and Hospitality.

- Concept of tourism and hospitality
- The history of tourism and hospitality in Sri Lanka.
- The economic and social significance of the tourism industry in Sri Lanka.
- The role of the Arabic language in enhancing cultural communication and improving hospitality services.

2. Vocabulary and Phrases of Tourism and Hospitality

- Introducing Vocabularies & phrases related to the Tourism & Hospitality industry.
- Greetings and welcoming guests.
- Making requests and giving orders in hotels and restaurants.
- Providing assistance and tourist guidance.
- Introducing the city and nearby tourist attractions.
- Providing tourist information about festivals and cultural events.

3. Developing Communication and Hospitality Skills

- Training in verbal and non-verbal communication skills.
- Understanding the principles of hospitality and how to deliver a memorable experience for visitors.
- Handling complaints and issues with professionalism.
- Writing Journal of daily activities in travelling
- Designing Leaf-let, Broucher & Location.
- Promotions

4. Communication in Tourist Situations.

- Identifying customers and understanding their needs.
- Speaking politely and clearly, expressing ideas accurately.
- Dealing with issues and responding to customer needs effectively.
- Organizing cultural shows.

5. Tourist Attractions and Places of Interest.

- Introducing the most important historical and tourist landmarks in Sri Lanka.
- Identifying beautiful natural places and scenic landscapes.
- Providing tourist information and guidance about attractive places.

6. E-communication

- Corresponding
- Booking and Related to E-communication.
- Selling & Buying
- Rental -Vehicle
- Confirming Appointment to visit tourist places

Teaching /Learning Methods:

- Lecture
- Discussion
- Group Task
- Activity / Practice
- Presentation
- Individual reports
- Cooperative teamwork

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Al-Najjar, R., & De Silva, S. (Eds.). (2021). Arabic for Tourism & Hospitality: A Practical Guide for Sri Lanka. Colombo: Sri Lanka Tourism Development Authority.

Al-Jumaili, S. (n.d). *Arabic-English Tourist and Hotel Dictionary*.

Mustafa, N., & Ahmed, A. (2020). Tourist and Hospitality Vocabulary in Arabic: An Essential Resource for Language Learners. Journal of Language and Tourism Studies, 8(1), 78-94.

Recommended Reading:

Al-Saleh, M., & Al-Jawad, R. (2018). *Effective Communication in Tourist Situations: A Study on Arabic Language Use in Hospitality Services*. Journal of Hospitality and Tourism Communication, 25(3), 345-360.

Al-Khatib, F. (n.d). *Tourism and Hospitality in the Arab World*.

Al-Saadi, H. (n.d). *Sustainable Tourism and Environmental Challenges*.

Abdul Qader, A. (n.d). *Arabic for Tourism and Hospitality.*

Abu Zeid, S. (n.d). *Learning Arabic for Tourism*.

Ibrahim, H., & Al-Mansoori, S. (2019*). Local Culture and Traditions: Bridging the Gap in Arabic Language for Tourism Professionals*.

International Journal of Applied Linguistics and Communication, 7(2), 145-160.

Khalid, R., & Al-Marzouqi, H. A. (2017). *Sustainable Tourism and Environmental Challenges in Arabic-Speaking Countries*: Implications for Hospitality Professionals. Journal of Sustainable Tourism Management, 14, 175-190.

Level	4		
Semester	I		
Course Code	ALM 41233		
Course Title	Art of Oratory and Speech		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define the concepts, foundations, and art of public speaking and public speaking
- familiar with the technical words used in delivery and public speaking
- develop and activate of the art of public speaking and public speaking training

Intended Learning Outcomes:

At the end of this course the student will be able to:

- understand the principles and foundations of the art of public speaking and public speaking
- acquire the ability to understand and use the technical terms used in presentation and public speaking
- practice the art of public speaking and public speaking

1. Introduction to the Art of Public Speaking and Oratory
    - The Concept of Public Speaking and Oratory
    - The Theories and Foundations of the Art of Public Speaking and Orator
    - Successful Traits of Public Speakers
    - Steps to Achieving Successful Public Speaking
    - Preparing and Training Speakers and Instructors
    - Psychologies of Communication

2. Terms in the Art of Public Speaking and Oratory
    - Greetings
    - Body Language
    - Opening Skill
    - Elocution and Tweets
    - Radio and Television
    - Dialogue and Debate
    - Sessions and Conferences
    - Research
    - Comments

3. Applications in Public Speaking and Rhetoric
    - Student Committees
    - Religious Public Speaking:
        - Friday Sermon
        - Marriage Sermon
        - Holiday Sermon"

4. Academic Speaking in Various Contexts:
    - Social presentation at events
    - Conferences and certificate ceremonies
    - Parliament
    - Academic speaking
        - Workshops
        - Presentation
        - Discussion
        - Debate
        - Student reception
        - Graduation speech

5. Preparing students to participate in a speech competition

Teaching /Learning Methods:

- Lecture
- Discussion
- Group Task
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity	End Semester Examination (ESE) - 60%

Assignment	
Required Reading:	
Maisson, Iyaan and Ithaari, Umar Faiz. (1998). *Al-Khithaab wa al-Mutarajjim*. Riyadh: Jami'a Malik Saud.	
Recommended Reading:	
Beeston, A.F.L. (1970). *The Arabic Language Today*. (1st ed.). London: Routledge. Maisel, S. (2015). *Speed up your Arabic: Strategies to Avoid Common Errors*. (1st ed.). London: Routledge.	

5.2.3 BAHons in Linguistics and Translation

Level–2
Semester–I

Level	2		
Semester	I		
Course Code	ATM 21043		
Course Title	Contrastive Study on Phonetics (Ar-En-Ta)		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			
This course aims to: - explore the concepts of phonetics and its terminology. - discover the fundamental characteristics of Arabic, English, and Tamil sounds. - provide training in phonetic analysis & Transcription in the three languages.			
Intended Learning Outcomes:			
At the end of this course, the student will be able to: - define the concept of phonetics and its terminology and distinguish between its branches. - identify the fundamental characteristics of Arabic, English, and Tamil sounds. - pronouncing and articulating according to the International			

Phonetic Alphabet.

Course Content:

1. Introduction to Phonetics
   - Sound and Letter
   - Phonetics and Its Importance
   - Branches of Phonetics
   - Ilm-AT-Tajweed and Modern Phonetics
2. Phonetics and Phonology in Western & Arab Linguists
3. Phonemes and Allophones
4. Articulation of Sounds and Their Characteristics
   - Articulation of Sounds
   - Characteristics of Sounds
5. Sounds and Their Classifications (Ar-En-Ta)
   - Consonants and Their Classifications in the Three Languages
   - Vowels and Their Classifications in the Three Languages
6. Phonetic Analysis between Three Languages
   - Syllable
   - Intonation
   - Rhythm
7. The acoustic effects between the three languages
   - Similarity
   - Dissimilarity
   - Spatial transformation
8. Phonetic Transcription and the International Phonetic Alphabet (IPA) with Applications
9. Phonetics Scholars
   - Khalil ibn Ahmad al-Farahidi
   - Abul Fat'h Uthman ibn Jinni
   - A. C. Gimson
   - Arthur Lloyd James

Teaching /Learning Methods:

- Lecture
- Discussion
- Group Task
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

ıtinuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - (60%)

Required Reading:

Abdullah, 'Adil. (2004). *Muqaddimah fi 'Ilmil aswat*. Al-Maliziya: Al-Jami'ah al-Islamiyah al-'Alamiyah.

Shadhifa, Casim. (2020). *Dirasah Taqabuliyyah Bayn al-Lughatayn al-'Arabiyah wa ttamiliyah*. Jami'at Janub Sharq Sirilanka: Lajnat al-Tullab al-Bahthiyah lil-Buhuth al-Ijtimaiyah.

Roach, Peter. (2010). *Phonetics*. Ed.2. New York: Oxford University Press.

Recommended Reading:

Ibrahim, Anis. (1995). *Al-Aswat al-Lughawiyah*. Al-Qahira: Maktabat al-Anglo al-Misriyah.

Bashir, Kamal. (2000). *'Ilm al-Aswat*. Al-Qahira: Dar Ghurayb.

Shadhifa, Casim. (2020*). Al-Rumuz al-Istilahiyyah al-Tamiliyah li Aswat al-'Arabiyah. Jami'at Janub Sharq Sirilanka*: Lajnat al-Tullab al-Bahthiyah lil-Buhuth al-Ijtimaiyah.

'Umar, Ahmad Mukhtar. (1981). *Dirasat Sawt al-Lughawi. Al-Kuwait*: 'Alam al-Kutub.

Poole, Smart C. (1999). *An Introduction to Linguistics*. New York: Palgrave

Level	2		
Semester	I		
Course Code	ATM 21053		
Course Title	Syntax		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- explore concept and theories pertaining to the syntax
- discuss on sentence formation structure in classical and modern view
- train on applying Selected essential syntactic rules

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain concept and basic principles of syntax
- identify the system of the formation of the sentence in both traditional and linguistics view in Arabic
- apply appropriate rules of syntax in effective communication.

Course Content:

1. Introduction to Syntax Place of Syntax in linguistic analysis.
   - Various supposition surveys on Syntax Syntagmatic and paradigmatic relations Sentence.
   - Definition, classification and segmentation Sentence categories.
   - syntax – an nahvu ath-thaqleethi / an- nahvu al- vazeefi
2. New trends in syntax
   - Generative Transformational Theory.
3. Al-avamil Al- Lafliyya val maanaviya
4. Alamatul -I'rāb
5. Af'āl Al-Muqārabah
6. Al-Mafā'il Val-Jumū'
7. Al-'Awāmil Al-Lati Ta'malu 'Amal Al-Fi'l
8. Al-'Adad wal-Ma'dūd
9. Al-Istithnā' wal-Mustathnā
10. Al-Munāda wa Anwā'uhu
11. Al-Ḥāl wa Anwā'uhu
12. An-Naa't wa Anwā'uhu
13. At-Tawkīd
14. Al-Badl
15. Al-'Atf wa Anwā'uhu
16. At-Tamyīz wa-Tamyīzul-'Adad

Teaching /Learning Methods:

- Lecture
- Discussion
- Group Task
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Yakooth. Mahmood Suleiman (1999), Al Sarfut tha'leemi.makthabathul manaril Islamiyya. Kuwait.

kaddoor. Ahmed Mohamed, (2008), Mabadiullisaniyyath, Darulfikr,

Damascus
Rajihee.Abduhu..(2007),Al Arabiyya Al jamiya, Dar Al nahda,Lebanon.

Recommended Reading:

Al faidi.Abdul kadir & darimi Abdullah,(2007), *Thayseerus Sarf*. Majlis education trust. Kerala. India.

Prasad, Tarni, (2009), *A course in Linguistics*, PHI Learning private limited, New Delhi.

Jarim, Ali & Ameen Mostafa. (1980), *An Nahwul Wadihu*, Darul maarif, Cairo.

Level	2		
Semester	I		
Course Code	ATM 21063		
Course Title	Bilingualism		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- introduce the concept of bilingualism and its significance in contemporary society.
- explore the cognitive processes involved in bilingualism and their effects on language development.
- examine the psychological and sociocultural aspects of bilingualism, including identity and communication.
- analyze the challenges and benefits of bilingualism for individuals and communities.

Learning Outcomes:

At the end of this course, the student will be able to:

- possess a comprehensive exploration of bilingualism
- realize solid foundation in bilingual language use and its broader implications
- interrelate linguistics, psychology, education, and sociology with bilingualism

Course Content:

1. Introduction to Bilingualism
   - Defining bilingualism
   - Types of bilingualism
   - Historical and contemporary perspectives on bilingualism
2. Bilingual Language Acquisition grammatical relationships.
   - Language development in bilingual children
   - Bilingualism in infancy and early childhood
   - Language milestones and challenges
3. Cognitive Aspects of Bilingualism
   - Bilingualism and cognitive flexibility
   - The bilingual advantage in problem-solving
   - Neurocognitive processes in bilinguals
4. Bilingual Identity and Sociocultural Aspects
   - Bilingual identity formation
   - Cultural implications of bilingualism
   - Language choice and code-switching in social contexts
5. Bilingual Education and Policy
   - Bilingual education models
   - Bilingualism in the classroom
   - Language policies and their impact on bilingual communities

6. Challenges and Benefits of Bilingualism - Bilingualism and language attrition - The social and economic advantages of bilingualism - Challenges faced by bilingual individuals and communities
7. Multilingualism and Globalization - Multilingualism in a globalized world - Bilingualism in the workplace - The role of technology in promoting multilingualism
8. Future Trends and Research Directions - Emerging trends in bilingualism research - Ethical considerations in bilingualism studies - Course reflections and final presentations
Teaching /Learning Methods:
- Lecture - Group Discussion - Presentation - Visual and audio material - Practical reading, writing, and speaking sessions - Pair work -peer collaboration

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:
Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press. Bhatia, T. K., & Ritchie, W. C. (Eds.). (2008). *The handbook of bilingualism*. John Wiley & Sons.

Recommended Reading:
Grosjean, F. (2010). *Bilingual: Life and Reality. Trends in Cognitive Sciences*, 14(11), 512-514. Hoff, E. (2015*). Language Development in the Bilingual and Multilingual Child. In The Oxford Handbook of Multilingualism* (pp. 175-190). Oxford University Pres

Level–2
Semester–II

Level	2		
Semester	II		
Course Code	ATM 22073		
Course Title	Contrastive Arabic and English Stylistic		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			

This course aims to;

- explore the concept of stylistics and the cultural and historical factors influencing language style.
- identify and analyze stylistic elements in both Arabic and English texts.
- compare and contrast the stylistic choices of Arabic and English in different genres.
- develop critical thinking skills by interpreting and discussing texts from diverse perspectives.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- improve their skills in comparative stylistic analysis
- interpret the intricacies of language choice and effectively
- communicate in both Arabic and English contexts
- gaining critical thinking and cross-cultural awareness

Course Content:

1. Introduction to Stylistics
   - Definition and scope of stylistics
   - Role of stylistic analysis in language understanding
2. Stylistic Elements
   - The grammar and style
   - Lexical (choices) and semantic (nuances) levels.
3. Sentence structure and syntax variations (The sentential level)
   - Figures of Speech
   - Metaphor, simile, personification, etc.

   Cultural and linguistic implications of figurative language
4. Investigating Style - Genre Analysis
   - Stylistic differences across narrative, poetry, drama, etc.
   - Impact of genre on language style
5. Cultural Context and Stylistics
   - Sociocultural factors influencing language expression
   - Comparative analysis of culturally specific stylistic features
6. Translation and Adaptation
   - Challenges of translating stylistic elements between languages
   - Maintaining stylistic integrity in translation
7. Historical Evolution of Stylistics
   - Changes in stylistic preferences over time
   - Impact of historical events on language style
8. Stylistic Analysis of Contemporary Texts
   - Application of stylistic principles to modern texts
   - Course reflections and final presentations
9. Read and understand the article: Stylistic aspects in Arabic and English translated literary texts: A contrastive study

Teaching /Learning Methods:

- Lecture
- Group Discussion
- Presentation
- Visual and audio material
- Practical reading, writing, and speaking sessions
- Pair work -peer collaboration

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Assignment Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Abdullah, A. M. M. (2023). Stylistic Anomalies in Some Arabic Texts with Reference Translation into English. Journal of Language Studies.

Vol. VI, (2), 142-150.
Burke, (2014). *The Routledge Handbook of Stylistics. London and New York.* Routledge Taylor & Francis Group.

Recommended Reading:

Obeidat, H. A. (1998). S*tylistic Aspects in Arabic and English Translated Literary Texts*: A Contrastive Study. Meta, 43(3), 462–467. https://doi.org/10.7202/003753ar
Simpson, P. 2004, *Stylistics: A Resource Book for Students*. London & New York: Routledge.

Level	2		
Semester	II		
Course Code	ATM 22083		
Course Title	Computer Application for Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	30	90

Course Aims:

This course aims to;

- explore the principles of the Translation
- explain Computer-Assisted Translation (CAT) Tools
- emphasize on importance of IT to Translation Field.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- demonstrate the Translation Principles
- recognize Computer-Assisted Translation (CAT) Tools
- examine the impact and evolution of effectively utilize computer-based tools and technologies to aid in the translation process

Course Content:

1. Introduction to Translation and Technology – Arabic Language
   - Introduction to Arabic translation concepts and principles
   - Role of technology in modern translation
   - Types of computer-assisted translation tools and machine translation systems
2. Computer-Assisted Translation (CAT) Tools
   - Overview of CAT tools
   - Working with translation memory (TM) and translation units
3. Machine Translation (MT) Systems for Arabic
   - Understanding how machine translation works for Arabic Language
   - Types of machine translation (rule-based, statistical, neural)

   Evaluating and selecting appropriate MT tools and engines
4. Emerging Trends in Translation Technology
   - Staying updated on technological advancements in translation
   - Exploring trends such as neural machine translation, AI, and automation
   - Adapting to evolving tools and techniques in the translation landscape
5. Ethical and Professional Standards
   - Ethical considerations in translation (confidentiality, plagiarism)
   - Professional standards and best practices in the translation industry
   - Navigating copyright and intellectual property issues

6. Multilingual Document Formats and Tools
   - Handling various document formats (Word, PDF, HTML) in translation
   - Using tools for document conversion, extraction, and formatting preservation
7. Terminology Management
   - Importance of terminology in translation
   - Building and maintaining terminology databases
   - Techniques for researching and verifying specialized terms
8. Practical Exercises and Case Studies
   - Hands-on exercises using CAT and MT tools
   - Analyzing real-world translation scenarios and challenges
   - Presenting and discussing case studies of successful technology-driven translations

Teaching /Learning Methods:

- face-to-face
- Discussion
- demonstration
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Koehn, P. (2010). Statistical machine translation. Cambridge University Press.

Manning, C. D., & Schütze, H. (1999). Foundations of Statistical Natural Language Processing. MIT Press

Recommended Reading:

Smith, J., & Johnson, A. (2022). Advancements in Arabic Neural Machine Translation. In Proceedings of the ACL Conference.

Habash, N. (2010). Introduction to Arabic natural language processing. Synthesis Lectures on Human Language Technologies, 3(1), 1-187.

Al-Onaizan, Y., & Knight, K. (2002). Machine translation and the Arabic language. Computational Linguistics, 28(4), 415-437.

Level	2		
Semester	II		
Course Code	ATM 22093		
Course Title	Arabic Language Skills – II (Reading & Writing)		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- identify the principles of reading and writing skills and their steps.
- analyze and explain the elements of selected Arabic texts.
- focus on extracting ideas from the selected texts and summarizing them.
- train on creating sentences and phrases in new formulations using the words found in the texts.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the importance of reading and writing skills.
- analyze and interpret various types of written materials in the arabic language.
- express ideas in various written forms.
- write phrases, paragraphs, and texts in a unique style.

Course Content:

1. Introduction to Reading and Writing
   - Reading and Inference
   - Types of Reading and Their Steps
   - Writing, Composition, Editing and Expression
   - Types of Writing and Their Steps
2. Punctuation Marks and Their Function
3. Reading Practices
   - Reading news articles and analyzing them
   - Reading selected articles from magazines.
   - Reading selected texts from contemporary books.
   - Extracting main and sub-ideas from texts.
   - Summarizing readings.
   - Creating suitable titles for the texts.

     Completing stories.
4. Writing Practices
   - Creating simple, compound and complex sentences.
   - Writing paragraphs.
   - Composing advertisements and instructions.
   - Taking notes and writing lectures.
   - Preparing reports.
   - Writing formal and informal letters.
5. Abbreviations and their symbols.

Teaching /Learning Methods:

- Lecture
- Discussion
- Group Task
- Activity / Practice

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Al-Basees, Hatem Hussein. (2011). Tanmiyat Maharat Al-Qira'ah wal Kitabah. Damascus: Publications of the Syrian General Authority for Books.

Al-Shunti, Muhammad Saleh. (1990). Al-Maharat Al-Lughawiyah: Madkhal ila Khasais Al-Lughah Al-Arabiyyah wa Fununaha. Hail: Dar Al-Andalus for Publishing and Distribution.

Recommended Reading:

Al-Kabsi, A. A. I. (2006). *Al-Qira'ah Al-Muysar. Al-Imam Zaid bin Ali Cultural Foundation*.

Saymi, M. I., Abdulaziz, N. M., & Hussein, M. A. (1983). *Al-Arabiyyah Lil-Nashieen*. Saudi Arabia: Educational Books Administration. Volumes 5 and 6.

Al-Shunti, Muhammad Saleh. (2001). *Fan Al-Tahreer Al-Arabi*. Hail: Dar Al-Andalus for Publishing and Distribution.

Madkur, Ali Ahmed. (1994). *Tadrees Funoon Al-Lughah Al-Arabiyyah*. Kuwait: Al-Falah Library.

Level – 3
Semester – I

Level	3		
Semester	I		
Course Code	ATM 31103		
Course Title	Comparative Study of Religions		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- enhance comparative approaches to analyze major world religions.
- explore the foundational beliefs, scriptures, and practices of Christianity, Islam, Judaism, Hinduism, and Buddhism.
- discuss on modern trends in Christian theology, Islamic sects, and diverse philosophical schools within Hinduism and Buddhism.
- enhance co-existence among the multi-religions through comparative studies
- recognize each religion's values and their practices

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- demonstrate the ability to apply comparative methodologies to analyze and interpret religious beliefs and practices across different traditions
- acquire a deep understanding of the foundational beliefs, scriptures, and practices of Christianity, Islam, Judaism, Hinduism, and Buddhism
- engage in interfaith dialogue, demonstrating an appreciation for the unity and diversity within the global religious landscape

Course Content:

18. Introduction to the Comparative study of Religions
    - Concept of comparative study of religion & its history
    - Objective of the Comparative Study of Religions
    - Methodology for Comparative Study of Religion
    - Importance of Interfaith Dialogue

19. Genres of the religion and their history
    - Needs of Religions further development of Human being
    - The Role of Religions to enhance co-existence
    - Co-existence and the religions in Sri Lana
    - Role of religious leaders to create ethic cohesion among the worshipers
    - Promoting comparative religion study as a subject in school level
    - Fundamental rights pertaining to the religious activity
    - Moral & religious education in Sri Lanka

20. Buddhism
    - The Origins and Development of Buddhism
    - Buddhism in Sri Lanka
    - Branches of Buddhism
    - Principles & believeness of Buddhism
    - Ritual activities of Buddhism
    - Holy book
    - Meditation in Buddhism
    - Philosophical thought on life
    - Moral & Ethical values in Buddhism
    - Sins & repentance

- Buddhist culture

21. Islam
    - Peace & social harmony in Islam
    - Guidance for respecting other religions
    - Tolerance in Islam
    - Contribution of the Muslim leaders in the ancient era to the development of the Sri Lanka
    - The minority Muslims concept in Sri Lanka
    - Ethics & Behavior in Islam
    - Kindness in Islam
    - Stance of Islam on terrorism and extremism
    - Meditation in Islam
    - Arabic merchant relationship with Sri Lanka
    - Prophet Mohammed in other religion

22. Hinduism
    - Origins of Hinduism
    - Principles of Hinduism
    - Schools of Hinduism
    - Rituals activities of Hinduism
    - Buddhism & Hinduism
    - Religious exercise for the betterment of the Mind & sole
    - *Panchama parathangal*

23. Christianity
    - Definition of Christianity
    - Origins of Christianity
    - Branches of Christianity
    - Old Testament and New Testament
    - Holy book
    - Jesus & Maryam
    - Ritual activities
    - Principles & believeness

24. Judaism:
    - Concept of Judaism
    - Origins of Judaism
    - Holy book & Hibru language
    - Priniples and rituals of Judaism
    - Moosa & Dhawrath
    - Zionism
    - State of Jesus in the world
    - Clashes between Judaism and Islam
    - Offence & punishment
    - Citizenship in Judaism

25. Common factors among the religions
    - Peace
    - Meditation
    - Moral & behavior
    - Tolerance
    - Co-existence
    - Anti-terrorism & extremism
    - 7 major sins
    - Justice
    - Fundamental rights
    - Interfaith Dialogue
    - Racism & linguicism

Teaching /Learning Methods:

- Deductive and Inductive Method
- Giving brief explanation
- Demonstration & Discussion
- Encouraging Students to Search More on the particular topic & review course material
- Homework
- Assigning some works to be carried out during the session & after the session

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Munas, M.H.A. (2021). *Muhaazharaat fee dirasa muqaarana al-adyaan*. Palamunai: Cultural Development Centre.

Recommended Reading:

Abdul Qadar. (2012). *Al-adyaan wa al-firaq al-mu'asiraah*. Riyadh: Maktaba Fahd al-wataniyya.

Baker Robert.A., A (1959) *Summary of Christian History*, Brodman Press, USA.

Paden, W. (2011). *Comparative Religion*: A Companion. Wiley-Blackwell.

Partridge, C. (2013). *An Introduction to the World's Religions*. Fortress Press.

Level	3		
Semester	1		
Course Code	ATM 31113		
Course Title	Scientific & Technology Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- explore the Principles and Standards for Translating Scientific and Technological Terms.
- developing the Research and Knowledge Necessary for Translating Scientific and Technological Terms and Concepts.
- enhancing the Ability to Translate Scientific and Technological Terms in different Contexts.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the Foundations and Standards for Translating Scientific and Technological Terms.
- analyze Scientific and Technological Terms and Concepts.
- translate Scientific and Technological Terms in Different Contexts with Accuracy.

Course Content:

1. Introduction to Scientific and Technological Translation
   - The Concept of Scientific and Technological Translation
   - Differences Between General Translation and Scientific and Technological Translation
   - Foundations of Accurate Translation of Scientific and Technological Concepts
2. Scientific and Technological Terminology
   - Structure and Usage of Terminology in Scientific and Technological Text
   - Analyzing and Understanding Scientific and Technological Terminology
   - Utilizing References Specific to Terminology and Concepts
3. Techniques of Scientific and Technological Translation
   - Translation Strategies for Scientific and Technological Texts
   - Techniques for Improving Performance in Scientific and

Technological Translation - Correcting Common Errors in Scientific and Technological Translation
4. Practical- I: Scientific and Technological Translation - Translating Scientific Texts from the Source Language to the Target Language - Applying Translation Strategies to Scientific Texts
5. Practical- II: Scientific and Technological Translation - Translating Technological Texts from the Source Language to the Target Language - Applying Translation Strategies to Technological Texts
6. Editing and Proofreading in Scientific Translation - Methods of Editing and Proofreading in Scientific and Technological Translation - Correcting Linguistic and Technical Errors in Translation
7. Translation of Scientific Messages and Reports - Translating Scientific Research Papers and Reports - Principles and Guidelines for Translating Research and Reports
8. Translation of Technological Documents and Advanced Technologies - Translating Information Technology Documents and Advanced Technologies - Challenges and Strategies in Translating Technological Documents
9. Research and Final Project - Executing a Scientific or Technological Translation Project based on Specialized Research Sources - Presenting a Report on the Project and the Completed Translation
Teaching /Learning Methods:
- Lectures and Discussions - Case Studies - Guest Speakers - Practical Exercises - Team Projects - Peer Review - Translation Tools and Software
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:
Al-Khadari, Ibrahim. (N. D). *Tarjamatul ulum wa ttaknulujia*. Dar al-Kitab al-Hadith. Al-Khawli, Muhammad. (2016). *Attarjamat attaqniyya minal-Injiliziyya ila al-'Arabiyya*. 'Uman: Dar al-Falāḥ li-l-nashr wa-l-tawzī.'
Recommended Reading:
Olohan, M. (2015, September 16). *Scientific and Technical Translation*. Routledge. Wright, S. E., & Wright, L. D. (1993, January 1). *Scientific and Technical Translation*. John Benjamins Publishing.

Level	3		
Semester	I		
Course Code	ATM 31123		
Course Title	Academic Writing		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- explore the Principles and Techniques of Academic Writing.
- developing Critical and Analytical Thinking Skills.
- training on Writing Academic articles and Research Papers.
- acquiring the Ability to Edit Academic Texts.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the Principles and Techniques of Academic Writing.
- analyze & Critique Academic Text
- write Academic articles and Research Papers.
- edit Academic Texts

Course Content:

1. Introduction to Academic Writing
   - The Concept of Writing and Its Significance.
   - Terminology and Concepts of Academic Writing.
   - Types of Academic Writing and Their Uses.
   - Objectives of Academic Writing.
   - Distinguishing Between Academic Writing and General Writing.
   - Analyzing Components of Academic Texts.
2. Characteristics of Academic Writing
   - Distinctive Features of Academic Writing.
   - Linguistic Requirements for Academic Writing.
   - Ethics in Academic Writing.
   - Linguistic Skills for Academic Writing.
   - Linguistic Techniques Used in Academic Writing.
3. Overall Structure of Academic Writing
   - Elements of Composition in Academic Writing.
   - Composing Academic Reports.
   - Composing End-of-Lessons
   - Composing Meeting Reports.
   - Composing programme Reports.
4. Structure of Academic Texts
   - Developing the key Idea and Formulating the Main Sentence.
   - Organizing Paragraphs and Related Elements.
   - Using Links and Logical Relationships Between Ideas.
5. Advanced Academic Writing
   - Advanced Academic Writing Techniques.
   - Expressing Opinion and Providing Arguments.
   - Writing Comprehensive Research Papers.
6. Models
   - The Process of Composition and Text Writing.
   - The Process of Reviewing and Improving Texts.
   - The Translation Process.
   - The Editing and Revision Process.
   - The Publishing Process.

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentation
- Exercises

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

"Al-Dyouri, Muhammad (2008). *Manhajiyat Al-Ketabah Al-Acadimiyah wal Ketabah Al-Mihniyah*. Dar Toubqal Lel-Nashr."

Recommended Reading:

Al-Aleimi, Abdul Rahman bin Muhammad. (2018). *Kitabat Al-Buhuth wal-Awraq Al-Ilmiyah.* Dar Al-Jeel Al-Jadeed.

Al-Saghir, Najah. (2013). *Maharat Al-Ketabah Al-Acadimiyah.* Lebanon: Dar Al-Mashriq.

Al-Khudra'a, Abdul Razzaq. (2016). *Al-Ketabah Al-Acadimiyah wal-Buhuthiyah.* Egypt: Dar Al-Fikr Al-Arabi.

Al-Hilali, Salem Isa. (2020). *Maharat Al-Ketabah wal-Buhuth Al-Ilmiyah*. Lebanon: Dar Al-Kutub Al-Ilmiyah.

Al-Saeed, Khaled. (2017). Kitabat Al-Abhath Al-Ilmiyah wal-Rasa'il Al-Jami'iyah. Dar Al-Manhal linnashri wa thawzeea

Level	3		
Semester	I		
Course Code	ATM 31133		
Course Title	Sociolinguistics and Psycholinguistics		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- exposure to the Principles of Sociolinguistics and Psycholinguistics and Their Development Stages.
- assessing the Impact of Sociolinguistics and Psycholinguistics on Language Learning.
- identifying Problems in Second Language Acquisition

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the Principles of Sociolinguistics and Psycholinguistics and Their Development Stages.
- define the Impact of Sociolinguistics and Psycholinguistics on Language Learning.
- distinguish Language Acquisition Problems in Second Language Learning

Course Content:

1. Introduction to Sociolinguistics and Psycholinguistics
   - Concepts of Sociolinguistics and Psycholinguistics
   - Theories and Principles
   - The importance of sociology and psychology in the study of language.

- Sociolinguistics and Psycholinguistics: Origin and Development

2. Language and Society
   - The Relationship Between Language, Culture, and Society
   - Sociolinguistics and Language Learning and Teaching
3. Linguistic Communication
   - Components of Communication
   - Fields of Linguistic Communication
   - Dialects
4. technical terms in the fields of sociolinguistics and psychology
   - Linguistic Diversity
   - Bilingualism
   - Code-Switching
   - Linguistic Interference
   - Linguistic Variation
   - Language Planning
   - Linguistic Conflict
   - Language Borrowing and Arabization
   - Growth
   - Motivation
   - Intelligence and Innovation
   - Memory and forgetting
5. Language Acquisition
   - Theories of First and Second Language Acquisition
   - Stages of Language Acquisition
   - Psycholinguistics and Language Learning and Teaching
6. Language Problems
   - Language Problems Resulting from Brain Injuries
   - General Language Problems
7. Prominent Figures in Sociolinguistics and Psycholinguistics
   - Ibn Khaldun
   - Abdelkaher Al-Jurjani
   - Noam Chomsky

Teaching /Learning Methods:

- Lecture and Scientific Presentation
- Brainstorming
- In-Class Dialogue and Discussion
- Self-Learning
- Individual Reports
- Collaborative Group Work

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Dimyati, Muhammad Afeefuddeen. (2017). *Madkhal Ila Ilmul Lughah Al-Ijtima'i*. Indonesia: Maktabat Lisan Arabi linnashr wattawzea.

Shamsu deen, Jalal. (n.d.). *Ilm Al-Lughah Annafsi: Manahijuha wa Nazariyatoha wa Qadayahu*. Al-Iskandariyah: Mu'assasathu thaqafah Al-Jami'iyah.

Recommended Reading:

Ibrahim Al-Asili, Abdulaziz. (2006). *Ilmu llughah Al-Nafsi. Al-Mamlakah Al-Arabiyah Al-Saudiyah*: Jami'at Al-Imam Muhammad bin Saud Al-Islamiyah.

Al-Khouli, Ahmed Abdul Kareem. (2014). Iktisab Al-Lughah: *Nazariyat wa Tatbiqat.* 'Uman: Dar Majdalawi lil Nashr wal Tawzea.

Bishr, K. (1997*). Ilmullughah Al-Ijtima'i. Dar Ghareeb liltthibath wanashr*.

Level–3
Semester–II

Level	3		
Semester	II		
Course Code	ATM 32143		
Course Title	Semantic & Pragmatics		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- exposure to the Fundamental Principles of Semantics and Pragmatic Study
- highlighting Approaches to the Study of Meaning
- evaluating the Relationship between Semantics in Sounds and Pragmatic
- practicing the Application of Context and Semantic Relations Theory in Crafting and Translating Phrases

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- clarifying the Basic Principles of Studying Semantics and Pragmatic
- identifying Approaches to the Study of Meaning
- distinguishing the Relationship Between Semantics in Sounds and Pragmatics
- precision in Word Selection and Their Use in Composition and Expression in Accordance with Usage.

Course Content:

1. Introduction
   - Semantics and Its Types
   - Semantics: Origin and Development
   - The Subject of Semantics and Its Objectives
   - The Relationship between Semantics and Linguistic Sciences and Others
   - Pragmatics
2. Almaana waththilala wassiyaq
3. Approaches to the Study of Meaning
   - Context Theory
   - Semantic Field Theory
   - Analytical Theory
4. Semantic Relations
   - Synonymy
   - Antonymy
   - Polysemy
5. The Relationship between Semantics and Pragmatics
6. Phonological Semantics and Its Types
7. prominent figures in Semantics:
   - Abu al-Fath Usman ibn Jinny
   - Abu al-Qasim Mahmud ibn Umar ibn Muhammad ibn Umar al-Khwarizmi al-Zamakhshari

Teaching /Learning Methods:

- Lectures
- Discussion Sessions
- Presentations
- Exercises or Training Sessions

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

'Umar, Ahmad Mukhtar. (1982). *'Ilm al-Dalalah. . Al-Qahirah*: 'Alam al-Kutub.

Al-Khawli, Ahmad 'Ali. (2001). *'Ilm al-Dalalah. Al-Urdun*: Dar al-Falah lil Nashr wa Tawzi'.

Recommended Reading:

Hasan Jabal, 'Abd al-Karim Muhammad. (2014). *Fi 'Ilm al-Dalalah: (Dirasah Tatbiqiyyah fi Sharh al-Anbari lil Mufaddaliyyat*. Al-Qahirah: Maktabat al-Adab.

Al-Khawli, Muhammad 'Ali. (2001). *Ilm al-Dalalah ('Ilm al-Ma'na*). Al-Urdun: Dar al-Falah lil Nashr wal Tawzi'.

Yule, George. (1996). *The Study of Language*. Ed.2. New York: University Press, Cambridge.

Prasad, Tarni. (2008). *A Course in Linguistics.* New Delhi: Prentice-Hall of India Private Limited.

Level	3		
Semester	II		
Course Code	ATM 32153		
Course Title	Error analysis		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- identifying concepts and principles of comparative analysis and error analysis.
- conducting linguistic error analysis and understanding the reasons behind them.
- training in linguistic error analysis and distinguishing them within selected texts

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- clarifying the concepts and principles of contrastive analysis and error analysis.
- evaluating linguistic errors while identifying their causes.
- distinguishing linguistic errors while preserving the integrity of expression.

Course Content:

1. Introduction
   - The Concept of Errors and Linguistic Errors
   - The Significance of Error Analysis
   - The Role of Error Analysis in Language Learning and Teaching
   - Factors Affecting Linguistic Errors
   - Ethics in Error Analysis
2. Identifying Errors and Categorizing Them
   - Phonetic, Morphological, Syntactic, Structural, and Lexical Errors
   - Thinking, Inaccuracy, Difficulty, and Lack of Information
3. Methods of Error Analysis
   - Stage 1: Error Identification Stage

- Stage 2: Error Categorization Stage
- Stage 3: Identifying Underlying Causes of Errors

4. Error Analysis in Language Learning

5. Common Learner-Related Errors
   - Error Analysis in Second Language Acquisition
   - Error Correction Strategies and Methods

6. Error Analysis in Language Teaching
   - The Role of Error Analysis in Language Teaching
   - Designing Error Analysis Tasks and Exercises
   - Providing Effective Feedback to Learners

7. New Trends in Error Analysis
   - Technology and Error Analysis
   - Error Analysis in Machine Translation and Artificial Intelligence Applications

Teaching /Learning Methods:

- Lectures and Presentation
- Brainstorming
- Classroom Discussion
- Self-directed Learning
- Individual Reports
- Collaborative Group Work

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Richarz, J. C., Kharma, N., & Hajaj, A. (1985). *Tahlil Al-Akhta: Wijihat Nazar Hawl Iktisabi llughah Ath-Thaniyah*. Alam Al-Ma'rifah, Dār al-Thaqafah Lebanon.

Alam Al-Ma'rifah. (1985). *Allughat Al-Ajnabiyah Ta'limuha wa Ta'allamoha. Dār al-Thaqafah.*

Recommended Reading:

As-Singargi, M. A. (2005). *Attadribat Al-Lughawiyah finn ahwi wassarfi wal-Akhtaishshaiyah*. Cairo: Faculty of Arts, Helwan University.

Al-Ajūvadī, A. D. (2009). *Akthar Al-Akhta' Al-Lughawiyah wal-Imla'iyyah Shuyooan*. Dar Al-Amal linnashr.

Bannan, A.-M. (2015*). Tahlil Al-Akhta' - Maqarabah Lisaniyyah litta a'lim Al-Lughah Al-Arabiyyah.* Dar Kunuz Al-Ma'rifah Al-Ilmiyyah.

Muhammad, J. M. (2005). *Al-Mu'jam Al-Waseet fil Akhta' Ashsha' wal-Ijazat Al-Lughawiyah*. Cairo: Maktabat Al-Adab.

Rteil, M. (2014). *Al-Akhta' Al-Sha'i'ah fi Al-Lughah Al-Arabiyyah*. Horus International Publishing and Distribution Foundation.

Level	3		
Semester	II		
Course Code	ATM 32163		
Course Title	Religious & Literary Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- concentrate on principles of religious and literary translation and theories.
- train on analyzing skill through translating religious & cultural Texts

- define challenges in translating religious texts

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- gain knowledge of principles of religious and literary translation and theories.
- analyze & translate religious & cultural Texts
- Identify challenges & error occurred in translating religious & cultural Texts

Course Content:

1. Introduction to Religious & Literary Translation
   - Definition of religious & Literary translation
   - The role of religious & Literary translation
   - Importance of religious & literary translators
2. Cultural and Religious Contexts in Translation
   - The cultural, ethical, and religious implications of religious & Literary translation
   - Understanding the differences of religious terminology and concepts across cultures
   - Sensitivity to religious diversity and the avoidance of misinterpretations
3. Challenges in Religious & Literary Translation
   - Linguistic Challenges & Errors
   - Dealing with linguistic ambiguities and untranslatable terms
   - Translating metaphors, parables, and allegorical expressions
   - Addressing historical and contextual gaps in religious & Literary texts
4. Selected Sacred Scriptures
   - Soora Vaqiah, Soorathul Burooj
   - Hatheesul Amanah, Hatheesul Akhlak, & Hatheesul Ikhlas
5. Translating Selected Texts from literature
   - Alfu Laila, cleopatra
   - Hassan bin thabith
   - Drama (Alim vathaaiyya)

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentation
- Training Exercises

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Al-Jaza'iri, A. B. J. (1990). *Aysar At-Tafsir (3 vols.). Jeddah: Nahrul Khair*.

Alan, M. (676). *Dalilul Falihin litturuq Riad As-Salihin. Beirut: Dar Al-Kitab Al-Arabi.*

Hamed Habeib (2016). *Tahdat Attarjama Addiniyah watta'amul ma'a nnusus Ad-Diniyah. Mu'assasat Ar-Risalah*.

Hanan Abdullah Abu Ali (2013). *Att arjama Al-Adabiyya: Nazariyyah wa Tatbiq*. Dar As-Saqi.

Recommended Reading:

Ashour, M. A. (1984). *Tafsir ttahrir wattanwir*. Tunis: Ad-Dar Attunisiyya.

Bint Ash-Shat'i, A. A. A. (1926*). Attafsir Al-Bayani li-lqur'an Al-Kareem.* Morocco: Dar Al-Ma'arif.

Ahmed Mukhtar Omar (2009). *At-Tarjama Ash-Shar'iyyah: Mafhoomuha, Dhawbituha, Mushkilatuha wa Asalibuha*. Darun-Nahdah Al-Arabiyya.

Abdul Rasul Al-Mousooi Al-Jazairi (2015). *At-Tarjama fi Al-Hawzah Al-Ilmiyya: An-Nazariyyat wa At-Tatbiqat*. Markaz At-Tarjama Al-Arabiyya.

Ali Dihshan (2008). *Al-Ibda' wal-Ikhraj fi At-Tarjama Al-Adabiyya. Mu'assasat* An-Naqd Al-Arabi.

Ahmed Yusuf Ad-Dulaimi. (2010). *Atttarjama wa Fununuha: Qada'iya Naqdiyya wa Jamalyya*. Dar Al-Fikr Al-Arabi.

Level	3		
Semester	II		
Course Code	ATM 32173		
Course Title	Media Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			

This course aims to;

- define the cultural, social, and linguistic aspects of media translation
- develop proficiency in translating Selected Audio – Visual articles.
- create critical thinking skills to evaluate translation choices and consider the ethical implications of media translation.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- acquire the cultural, social, and linguistic aspects of media translation.
- involve effectively in translating Audio – Visual articles.
- analyze & evaluate critically documents related to the Audio-Visual

Course Content:

1. Introduction to Media and Media Translation
   - Definition of communication
   - Communication process and media
   - Definition of media translation
   - Types of media content and challenges
   - Role of the media translator
   - The impact of culture and ideology on media translation
2. Ethics and Professionalism in Media Translation
   - Ethics in media translation
   - Intellectual property rights and copyright issues
   - Working with media agencies and clients
3. Audiovisual Translation
   - Subtitling and captioning techniques
   - Dubbing and voice-over translation
   - Cultural challenges in audiovisual content
   - Practices in audiovisual translation
4. Advertising and Marketing Translation

- Introduction to Advertising and Marketing
- Transcreation and adaptation in advertising materials
- Cultural implications in brand localization
- Translating slogans, catchphrases, and songs
- Ethical considerations in advertising translation
- Translating resumes

5. News and Journalism Translation
   - News Reporting techniques
   - News translation: preserving objectivity and neutrality
   - Conveying stylistic elements in journalistic media
   - Translating opinion pieces and editorials
   - Managing sensitive topics in news translation

6. Digital Media Translation
   - Challenges and opportunities in translating website content
   - Localizing social media posts
   - Translating mobile applications

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentation
- Training Exercises

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Ahmad Al-Omari (2013). *Attarjama Assawtiya wa Al-Mar'iya: Istratijiyathu tharjama Lil-A'mal Assam'iya wal- Basariya*. Darunnahda Al-Arabiya.

Sawsan Hamad (2015). *Al-I'ilanat wa Al-Tarjama: Istratijiyatu ttarjama waddubblaja wal iIstidlal 'Alayha*. Maktabat Jarir.

Zanettin, Federico (2021). *News Media Translation*. London; Cambridge University Press.

Recommended Reading:

Ggambhir, R., & Anand, M. (2019). *Media and Translation: An Interdisciplinary Approach*. India: Routledge India.

Akbar. M. (2022). *Media Translation. London*: Cambridge Scholars Publishing.

Salah Jam'a (2010). *Attarjama Assahafiya: Dirasat fi Nazariyatittarjama Assahafiya wa Tatbiqathuha.* Dar Al-Fikr Al-Arabi.

Level–4
Semester–I

Level	4		
Semester	I		
Course Code	ATM 41183		
Course Title	Teaching Strategies of Languages		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- identify the principles and strategies of language teaching along with evaluating their impact on achieving distinguished teaching experiences.
- training on Developing lesson plan and selecting appropriate teaching method.
- encouraging to use modern techniques & Technologies in the teaching and learning process.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the principles and strategies of language teaching.
- develop lesson plan and practice in the classroom
- apply modern techniques in teaching & learning process.

Course Content:

1. Introduction
   - Theories and Principles of Education.
   - Language Teaching.
   - Teaching of First and Second Language.
   - Psychologies of Second Language Teaching.
2. Teaching Process
   - Teacher and Learner
   - Learning Environment
   - Curriculum and its Components
3. Teaching Material and its Terminology
   - Course, Subject & Module
   - Learning Objectives and Outcomes
   - Lesson planning
   - Lesson Preparation
   - Language Assessment
4. strategies for Teaching Language Elements
   - Sounds, Vocabulary, and Structures
5. strategies for Teaching Language Skills
   - Listening, Speaking, Reading & Writing
6. E- Learning & Teaching
   - Recent Developments in Teaching & Learning
   - E-Learning & Teaching Strategies of Languages
   - Active Student Engagement in E- Learning
   - Conducting and Presenting Research
   - Assessment

Teaching /Learning Methods:

- Lectures
- Practical Exercises
- Discussion Sessions
- Presentation
- Training Exercises

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Al-Naqah, Mahmoud, & Ta'ima, Rashdi. (1983). *Al-Kitab Al-Asasi Lita'alim Al-Lughah Al-Arabiya Lil-Natiqin Bil-Lughat Akhara*. Maktab Al-Makramah: Al-Mamlakah Al-Arabiya Al-Su'udiya.

Recommended Reading:

Ta'ima, Rashdi. (n.d.). *Al-Marja' Fi Ta'alim Al-Lughah Al-Arabiya Lil-Natiqin Bil-Lughat Akhara*. Umm Al-Qura University, Kingdom of Saudi Arabia.

Ibrahim, Abdul Rahman. (2015). *Idhā'āt Li Mu'allimī Al-Lughah Al-Arabiya Lighayr Al-Natiqīn Bahā.* Maktabat Malik Fahd: Riyadh.

Nashwai, Abdul Majid. (2003). *Ilm Al-Nafs Al-Tarbiwi. Dar Al-Furqan lil Nashr wal Tawzi'*: Oman.

Level	4		
Semester	I		
Course Code	ATM 41193		
Course Title	Finance & Economic Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- familiarizing students with the principles of Islamic and conventional finance in brief.
- developing professional and knowledge-based expertise in translating financial terminology.
- training in enhancing the skills of translating financial texts (Arabic, Tamil, and English).

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- differentiating between the distinctions of Islamic and conventional finance principles.
- analyzing financial texts and translating them.
- clarifying financial terminology and incorporating it into translation.

Course Content:

1. Introduction to Financial and Economic Translation
   - Fundamentals and Principles of Financial and Economic Translation.
   - The Significance of Accurate Translation in the Commercial and Financial Sectors.
   - Common Errors in Translating Financial and Economic Texts.
2. Technical Terminology in Islamic and Conventional Finance and Their Applications
   - Leasing (Ijarah)
   - Murabaha
   - Stock Market
   - Promotion
   - Financial Inflation
   - Insurance (Takaful)
   - Budget
   - Contract
   - Guarantee
   - Compensation
   - Usury (Riba)
   - Auditing and Reporting
   - Fees
   - Penalties
3. Fundamentals of Financial Transactions: Theory and Practice
   - Bid
   - Call for Tender
   - Bid opening
   - Preparing procumbent

- Signing agreement
- Advertisement for promotion
- Awards
- Bill Preparation

4. Selected Texts from Economic Documents - Applications
   - Financial and Economic Items
   - Statistical Data and Charts
   - Credit Reports
   - Foreign Currencies

Teaching /Learning Methods:

- Lectures
- Discussion Sessions
- Presentation
- Exercises

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

"Doudin, Majdaz (2009). Dalil Tarjamat Al-Iqtisadiyyah wal-Maliyyah. 'Uman: Maktabat Al-Mujtama' Al-'Arabi lil Nashr wal-Tawzi."

Recommended Reading:

Elewa, A. (2017). *Business and Economic Translation*.

Guivarc'h, P., & Fabre, C. (1980, January 1). *A companion to economic translation*.

Alkhuli, M. A. (2001, January 1). *Administration and Finance Translation*. Al Manhal.

Level	4		
Semester	I		
Course Code	ATM 41203		
Course Title	Comparative Legal Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define legal terminologies & legal styles used in Legal document translation.
- explore common errors occurred in legal translation.
- train on application of strategies for legal translation

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- tackle legal terminologies and avoid common errors occurring in translations.
- understand the reason for using legal styles in the course of translating legal documents.
- absorb and do the translation of legal documents.
- check translations identifying pitfalls and proofread them duly.

Course Content:

1. Introduction
2. A Historical Background of Legal Writing and its Developments

3.	Main Features of Legal Language
4.	Practice of legal Translation
5.	Translation Problems and Procedures for Specialized texts
6.	Introduction to the Legal System of Sri Lanka
7.	The Legal Glossary
8.	The Essence of Legal Translation
9.	International Legal Documents (e.g., UN Documents)
10.	Constraints of Bilingual Processing
11.	Translation of Special Legal Documents (Deeds, Court Judgements, Affidavits, etc.)
12.	Translation of Statutes and Ordinances
13.	Revision/proofreading in Legal Translation

Teaching /Learning Methods:

- Lectures
- Discussion Sessions
- Presentation
- Exercises

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Alcaraz Varo, Enrique & Brian Hughes. (2002) *Legal Translation Explained. Manchester*: St. Jerome.

Borja Albi, Anabel & Fernando Prieto Ramos(eds.) (2013) *Legal Translation in Context*: Professional Issues and Prospects. Bern: Peter Lang.

Recommended Reading:

Thilini Anuradha Jayasinghe (2021) *Problems Encountered in Legal Translation and How to Overcome Them*, International Conference on Multidisciplinary Approaches, University of Kelaniya.

Lucja (2022*) Translating Legal Text*, London: Cambridge University Press.

Chobanyan Nare, Conceptual Adequacy in Legal Translation, *Armenian Folia Anglistika*13, no,1-2(17) (October 16, 2017: 155-164).

Level	4		
Semester	I		
Course Code	ATM 41213		
Course Title	Application of English & Tamil Languages for Translation		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- introduce principles of morphological & syntactic structure of English & Tamil Languages.
- train on different skills of translation of texts (Source lang.) to the target language and vice versa
- define doctrines and problems in Tamil & English Translation

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- analyze morphological & syntactic structure of English & Tamil

Languages.

- apply different skills of translation of texts From Source Language to the target language and vice versa
- identify doctrines and problems in Tamil & English Translation

Course Content:

1. Vocabulary creation in Tamil & English
   - Tamil & English Vocabulary Rules,
   - Vocabulary and dictionaries,
   - function of Language
2. Constituents of a sentence in Tamil & English Languages
   - structure of the noun phrase
     - ✓ head word
     - ✓ pre-modifiers
     - ✓ post modifiers.
   - sentence types
     - ✓ declarative, interrogative, imperative, and exclamatory
   - role of modifiers in specifying and enhancing the meaning of nouns and verbs
   - Kind of phrases
   - questions, commands, exclamations, negation
3. Compound sentence and complex sentence
4. Syntactic Analysis in English & Tamil Languages
   - subject-verb agreement and verb-tense consistency
   - syntactic relationships, including direct and indirect objects, complements, and adverbials
   - Cohesive Devices
5. Application of syntax in translation
   - Cohesion and Coherence
   - Consider grammatical functions like agent, patient, experiencer, and instrument in translation
6. Idiomatic Expressions and Collocations
   - Understanding idiomatic expressions and collocations
   - Translate idiomatic expressions and collocations
   - Difficulties in Translating idiomatic expressions and collocations in Tamil & English Languages
7. Ealam Literary Translation

Teaching /Learning Methods:

- Interactive Lecture
- Small group Activities
- Translating authentic texts using audio and video
- Self /Peer work
- Explanation method
- Discussion method
- 5 E system

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Azar, B. (2002). *Understanding and using English grammar* (3rd ed). White Plains, NY: Pearson/Longman

Ballard, K. (2007) *The Framework of English*. Palgrave Macmillan

Celce-Murcia, M. and Larsen-Freeman, D. (1983) *The grammar Book*, Rowley, Mass: Newbury House

Recommended Reading:

Jayasena. B W M (1996). *The Structure of English and Applied Linguistics*, Denuma Printers, Kalutara.
Munday, Jeremy. (n.d).*Introducing Translation Studies, Theories and Applications*. Routledge, London,
Yule, G, (2006). *Study of Language*, Cambridge University Press

Level	4		
Semester	I		
Course Code	ATM 41223		
Course Title	Political and Diplomatic Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- introducing the principles and theories of political and diplomatic translation.
- training on translating political and diplomatic terminology.
- developing the skill of translating political and diplomatic texts.
- identifying the challenges in translating political and diplomatic phrases and texts.

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- explain the principles and theories of political and diplomatic translation.
- translate political and diplomatic terminology.
- acquire the skill of translating political and diplomatic texts.
- diagnose issues in translating texts.

Course Content:

1. Introduction
   - The Concept of Political and Diplomatic Translation
   - Their Characteristics
   - Translation Theories
     - ✓ Social Theory of Translation
     - ✓ Communicative Theory
     - ✓ Interpretive Theory
     - ✓ Linguistic Theory
   - Principles of Political and Diplomatic Translation
   - Elements of Political and Diplomatic Translation
   - Challenges in Political and Diplomatic Translation
2. Practical Translation of Diplomatic Terminologies
   - Digital Diplomacy
   - Electronic Diplomacy
   - Virtual Embassy
   - E-diplomat
   - Diplomatic Redrafting
   - Diplomatic Corps
   - Diplomatic Attaché
   - Treaties
   - International Relations
   - Visas and Passports
   - Exile
   - International Values
   - Citizenship
   - Immigration & migration
   - Appeals

- Educational Qualifications and Documents
- Document Preparation for Diplomatic Objectives

3. Preparing and translating diplomatic documents
   - Birth certificate
   - Educational certificates
   - Marriage contract
   - Service certificates
   - Official announcements

4. Practical Translation of Political Terminology
   - Political Advertisements
   - Political Parties
   - Electoral Constitution
   - Phone Conversations
   - Requests
   - Political Alliances
   - Democracy
   - Socialism
   - Parliament
   - Nomination and Voting
   - Decisions
   - Cancellation and Amendment
   - War and Peace

5. Applied Translation of Political and Diplomatic Texts
   - Translation of News
   - Translation of Political and Diplomatic Newspaper Articles
   - Translation of Official and Unofficial Documents
   - Translation of Books Related to Politics and Diplomacy
   - Translation of Government Projects
   - Translation of Memoranda of Understanding
   - Translation in Receiving Government Delegations
   - Translation of Contracts and Treaties

Teaching /Learning Methods:

- Lecture and Presentation
- Brainstorming
- Classroom Discussion
- Self-directed Learning
- Individual Reports
- Collaborative Group Work

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Hatim (1998) Pragmatics and Translation, in Routledge Encyclopedia of Translation studies by Baker, M. London, (1998: 179).

Baker, M. (1992) In other words: A course book on Translation. London and New York: Routledge.

Al-Akeeli, H. M. H. (2010). *Al-Lughah Ad-Diblomasya: Al-Lughah Ad-Diblomasya wa Maharat Al-Katibah wal-Lughah*.

Al-Hadiqi, I. Y. A. (2017). *Manhaj Mutakamil Lil Ta'leem Al-Arabiyyah Lil Aghrad Ad-Diblomasya.*

An-Nashr.Hatim, B. (1997) *Communication Across Cultures: Translation Theory and Contrastive Text Linguistics*. Great Britain: University of Exeter Press.

Recommended Reading:

"Sarhan, Abdul Aziz, Qanun Al-'Alaqat.(n.d). Ad-Diblomasya wal-Qunsuliyya, Al-Qahirah: Jami'at 'Ain Ash-Shams."
"Muhammad, Athmar Kamal, Ad-Diblomasiyah (n.d).Al-Mu'asirah wa Usratijiyat Idarat Al-Mufawadhat, Dar As-Sunnah lil Nashr wal-Tawzi."
"Tamaam Hasan, An-Nazariyat (n.d). Al-Lughawiyah Al-Mu'asirah wa Mawqifaha Min Al-'Arabiyyah, 'Alaa Al-Kutub, Jami'at 'Umm Al-Qura, Al-Mamlakah As-Su'udiyyah Al-'Arabiyyah."
"Mahmoud Khalf, Ad-Diblomasiyah. (1998).An-Nazariyah wal-Mumarisah, Ad-Diblomasiyah: Al-Lughah: Al-'Arabiyyah, Dar An-Nashr: Al-Markaz Ath-Thaqafi Al-'Arabi, Sanat An-Nashr:.

Level	4		
Semester	I		
Course Code	ATM 41233		
Course Title	Consecutive & Simultaneous Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- discuss an overview of the two modes of interpretation; Consecutive & Simultaneous and their applications.
- train the key skills required for successful interpretation, such as note-taking, memory, and anticipation.
- develop interpreting skills through a variety of exercises and drills.
- focus on building linguistic proficiency and cultural awareness

Intended Learning Outcomes:

At the end of this course, the student will be able to:

- distinguish between the two modes of interpretation and identify their unique characteristics and applications.
- apply key interpreting skills, such as note-taking, memory, and anticipation, to effectively convey meaning and tone between languages.
- demonstrate improved proficiency in consecutive and simultaneous interpreting through regular practice and feedback.
- demonstrate increased linguistic and cultural proficiency, allowing them to accurately convey meaning and tone between languages in a variety of settings.

Course Content:

1. Introduction to Consecutive & Simultaneous Translation
   - Definition of Consecutive & Simultaneous Translation
   - Deference between Consecutive & Simultaneous Translation methods
   - Principles, Techniques, and theories of Consecutive & Simultaneous Translation
   - Ethics of Consecutive & Simultaneous Translation
2. Indented Skills in Consecutive & Simultaneous Translation
   - Communication Skills
   - Linguistic skills
   - Stress management
   - Note-taking

- Development of short memory.
- Information & Contents analysis
- Techniques for Summarizing
- Defining Phonological Variances
- Summarizing Audio extraction
- Strategies for solving linguistic and non-linguistic problems

3. Implementation of Exercises for Consecutive & Simultaneous Translation
   - Impact of Intercultural Communication
   - Dual-Tasking Exercises
   - Analysis Exercises
   - Practices on Equipment and tools used in Consecutive & Simultaneous Translation

4. Target Language and Consecutive & Simultaneous Translation
   - Introduction to Target language
   - Special features of TL
   - Skills of TL
   - Grammar Practices on Target Language
   - Text Analysis
   - Application of special Exercises in TL

5. App Parliamentary Terminology
   - Conference & Meetings
   - Electronic & Printed News
   - Some Important occasions
   - Speech of UN
   - Official Functions location in Consecutive & Simultaneous Translation

Teaching /Learning Methods:

- Guest Lecture
- Class discussion
- Presentation
- Participation in Exercises and Tutorial sessions.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Practical Exam Mid Exam Quiz Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Anani, Dr. Muhammad. (2015) *Murshid Al-Mutarjim*. Misr: Ash-Shirkah Al-Masriyyah Al-'Alamiyyah lil Nashr."

Gonzalez, R. D., & Vasquez, V. F. (2012*). Fundamentals of Court Interpretation*: Theory, Policy and Practice. United Status: Carolina Academic Press.

Recommended Reading:

Anani, Dr. Muhammad. (2000). *Fan At-Tarjimah*, Ta:5. Misr: Ash-Shirkah Al-Masriyyah Al-'Alamiyyah lil Nashr.".

Reynolds, M. (2016) *Translation*: A Very Short Introduction. London: Oxford University Press.

Hale, S. & Napier, J. (2014). *Handbook of Interpreting*. England: Routledge.

Angelelli, C. V. (2018). *Medical Interpreting and Cross-cultural Communication*. Cambridge University Press. Setton, R. & Dawrant, A. (2016). Consecutive Interpreting: A Short Course. England: Routledge.

6. MINOR FIELD OF STUDY

6.1 ACCOUNTING AND FINANCE

Level 01

Semester I

Level	1		
Semester	I		
Course Code	AFM 11013		
Course Title	Introduction to Financial Accounting		
Credit	3		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define the principles and concepts of financial accounting
- apply the accounting equation and understand the accounting process and cycles involved in the preparation of financial statements.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- prepare journal entries to record various business transactions, ensuring the integrity of financial data.
- analyze and implement the double-entry system of accounting to maintain the balance between assets, liabilities, and equity.
- prepare trial balances, and effectively perform necessary adjustments to ensure accurate financial reporting.
- identify common accounting errors and propose appropriate corrections to maintain the accuracy of financial records.
- comprehend the importance of petty cash and demonstrate the ability to manage petty cash transactions effectively.
- maintain a cash book and reconcile it with bank statements, ensuring accuracy and reliability in cash management.
- utilize control accounts to maintain accurate and organized accounting records, ensuring the integrity of financial data.
- perform bank reconciliation and identify discrepancies between the company's records and the bank statement to ensure accurate cash balances.

Course Content:

1. Introduction to Financial Accounting
   - Definition and Purpose of Financial Accounting
   - Users of Financial Statements
   - Accounting Equation: Assets = Liabilities + Owner's Equity
   - Key Financial Statements: Income Statement, Financial Position, and Cash Flow Statement
2. Accounting Concepts & Principles
   - Generally Accepted Accounting Principles (GAAP)
   - Accrual vs. Cash Basis Accounting
   - Revenue Recognition Principle
   - Matching Principle
   - Historical Cost Principle
   - Consistency Principle
   - Materiality Principle
3. Accounting Process/cycles and Equations
   - Steps in the Accounting Process
   - The Accounting Cycle: Analyzing, Recording, Posting,

Adjusting, and Closing
- The Accounting Equation and its impact on transactions
- Types of Accounts: Assets, Liabilities, Equity, Revenues, and Expenses

4. Journal Entry
   - Understanding Journal Entries
   - Debits and Credits
   - Rules of Debit and Credit
   - Recording Transactions in the General Journal
5. Double Entry System
   - Basis of Double Entry Accounting
   - Dual Aspect Concept
   - Recording Transactions in T-accounts
   - Balancing T-accounts
6. Trial Balance and Adjustments
   - Purpose of the Trial Balance
   - Preparing a Trial Balance
   - Identifying and Correcting Errors
   - Adjusting Entries: Accruals, Deferrals, and Estimates
7. Accounting Errors & Corrections
   - Types of Accounting Errors: Errors of Omission, Commission, and Principle
   - Rectifying Accounting Errors
   - Impact of Errors on Financial Statements
8. Petty Cash
   - Definition and Purpose of Petty Cash
   - Establishing and Replenishing Petty Cash Fund
   - Recording Petty Cash transactions
9. Cash Book
   - Types of Cash Books: Single Column, Double Column, and Three Column
   - Recording Cash Receipts and Payments
   - Bank Cash Book for Bank Transactions
10. Control Account
    - Definition and Use of Control Accounts
    - Reconciling Subsidiary Ledgers with Control Accounts
11. Bank Reconciliation
    - Purpose of Bank Reconciliation
    - Reconciling Bank Balance with Cash Book Balance

Teaching /Learning Methods:

- Interactive Lecturers
- Problem based learning
- Face-to-face with short examples
- Demonstration
- Discussions

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT)- (40%); Quizzes Mid-Term Exams Presentations Group Discussions Assignments	End Semester Examination (ESE) (60%)

Required Reading:

Thomas, E., Christopher, E., Philip O., Mark, E., & Jennifer E. (2022). *Fundamental Financial Accounting Concepts* (11th Edition). McGraw Hill.

Recommended Reading:

*ICASL Financial Accounting: Study Text. (*2020*).* Sri Lanka*:* CA Sri Lanka Publication*.*

Semester II

Level	1		
Semester	II		
Course Code	AFM 12023		
Course Title	Advanced Financial Accounting		
Credit	3		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self- Learning
	30	15	105

Course aims:

This course aims to;

- build a strong foundation in manufacturing accounting principles, processes, and cost allocation methods.
- develop skills to precisely account for materials, labor, and overhead costs in manufacturing operations.
- apply learned concepts to real-world scenarios, enhancing proficiency in manufacturing accounting practices.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- develop the skills to prepare, analyze, and interpret trading and profit/loss accounts, and financial position.
- comprehend the intricacies of partnership and joint venture accounting, including the allocation of profits, losses, and capital contributions among partners or participants.
- acquire the ability to prepare and manage branch accounts, enabling the tracking of intercompany transactions, stock movements, and financial performance of branch offices.
- develop skills to construct and analyze cash flow statements, evaluating an entity's liquidity, cash generation, and cash utilization over a specified period.
- comprehend the specialized accounting principles applicable to not-for-profit organizations, including fund accounting, revenue recognition, and financial reporting for entities focused on non-financial objectives.

Course Content:

1. Manufacturing Accounting
    - Cost Classification in Manufacturing
    - Unrealized profit in transferring finished goods
    - Final Manufacturing account
2. Trading and Profit/Loss Account
    - Gross Profit Calculation
    - Operating Expenses
    - Non-operating Income and Expenses
        - Taxation and Provision for Tax
        - Net Profit Calculation
3. Statement of Financial Position
    - Assets: Current and non-current
    - Liabilities: Current and non-current
    - Equity and Owner's Capital
    - Working Capital Calculation
    - Intangible Assets and Goodwill
4. Partnership & Joint Venture
    - Formation and Characteristics of Partnerships
    - Distribution of Profits and Losses
    - Admission and Retirement of Partners
    - Dissolution of Partnership
5. Branch Account

- Branch vs. Head Office Accounting
- Dependent and Independent Branches
- Goods Sent to Branch and Consignment Accounting
- Branch Profit and Loss Calculation
- Reconciliation of Inter-Branch Transactions

6. Cash Flow Statement
   - Operating, Investing, and Financing Activities
   - Direct vs. Indirect Method
   - Calculation of Cash Flows from Operating Activities
   - Cash Flow Ratios and Analysis
7. Company Account
   - Introduction to LKAS (Lanka Accounting Standards)
   - LKAS 1: Presentation of Financial Statements
   - Structure and Components of Financial Statements
   - Notes to Financial Statements
   - Compliance with LKAS 1 Requirements
8. Accounting for Not-for-Profit Organization
   - Characteristics of Not-for-Profit Entities
   - Revenue Recognition for NPOs
   - Expenses and Cost Allocation
   - Fund Accounting in NPOs
   - Subscription Accounts

Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment

Assessment Strategy: (from varieties of assessments stated by the faculty)	
Continuous Assessment Test (CAT) - 40%; Presentation	End Semester Examination (ESE) - 60%
Mid Exam Class Activity Assignment	

Required Readings:
Maheshwari S.N. & Maheshwari S.K. (2018). *Advanced Accountancy Volume-II, 11th Edition*. Vikas Publication.

Recommended Reading:
Maheshwari S.N. & Maheshwari S.K. (2018). *Advanced Accountancy Volume-1, 11/e*. Vikas Publishing Sri Lanka Accounting Standards 2019 Sangster, A., & Wood, F. (2018). *Business Accounting Volume 1 (Vol. 1)*. Pearson UK (13th Ed) Wijewardena, Hema. (2013). *Financial accounting in Sri Lanka:* Sarasavi Publishers (2nd Edition)

Level	1		
Semester	II		
Course Code	AFM 12032		
Course Title	Cost Accounting		
Credit	2		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:
This course aims to; - identify the cost terms and concepts in ten field of cost accounting

- explain the methods of recognition, and calculating material, labor, overhead costing, and the marginal costing.

Intended Learning Outcomes:

After the completion of Course Unit, learners should be able to;

- explain the job costing methods, and process costing method.
- explain the way of calculating Cost Volume Profit Analysis and Activity Based Costing.
- explain the way to determine pricing decision and profitability.

Course Content:

1. Introduction to Cost Terms and Concepts
2. Material Costing
3. Labor Costing
4. Overhead Costing
5. Marginal Costing
6. Job Costing System
7. Process Costing
8. Cost Volume Profit Analysis
9. Pricing Decision and Profitability

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40%; Presentation Mid Exam Class Activity	End Semester Examination (ESE) – 60%
Assignment	

Required Reading:

Colin Drury (2004), Management and Cost Accounting, 6th Edition, India Edition.

Level 02
Semester I

Level	2		
Semester	I		
Course Code	AFM 21043		
Course Title	Management Accounting		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define the role of management accounting in decision-making and planning.
- evaluate factors in make-or-buy decisions, considering relevant costs and qualitative factors.
- assess decisions to continue or discontinue operations based on cost analysis and strategic implications.
- analyze decisions to further process a product based on revenue and cost considerations; calculate and interpret standard costs and variances.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- evaluate factors in make-or-buy decisions, considering relevant costs and qualitative factors.
- assess incremental revenue and cost considerations.
- calculate and interpret standard costs, variances, and their significance in evaluating operational performance; identify reasons for variances and recommend corrective actions.

Course Content:

1. Introduction to Management Accounting
   - Definition and Purpose of Management Accounting
   - Distinction between Financial Accounting and Management Accounting
   - Role of Management Accountant
2. Short Term Decision
   - Make or Buy Decision
   - Continue or Discontinue Operation
   - Further Processing
3. Standard Cost and Variance Analysis
   - Standard Cost Definition and Importance
   - Types of Variances (Direct Material, Direct Labor, Variable Overhead, Fixed Overhead)
   - Causes of Variances
   - Variance Analysis Reports and Interpretation
   - Management Actions for Variances
4. Budgeting
   - Budgeting Concepts and Objectives
   - Types of Budgets (Operating, Financial, Master, Static, Flexible)
   - Budget Preparation Process
   - Budgetary Control and Variance Analysis
   - Zero-Based Budgeting
   - Behavioral Aspects of Budgeting
5. Investment Appraisal
   - Capital Budgeting and Investment Decisions
   - Time Value of Money (Present Value, Future Value, Discounting, Compounding)
   - Methods of Investment Appraisal (Payback Period, Net Present Value, Internal Rate of Return, Profitability Index)
6. Activity Based Cost
   - Traditional Costing vs. Activity-Based Costing (ABC)
   - Activity-Based Costing Concepts and Principles
   - Cost Drivers and Activity Pools
   - Allocation of Overhead Costs using ABC
   - Advantages and Limitations of ABC
7. Performance Measurement Management
   - Key Performance Indicators (KPIs) and Metrics
   - Balanced Scorecard Approach
   - Financial and Non-Financial Performance Measures
   - Performance Evaluation and Benchmarking
   - Continuous Improvement and Performance Management

Teaching /Learning Methods:

- Demonstration
- Discussions.
- Tutorials
- Presentation

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT)-(40%): Quiz Assignment Mid-term	End Semester Examination (ESE) - (60%)

Required Reading:
Horngren, C. T., Sundem, G. L., Burgstahler, D., & Schatzberg, J. O. (2022). *Introduction to Management Accounting* (17th ed.). Pearson. Drury, C. (2016). *Management Accounting for Business* (6th ed.).
Recommended Reading:
Atkinson, A. A., Kaplan, R. S., et al. (2011). *Management Accounting: Information for Decision-Making and Strategy Execution*. Pearson College Publishing.

Semester II

Level	2		
Semester	II		
Course Code	AFM 22053		
Course Title	Financial Management		
Credit	3		
Main/Compulsory/ Elective	Main		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- apply the financial planning process effectively in professional financial planning practice.
- discuss, explain, and apply ethical principles, standards of practice, and rules of conduct relevant to the jurisdiction for the practice of financial planning.
- consider and analyze the impact of compliance issues on financial planning practice.
- demonstrate the ability to understand and address client attitudes toward risk in financial planning.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- apply the financial planning process in the practice of financial planning
- discuss, explain and apply ethical principles, standards of practice and rules of conduct for the practice of financial planning, relevant to the jurisdiction
- consider and discuss the impact of compliance issues on the practice of financial planning
- demonstrate the ability to understand and address client attitudes toward risk

Course Content:

1. Overview of Financial Management
   - Definition, Nature and Scope of Financial Management
   - Goal and Objectives of Financial Management
   - Introduction to capital market

2. Evaluations of Long Term Finances
   - Valuation of Equity Shares
   - Valuation of Preference Shares
   - Valuation of Bonds/ Debentures

2.

3. Cost of capital
   - Cost of Equity, Preference and Bonds/ Debentures
   - Cost of Capital using Growth Model and CAPM
   - Weighted Average Cost of Capital

4. Risk and Return
   - Expected Return and Risk of securities
   - Portfolio Return and Risk
   - Systematic Risk and Unsystematic Risk
   - Securities Market Line (SML) and Beta (β) calculation

5. Capital Budgeting
   - Alternative investment Criteria
   - Capital Budgeting Techniques
   - Cash flow estimation - expansion projects and Replacement project
   - Project evaluation and selection

6. Leverage and Risk Analysis
   - Financial leverage
   - Operating leverage
   - Business and Financial Risk
   - Indifference point

7. Capital structure decision
   - Capital structure theory
   - Optimal capital structure
   - Relationship between EPS-EBIT
   - Capital structure planning
   - Selection of an Appropriate sources of long-term finance

8. Working Capital
   - Need for working capital
   - Calculation of Working Capital
   - Operating Cycle Analysis
   - Financing permanent and non-permanent assets

Teaching /Learning Methods:

- demonstration
- discussions
- work on tutorials
- review course material

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quiz Practical Mid-term	End Semester Examination (ESE) - 60%

Required Reading:

Pandy, I. M. (2013). *Financial Management.* (10th ed., 2nd print). Vikas Publishing House.

Chandra, P. (n.d). *Financial Management: Theory and Practice*. Tata McGraw-Hill.

Recommended Reading:

Van Horne, J. C., & Wachowicz, J. M. Jr. (n.d). *Fundamentals of Financial Management* (11th ed.). Prentice-Hall of India.
Brigham, E. F., & Houston, J. F. (n.d). *Fundamentals of Financial Management* (9th ed.). Harcourt, Inc.
Khan, & Jain. (n.d). *Financial Management*. Tata McGraw Hill.
Kishore, R. (n.d). *Financial Management*. Taxman's Publishing House.

Level	2		
Semester	II		
Course Code	AFM 22062		
Course Title	Financial Statement Analysis		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- develop proficiency in interpreting financial ratios to assess a company's performance and financial position.
- gain skills in performing horizontal and vertical analysis to identify trends and patterns in financial data.
- acquire the ability to evaluate cash flow statements to assess liquidity and financial sustainability.
- apply financial statement analysis techniques to make informed investment decisions.
- develop the ability to assess creditworthiness and financial risk using financial statements.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the importance and objectives of financial statement analysis.
- learn to prepare, present, and analyze financial statements effectively.
- develop proficiency in interpreting financial ratios to assess a company's performance.
- gain skills in performing horizontal and vertical analysis to identify trends and patterns.
- acquire the ability to evaluate cash flow statements for assessing liquidity and financial sustainability.
- apply financial statement analysis techniques for making informed investment decisions.
- develop the ability to assess creditworthiness and financial risk using financial statements.

Course Content:

1. Introduction to Financial Statement Analysis
   - Overview of financial statement analysis
   - Importance and objectives of financial statement analysis
   - Key stakeholders and their information needs
   - Types of financial statements
2. Financial Statement Preparation and Reporting
   - Understanding the components of financial statements
   - Accounting principles and standards
   - Rules and guidelines for financial statement presentation and disclosure
   - Liquidity ratios
3. Financial Ratio Analysis

   Current ratio, quick ratio, cash ratio
   - Solvency ratios

   Debt-to-equity ratio, interest coverage ratio
   - Profitability ratios

   Gross profit margin, net profit margin, return on assets

- Activity ratios
- Inventory turnover, accounts receivable turnover, asset turnover
- Interpretation and analysis of financial ratios

4. Horizontal and Vertical Analysis
   - Horizontal analysis
   - Trend analysis, common-size analysis
   - Vertical analysis
   - Percentage analysis, ratio analysis
   - Comparative analysis of financial statements
5. Cash Flow Analysis
   - Importance of cash flow analysis
   - Cash flow statement components
   - Operating activities, investing activities, financing activities
   - Cash flow ratios
   - Cash flow from operations ratio, cash flow coverage ratio
   - Cash flow forecasting and interpretation
6. Analyzing Financial Statements for Investment Decisions
   - Fundamental analysis techniques
   - Evaluating company performance and financial health
   - Assessing growth potential and future prospects
   - Valuation methods
   - Discounted cash flow, price-to-earnings ratio, market multiples
7. Financial Statement Analysis for Credit Decisions
   - Assessing creditworthiness of borrowers
   - Evaluating financial risk and stability
   - Credit analysis ratios
   - Debt-to-income ratio, debt service coverage ratio
   - Using financial statements to make lending decisions

Teaching /Learning Methods:

- Lectures
- case studies
- group discussions
- hands-on exercises
- self-directed study
- collaborative projects

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Practical	End Semester Examination (ESE) - 60%

Required Reading:

Subramanyam, K. R. (2022). *Financial Statement Analysis*. (11th ed.). Pearson Education.

Recommended Reading:

Revsine, L., Wruck, D. M., & Givoly, F. J. (2021). *Financial Reporting and Analysis* (13th ed.). McGraw-Hill Education.

Fraser, L. M. (2022). *Understanding Financial Statements* (10th ed.). McGraw-Hill Education.

Level 03

Semester I

Level	3		
Semester	I		
Course Code	AFM 31073		
Course Title	Computerized Accounting System		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course aims to;

- developed their understanding of the role of computerized accounting software in the business environment to a high level.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- developing competence and expertise, to an advanced level, using different accounting software packages, in maintaining data and providing user information.
- developing their ability to compare and contrast the advantages and disadvantages of different accounting software packages.
- developing their ability to discuss and communicate effectively matters associated with the influence of topical issues and third parties in relation to accounting and information technology.

Course Content:

1.Introduction to Computerized Accounting System
- Scope of Computerized Accounting
- Computerized Accounting Software

2.Voucher
- Voucher
- Types of Voucher
- Bank Payment Voucher
- Bank Receipt Voucher
- Cash Payment Voucher
- Cash Receipt Voucher
- General Voucher

3.Chart of Accounts
- Creating Chart of Accounts
- Update Chart of accounts
- Charts of accounts Beginning Balances
- Organizational codes
- Editing charts of accounts
- Create new Accounts

4.Company information
- Configuration
- Chart of Accounts, Terms Tax, Account status, Product, Department, Fixed Assets, Customs Field
- Appropriation accounts: Company Preference, Customer default, Supplier Default, Bank Default, Product Default, Invoice Default, Currency, control Account, And Access Rights

5. Purchase order Processing
- New or Edit, Order Delivery amend, Update, Batch Purchase and Credit Note, Reports

6. Sales Order Processing
- New or Edit, Quotation, Allocation, Dispatch, Amend, Shortfall, Batch Sales & Credit Note, Report

7. Journal
- New or Record, Activity, Journal Entry, Accrual, Prepayment

8. Bank Transaction
- Customer Receipt, Supplier Payment, Bank Deposit & withdrawal, Bank Reconciliation

9. Fixed Assets Transaction
- Record, Valuation, Disposal, Report

10. Pricing & Discount System
- Product Based, Customer Based, Invoice Based, quantity Based

11. Payroll Applications
- The payroll system, Pay periods, tax rates, percentages, and limits, Employee data maintenance, Payroll transactions ,Generate payroll checks ,Payroll reports

12. Reports and Routine Transection
- Ledger
- Trial Balance
- Income Statement
- Balance Sheet
- Inventory report
- Account Receivable report

- Account Payable report
- Global Change, write off Refund, Return., Contra Entry, Month End, Year
- Clear Stock and Audit Trial
- visit Private computerized companies

Teaching /Learning Methods:

- Lectures
- Case studies
- Presentations

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term Practical Theory	End Semester Examination (ESE) - 60%

Required Reading:

Software- Quick Book and other relevant software
Cost and Management Accounting, M.N Arora
Financial Accounting, S.N Mahaswari
Business Accounting, Frank Wood's

Semester II

Level	3		
Semester	II		
Course Code	AFM 32083		
Course Title	Public Accounting and Finance		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course aims to;

- understand the fundamental concepts and scope of the public sector, including the types of institutions and functions involved in public administration.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- gain insights into public sector financial management, including the economic basis of government activities, government expenditure, revenue generation through taxation and debt management.
- familiarize with the institutional frameworks for public financial management, such as the executive branch of the government, the role of parliament, and the functions of committees like COPE and COPA.
- comprehend the legal frameworks governing public financial management, encompassing the constitution, budget laws, enabling legislations, financial regulations, and other instructions.
- gain knowledge about public budgeting and the budget process, including its objectives, scope, and the principles for sound budgeting and public financial management.
- understand budget classification, presentation, and programming for general and special law services, along with advance accounts activities and the expenditure budget classification.
- acquire knowledge about the financial management and accountability framework, focusing on relevant financial regulations *(*124, 125, 126, 127, 128, 131 & 135*)*.
- develop a comprehensive understanding of government expenditure, revenue generation, and public procurement processes, including the objective of public procurement, ethics, regulatory frameworks, procurement stages, and monitoring authorities.

Course Content:

1. Introduction to Public Sector
   - Types of institutions in public sector

- Scope of the public sector
- Public Sector of Sri Lanka
- Functions of Public Sector

2. Public Sector Financial Management
   - The Economic Basis of Government Activities
   - Government Expenditure
   - Government revenue, taxation, debt
   - Public Sector Financial Management Goals
3. Institutional Frameworks for Public Financial Management
   - Executive branch of the government
   - Parliament
   - Powers between the executive branch of the government
   - Parliament
   - COPE, COPA
4. Legal Frameworks for Public Financial Management
   - Constitution
   - Organic budget law
   - Annual budget law (Appropriation Acts) and supplementary budgets
   - Enabling Legislations
   - Financial regulations and other instructions
5. Public Budgeting and Budget Process
   - Public budget, objectives and scope
   - The budget cycle/budget process
   - The principles for sound budgeting and PFM
   - Visit Sri Lankan Parliament
6. Budget Classification, Presentation and Programming
   - General Services.
   - Special Law Services.
   - Advance Accounts Activities
   - SL Expenditure Budget Classification.
7. Financial Management and Accountability Framework
   - Financial Regulations: 124, 125, 126, 127, 128, 131 & 135
8. Government Expenditure
   - Authorization – FR 136
   - Approval – FR 137
   - Certification – FR 1
   - Payment– FR 139
9. Government Revenue
   - Assessment – FR 142
   - Collection – FR 143
   - Acceptance – FR 143
10. Public Procurement
    - Objective of Public Procurement
    - Ethics in Procurement
    - Misprocurement
    - Institution and Regulatory Framework for Public Procurement
      - Procuring Entities
      - Procurement Committees
      - Procurement Monitoring and Regulating Authorities
    - Regulatory Framework
      - Procurement Guidelines
      - Manual and Regulations
      - Stages In Public Procurement Process

Teaching /Learning Methods:

- The course utilizes lectures, case studies, group discussions, hands-on exercises, self-directed study, and collaborative projects to facilitate a comprehensive and interactive learning experience, enabling students to develop practical skills in analyzing financial statements and interpreting financial ratios.

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quizze	End Semester Examination (ESE) - 60%

Mid-term	
Required Reading:	
Allen, R. and D. Tommasi (eds) (2001) *Managing Public Expenditure: A Reference Book for Transition Countries*, Paris: OECD. Financial regulation 1992	
Recommended Reading	
Procurement Guidelines and Manuals, Ministry of Finance, Sri Lanka Sri Lanka Budget 2023	

6.2 EDUCATION

Level 01

Semester I

Level	1		
Semester	I		
Course Code	EDM 11373		
Course Title	Principles of Education		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self – Learning
	30	15	105
Course Aims:			
This course aims to; - empower students to comprehend and apply educational philosophy. - define the meaning of education within the course framework. - apply theoretical insights to the practice of teaching. - address contemporary issues in education, encouraging critical evaluation and problem-solving skills. - instil awareness of social processes in education. - promote national integration among diverse social groups through educational perspectives.			
Intended Learning Outcomes:			

At the end of this course, the student will be able to;

- define the meaning of education and the need of educational philosophy
- apply basic philosophical and sociological theories to teaching learning process
- develop basic philosophical and sociological insight for resolution of contemporary educational issues
- evaluate critically the contributions of great educators to the development of education and society
- identify major issues in education and suggest solutions for them
- recognize the major social processes and their roles in education for strengthening social institutions
- promote national integration among different social groups

Course Content:

1. Introduction to Education
    - Definition of Education
    - of Education
    - Scope Aim, Objective of Education
    - Elements of Educational Process
        - Aim
        - Curriculum
        - Pedagogy
2. Definition of Philosophy
    - Relation between Education and Philosophy
    - Importance of Educational Philosophy
3. Philosophies in Education
    - Idealism – Plato
    - Naturalism – Jean Jacques Rousseau
    - Pragmatism – John Dewey
    - Marxism – Karl Marx
    - Post modernism – Jacque Derrida
4. Current Issues in Education
    - Formal Education
    - Informal Education
    - Non formal Education
    - Importance of National Integration
    - Education for Conflict resolution
5. Aim and Objectives of Education
    - Nature of aims and Objectives in Education
    - Individual, National, and global aims of Education
    - An Analysis of the Educational objectives in relation to Sri Lanka
6. Stages of Education
    - Pre – Primary Stage
    - Primary Stage
    - Secondary Stage
    - Tertiary Stage
7. Concept of Lifelong Education
    - Lifelong Education and adult learning
    - Learning requirements for the future
    - Religious, Cultural, Ethical and Humanistic view in Education
8. Education for Development
    - Education and individual development
    - Education for Social change
    - Education and Socialisation
    - Education and Modernization

- Education and Economic development - Education for National Harmony
Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment
Assessment Strategy: (from varieties of assessments stated by the faculty)
Continuous Assessment Test (CAT) – 40%; Mid-Term Exams, Presentations, Discussions, Group Discussions, Assignments — End Semester Examination (ESE) – 60%
Required Readings:
Agarwal, J.C. (2002). *Theory and Principles of Education*. New Delhi: Vikas Publications House Pvt. Ltd. Hanta, R. and Dash, B.N. (2005). *Foundations of Education*. Hyderabad: Neelkamal Publications. Mathur, S.S. (1997). *Sociological and Philosophical Foundations of Education*. Agra: VinodPustakMandir.
Recommended Reading:
Biswal, U.N. (2005). *Philosophy of Education*. New Delhi: Dominant Publishers and Distributors. Chandra, S.S. (1996). *Principles of Education*. New Delhi: Atlantic Publishers. Bhattacharya, S., (2006), *Philosophical Foundation of Education Part – I*, Atlantic Publishers, Routledge.

Semester II

Level	1		
Semester	II		
Course Code	EDM 12283		
Course Title	Educational Psychology		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self- Learning
	30	15	105

Course Aims:

This course aims to;

- implementing Effective Teaching Strategies
- understanding and Addressing Individual Differences
- enhancing Motivation and Optimal Learning

Intended Learning Outcomes:

At the end of this course unit students will be able to;

- apply the learning theories in the classroom situation
- identify the individual difference of the students.
- motivate the students to promote their learning process.
- design various teaching methods to suite different classroom needs.
- create optimal learning environment.

- apply concepts of educational psychology in educational research

Course Content:

1. Human growth and development
   - Growth, Development and Maturation
   - Distinction between growth and development
   - Maturation and development
   - Growth and development and their educational implications
   - Physical, Emotional, Intellectual and social development at different stages of growth; Educational implications of this development
   - Role of heredity and environment of development
   - Stages of development in childhood to adults
   - Theories of Adolescence; physical, mental development, social development and types of interest.
2. Cognitive development
   - Piaget's Stages of Cognitive Development.
   - Vygotsky's Sociocultural Theory
3. Cognitive process
   - Perception
   - Attention
   - Memory
   - Reasoning
4. Motivation
   - Function of Motivation
   - Theories of Motivations
     - McDougal's Instinct Theory
     - Maslow's Hierarchy of Needs Theory
     - Sigmund Freud's Psycho Analytical Theory
     - Margaret Mead's Culture Pattern Theory
     - Kurt Lewin's Field theory
5. Memory
6. Personality
   - Meaning nature concepts and types
   - Personality traits
   - Personality integration in educational implication
   - Assessment of personality
   - Personality Adjustment, Maladjustment and Defence Mechanism
7. Learning
   - Nature and concepts of learning
   - Theories of Learning
     - Behavioural
     - Cognitivism
     - Social learning theory
   - Types of Learning
   - Memory and Learning
   - Cognitive Processes in Learning
   - Transfer of Learning and Educational Implications
8. Introduction to psychology
   - Definition
   - Branches of psychology
   - Nature scope and functions
   - Importance of educational psychology for teachers
   - Method of psychological study
9. Intelligence
   - Nature, Meaning, Definition concept and theories of intelligence
   - Development of intelligence

- Measurement of intelligence - Intelligence test
Teaching /Learning Methods:
- Lecturer - Seminar - Gust-Lecturers
Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40%; Group Discussion Mid-term Practical	End Semester Examination (ESE) – 60%

Required Reading:
Graham R. (2008) *Psychology: The key concepts*, London: Routledge Kakkar, S.B. (2005) *Educational Psychology,* Prentice-Hall of India Pvt Ltd, New Delhi Mangal, S.K (1981) *Psychological Foundations of Education*. Ludhiana Parkash Bros.
Recommended Reading:
Muthulingam, S. (2002), *Kalvium Ulaviyalum* , University of Colombo, Sri Lanka Robert, S. F. (2007) *Understanding Psychology*, Mcgraw-Hill, Inc: New York

Level	1
Semester	II
Course Code	EDM 12392
Course Name	Techniques of Teaching – I
Credit	2
Core/Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course aim:
This course aims to; - clarify the function of technology in education for the process of teaching and learning.
Intended Learning Outcomes:
At the end of the learning process students will be able to; - employ suitable approaches to address the varying requirements of different learners. - choose, generate, and employ fitting resources for teaching and learning to enhance the learning process. - devise and execute impactful learning encounters to accommodate a range of learning scenarios.
Course Content:
1. Educational Technology, Teaching & Learning 2. Teachers' Role in Utilizing New Technology for Education 3. Teacher's Role as a Facilitator in the Teaching-Learning Process 4. Teaching Methodology 5. Teaching Systems 6. Techniques of Teaching 7. Learning Aids 8. Lesson Planning 9. Planning Teaching - Learning Process 10. Islam Teaching Methods 11. Arabic Teaching Methods
Teaching /Learning Methods:

- Lecture - Discussion - Presentation - Seminars - Self-Study	
Assessment Strategy: (from varieties of assessments stated by the faculty)	
Continuous Assessment Test (CAT) – 40%; Quiz Mid-Term Assignment	End Semester Examination (ESE) – 60%
Required Reading:	
Aggarwal, J. (1996). *Essentials of educational technology*. Vikas publishing house. Mangal, S., & Mangal, U. (2019). *Essentials of educational technology*. PHI Learning Pvt. Ltd.	
Recommended Reading:	
Meaning and Scope of Educational Technology. https://wikieducator.org/Meaning_and_Scope_of_Educational_Technology https://www.humber.ca/centreforteachingandlearning/assets/files/Teaching% 20Resources/2013_EmergingEdTech_Free-Education-Technology- Resources-eBook.pdf	

Level 02

Seemester I

Level	2

Semester	I		
Course Code	EDM 21403		
Course Title	Techniques of Teaching – II		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Course Aims:			
This course aims to; - clarify the function of Islam and Arabic Language teaching methods. - employ suitable approaches in teaching Islam subject and Arabic Language to address the varying requirements of different learners.			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; - demonstrate the socially construction nature of the differences between roles of men and women in the society - apply the feminist theories to understand gender related phenomenon - shown an awareness on gender-based discrimination and mechanisms and policies to counter such discrimination - identify the strategies to empower the women in society, and - understand the sexuality concept and need of the comprehensive andinclusive sex education.			
Course Content:			
1. Basic Philosophical and Psychological principles of Religious and Arabic teaching in school setting. 2. Teaching Religion and Arabic Language in Sri Lankan School – A historical view 3. Islamic Philosophy as a Perspective.			

4. Teaching Islam and Arabic Language in School- Philosophical and Psychological principles.
5. History of Arabic language teaching.
6. Role of teacher, teaching Islam as a Subject
7. Role of teacher, teaching Arabic language as a Subject
8. Teaching methods, Teaching aids, evaluation system of Islam and Arabic language in primary and secondary grades.
9. Aims and Objectives of Teaching Islam subject in school system.
10. Aims and Objectives of Arabic Language teaching in School system
11. Islam Teacher and Co-Curricular Activities.
12. Arabic Language Teacher and Co-Curricular Activities.

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Seminars
- Self-study

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Other	End Semester Examination (ESE) - 60%

Required Reading:

. ஏ. எம். ஏ. அமீர். (1969) *இலங்கையின் கல்வி* - நூற்றாண்டு மலர் பகுதி III அத். 95. கல்வியில் இஸ்லாமியமரபுபக்கம் 1307-1320.

Education Reform Committee Report (1979) MOE

Recommended Reading:

Gupta, N. L. (1998). *Encyclopaedic Survey of Oriental Thought* (Vols. I-III). ANMOL Publication (Pvt) Ltd., New Delhi.

Nice, T. R. R. (1994). *Ways of Thinking of Eastern People*. Oxford University Press, Delhi, Oxford, New York.

Gupta, S. S. (Year). *Time Honoured Hindu Practices*. Sunil Printers, New Delhi.

Semester II

Level	2		
Semester	II		
Course Code	EDM 22413		
Course Title	Measurement and Evaluation of Education		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- differentiate between the concepts of measurement and evaluation.
- develop measuring instruments for assessing various phenomena.
- use measuring instruments effectively to collect data.
- utilize raw data and appropriate statistical methods for effective evaluation.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- differentiate the concept of measurement and evaluation.
- develop measuring instruments.
- use the measuring instruments effectively.
- use the raw data and appropriate statistical methods for the effective evaluation.

Course Content:

1. Introduction to Measurement and Evaluation
   - Definition and importance of educational measurement and evaluation.
   - The role of assessment in the teaching and learning process.
   - The relationship between measurement, assessment, and evaluation

2.Educational Objectives
   - Behavioral objectives
   - Bloom's Taxonomy
   - Cognitive domain
   - Affective Domain
   - Psycho- Motor Domain

3. Nature of Measuring instruments
   - Reliability
   - Definition of the Reliability, Measuring the Reliability, Influence of the Reliability
   - Validity
   - Definition of the validity, types of validity, Measuring the validity, Influence of the validity

4.Types of Test
   - Essay types of Test (Subjective Types of Test)
   - Structural types of Test
   - Objective types of Test
   - Practical Test
   - Aptitude Test
   - Intelligent Test
   - Personality Test
   - Attitude Test
   - Socio- Matric Test

5.Development of Achievement Test
   - Planning (Table of the Specification)
   - Developing the Test Items
   - Administration of the Test
   - Scoring, Marking Scheme
   - Item analysis (Discrimination Index and Facility Index)
   - Determination of final Test
   - Types of Norms
   - Standard Scores (Z-score, T-Scores)

PART -II Evaluation

5. Descriptive Statistics for Teachers
   - Preparing the marks in a Table
   - Ordering the Marks
   - Grouping the Marks
   - Preparing the Frequency table
   - Drawing the Graphs
   - Central Tendency (Mode Mean Median)
   - Dispersion of marks (Range Average deviation standard deviation)
   - Z-Score and T Score
   - Grading the Marks

6. Types of Educational Assessments:
   - Formative assessment vs. summative assessment.
   - Norm-referenced vs. criterion-referenced assessment.
   - Objective vs. subjective assessment
7. Performance of students in achievement Test
8. Comprehension of students' performance

Teaching /Learning Methods:

- Lecturer
- Seminar
- Gust-Lecturers

Assessment Strategy*: (from varieties of assessments stated by the faculty)*	
Continuous Assessment Test (CAT) - 40%; Group Discussion Mid-term practical Theory Practical	End Semester Examination (ESE) - 60%

Required Reading:

Sinnathamby, K. (2010). *Kalviyil Alaveedum Mathippeedum.* Chemmadu Poththakasali Publication, Sri Lanka.

Recommended Reading:

Open University of Sri Lanka. (2009). *Educational Measurement and Evaluation, Part-1.* Nugegoda: OUSL.

Shidu, K. S. (2007). *New Approaches to Measurement and Evaluation*. New Delhi: Sterling Publishers Pvt. Ltd.

Level	2		
Semester	II		
Course Code	EDM 22422		
Course Title	Classroom Management		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- equip educators with effective classroom management techniques
- create a conducive learning environment that enhances student engagement and minimizes disruptive behaviors.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- implement clear expectations for behavior to reduce disruptive behaviors such as talking out of turn, disrespect, and other disruptions.
- manage their classrooms efficiently to focus more on instruction and curriculum delivery, potentially improving academic performance among students.
- apply positive classroom management strategies to encourage active student participation and engagement in lessons.
- recognize how effective classroom management promotes positive interactions between teachers and students.

Course Content:

1. Introduction
2. Definition of Class room management
3. Classroom management theory
4. Philosophical Approaches in classroom management
5. Classroom Environment and students' behaviors
6. Arrange the classroom furniture and materials in a way that facilitates smooth movement and engagement.
7. Organize learning resources, materials, and student workspaces for easy access.
8. The Process of Classroom Management- Relationship
9. Student-Teacher Relationships
10. Parent-Teacher Relationships
11. Classroom Discipline: The Problems and the Promise
12. Teaching professionalism in classroom
13. Organizational issues in classroom management

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Seminars
- Self-study

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Group Discussion Mid-term Practical Theory Practical Other	End Semester Examination (ESE) - 60%

Required Reading:

Balson, M. (1996). *Understanding Classroom Behavior*. England: Ashgate Publishing Limited.

Recommended Reading:

Barbetta, P.M., Norona, K.L., & Bicard, D.F. (2005). *Classroom behavior management: A dozen common mistakes and what to do instead*. Preventing School Failure, 49(3), 11-13.

Garrett, T. (2014). *Effective Classroom Management: The Essentials*. Teachers College Press. Retrieved from [link] on April 15, 2022.

Jaufar, P.P.C. (2016). *Jananayaka Vakupparai Muhamaithuvam.* Sri Lanka: Seroni Publication.

Level 03
Semester I

Level	3		
Semester	I		
Course Code	EDM 31433		
Course Title	Educational Guidance and Counselling		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course aims to;

- explain the importance of guidance and counselling in education.
- apply theories to identify and assist learners in coping with diverse issues.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain guidance and counselling practices in Sri Lankan school settings.
- examine practices of guidance and counselling and their modern trends

Course Content:

1. An Introduction to Guidance and Counselling in Education
2. Adjustment and Development of a Well-Adjusted Personality
3. Guidance and Counselling Practices in Sri Lankan Schools
4. Ethical Practices in Educational Guidance and Counselling
5. Helping Children with Learning Difficulties, Learning Disabilities and behavioral Problems
6. Therapeutic Approaches in Counselling and Counselling Techniques Practiced Within the School System
7. Theoretical Perspectives of Vocational and Career Guidance, and its

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Seminars
- Self-study

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term	End Semester Examination (ESE) - 60%

Require Reading:

Khan, S.M. (2012, April,3rd). Adjustment. [Web Log Post]. Retrieved from http://research-education-edu.blogspot.com/2012/04/adjustment.html

Jayakumar, N. (2020). Adjustment Psychology, Retrieved from https://www.youtube.com/watch?v=ZP1_MlyoR7M

Recommended Reading:

https://www.academia.edu/9967354/PRINCIPLES_OF_GUIDANCE 6 _AND_COUNSELING

http://nec.gov.lk/wp-content/uploads/2016/04/8-Final-2.pdf

Semester II

Level	3		
Semester	II		
Course Code	EDM 32443		
Course Title	Education Leadership and Management		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	15	105

Course Aims:

This Course aims to;

- enable the structure to understand the concept and nature of school system and school organization

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- enable them to comprehend the managerial and leadership roles of teachers and principals
- enable them to acquire skills in planning various school programmes curricular and co- curricular activities
- enable them to acquire the ability to guide students relating to discipli class control and mental health of pupils
- enable them to foster positive attitudes towards professional develop

Course Content:

1. Leadership & management
   - Leadership & Definition
   - Management
   - Importance of Leadership
   - Methods of Obtaining Leadership
   - Purpose of Education Management
   - The different between Leadership and Management

2. Leadership
   - Characters of Leadership
   - Thoughts of Leadership
     Leadership types
   - Teacher Leadership about 21st century
   - Principal Leadership about 21st century

3. Introduction on of school Management
   - School classroom activities
   - School class management
   - Syllabus
   - Classroom
   - Student activities
   - Learning & teaching activities
   - Evaluation Process
   - Problem Solve
   - Time Management

4. Introduction organization concept
   - Definition of Organization
   - Basic characters of Organization
   - chool as Organization
   - Characters of school Organization
   - Structure of school Organization
   - Factors Influencing Organizational
   - Development in the role of School Organization
     - Principal
     - Deputy Principal
     - Co- Curriculum
     - Class teacher
     - Subject in - charge

5. Introduction of Planning
   - Definition of Planning
   - Education Planning & Importance
   - School Planning Process
     - Problem Analysing
     - Five Year Plan
     - Annual Plan
     - Action Plane
     - GCE A/L mastery development action plan
     - Supervising

6. Introduction of Resource Management
   - Importance of resource
   - Physical resource management
   - Behavioural Process
   - Introduction of Human resource
   - Human resource management

7. Sources from when educational Polities are published
   - Growth of Education Administer
   - Distribution of Power after lath Political Amendment
   - Responsibilities of the central government
   - Provincial School national school
   - Power and function of provincial educational affairs
   - Activities of zonal Divisional schools
   - Activities of National Institute of Education
   - National Education Commission Committee

8. Importance of knowing management Education laws
   - Judicial administration curricular for use by the teacher
   - Facilities service charges
   - Teacher service Establishment code
   - teacher's ethic code

9. Instructions of Supervising
   - Definition of supervising
   - Importance of Supervising
   - School supervision process in Sri Lanka
   - Supervisory strategies

10. Communication & decision-making process in school
    - Introduction and definition for Communication
    - Theory of communication process
    - The importance of communication for school management
    - Communication devices
    - Classroom management

11. Decision making in the school and classroom management
    - Definition of Decision making
    - Theories for decision making
    - Factors influencing decision making
    - Constrains faced in decision making
    - Decision making and classroom activities

12. School conflicts management
    - School conflicts
    - Contributing factors for conflict
    - Problem solving Techniques

13. Efficiency school
    - Definition of efficiency
    - Characters of efficiency school
    - Category communication and teacher role

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Seminars
- Self-study

Assessment Strategy: *(from varieties of assessments stated by the faculty*

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term Assignment Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Megan craford, Lesely Kydd & Susan parker (1998)

Educational Management puul champman publishing limited.
Neil H. Katz John W. (1994) Preventing and managing conflict in schools, Sage Publication, California.
Policies and Strategies for Teacher Education and teacher development in Sri La The World Bank Report (1995).

Recommended Reading:

Management of Education Development in Sri Lanka, edited by Neil Fernando, Ministry of Education (1984).
Report on the Management Reforms in the Ministry of Education (1984).
Dunhem, J. (1995) Developing Effective School Management London Rutledge.
Clive Dimimmmock (1995) School Based Management and School Effectiveness Rutledge, London and New York.
Edward K. and Morris G. (1985), Effective School Management.
Tomy Townsend (1994), Effecting Schooling for the community; Rutledge, Lond
Neil Fernando (1984) Management of Education Development in Sri Lanka.
Ministry of Education (1984) Report of the Management Reforms, Colombo.

6.3 ENGLISH

Level 01
Seemster I

Level	1		
Semester	I		
Course Code	ELM 11193		
Course Title	English Language Structure		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self - Learning
	30	15	105

Course Aims:

This course aims to;

- explore the form, meaning, and use of the word classes in English.
- comprehend the grammar of English at the word and phrase level.
- acquire skills in analysing simple and compound sentences.
- acquire knowledge about the types of grammatical problems that ESL learners have.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- categorize a word by its word class.
- explain the form, meaning, and use of grammatical structures in English.
- produce simple and compound sentences that are grammatically accurate.
- respond to issues and questions that ESL learners have.

Course Content:

1. Introduction to Word Classes; Nouns-Form, meaning & use
   - Countable and uncountable nouns
   - Plural nouns
   - Quantifiers
   - Collective nouns
   - Modifying nouns
   - Possessive
   - Pronunciation & spelling
   - Learner difficulties
2. Articles
   - Form, meaning & use
   - Choosing among articles: a/an/the/zero article
   - Pronunciation
   - Learner difficulties
3. Quantifiers
   - Form, meaning & use
   - Choosing among quantifiers
   - Common quantifiers
   - Using quantifiers with other determiners
   - Learner difficulties
4. Adjectives
   - Simple Adjectives
   - Form, meaning & use
   - Word order
   - Gradable & ungradable adjectives
   - Learner difficulties
5. Comparatives & superlatives
   - Form, meaning & use
   - Pronunciation & spelling
   - Word order
   - Rules of use
   - Learner difficulties
6. Prepositions; Verbs & verb forms Prepositions
   - Form, meaning & use
   - Dependent prepositions
   - Variations in usage
   - Prepositions vs. other word classes
   - Pronunciation
   - Learner difficulties
7. Multiword verbs & verbal expressions
   - Form, meaning & use
   - Types of multiword verbs
   - Multiword verb expressions
   - Learner difficulties
8. Introduction to Verbs
   - Form, meaning & use
   - Main verbs
   - Auxiliary verbs
   - Other verb forms (infinitives, gerunds & participles)
   - Irregular verbs
   - Tag questions
   - Pronunciation & spelling
   - Learner difficulties
9. Verbs & verb forms (cont.)
   - Modal verbs
   - Form, meaning & use
   - Pure modal verbs
   - Semi-modal verbs
   - Modals with multiple meanings
   - Meanings expressed via multiple modals
   - Non-modal meanings
   - Pronunciation
   - Learner difficulties
10. Verbs & verb forms (cont.)
    - Infinitives & verbs with -ing
    - Form, meaning & use of infinitives
    - Gerunds
    - Participles
    - Continuous verbs
    - Spelling
    - Choosing between infinitives and –ing forms
    - Bare infinitives
    - Choosing between bare infinitives and –ing forms
    - Complex infinitives and –ing forms

- Learner difficulties

11. Verbs & verb forms (cont.)
    - The present
    - Form, meaning, & use of present simple
    - Pronunciation & spelling of present simple
    - Form, meaning & use of present continuous
    - Will + bare infinitive
    - Learner difficulties
12. Verbs & verb forms (cont.)The future
    - Form, meaning, & use of going to
    - Meaning & use of present continuous
    - Form, meaning, & use of will and shall
    - Meaning & use of present simple
    - Am/is/are + bare infinitive
    - Continuous, perfect, and perfect continuous forms
    - Choosing between future forms
    - Learner difficulties
13. Verb & verb forms (cont.)
    - The past
    - Form, meaning, & use of simple past
    - Form, meaning, & use of past perfect
    - Form, meaning, & use of past continuous
    - Form, meaning, & use of past perfect continuous
    - Comparing and choosing between tenses
    - Learner difficulties
14. Verb & verb forms (cont.)
    - The present perfect
    - Form of present perfect and present perfect continuous
    - Meanings & uses (uncompleted actions or events, completed actions or events)
    - Contrasting present perfect and present perfect continuous
    - Learner difficulties
15. Verbs & forms (cont.)
    - Used to and would
    - Form, meaning, & use of used to and would
    - Pronunciation
    - Learner difficulties
16. Adverbs
    - Form, meaning & use
    - Types of adverbs (manner, modifying adjectives, frequency, negative adverbs, time & place, degree, quantity, focus, attitude markers)
    - Already, still, & yet
    - Pronunciation & spelling
    - Learner difficulties

Teaching /Learning Methods:

- Lecture
- Group Discussion
- Presentation
- Visual and audio materials

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40% Mid-term exams Presentations Group discussions Assignments	End Semester Examination (ESE) – 60%

Required Readings:

Amin, A., Eravelly, R., Ibrahim, F.J. (2005) *Grammar Builder Level 1, Level2, Level3, Level4*. Cambridge University Press.

Azar, B. (2002). *Understanding and using English grammar* (3rd ed). White Plains, NY: Pearson/Longman.

Thomson, A. J. Martinet, A.V. (1986) *A Practical English Grammar*. India :OUP

Recommended Reading:

Ballard, K. (2007) *The Framework of English*. Palgrave Macmillan.

Swan, M. (2006) *Practical English Usage*. India: OUP

Swan, M. and Walter, C. (2001) *The Good Grammar Book*. Oxford University Press.

Semester II

Level	1		
Semester	II		
Course Code	ELM 12203		
Course Title	Introduction to Literature		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self- Learning
	30	15	105

Course Aims:

This course aims to;

- develop a comprehensive literary vocabulary.
- enhance analytical skills for literary interpretation.
- articulate responses to literary works in coherent academic-essay format, aiming to improve both writing and research proficiency.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- develop a working literary vocabulary
- develop the ability to analyze a piece of literature
- respond to literary works in coherent academic-essay format
- improve writing and research skill

Course Content:

1. Literary Forms, Terms & Movements
2. Poetry
   - Anne Ranasinghe "On the Beach"
   - Chinua Achebe "Refugee: Mother & Child"
   - William Wordsworth "The Solitary Reaper"
3. Short Story
   - Punyakanthe Wijenaike "The Tree Spirit"
4. Katherine Mansfield "The Garden Party"

Teaching /Learning Methods:

- Interactive Lecture
- Group Activity/ Discussion
- Presentations/ illustrations using audio and video
- Self /Peer work

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) - 40%; - Mid semester examination, - Quiz - Debate, - Presentation (individual/ group) - Group project - Case study - Report submission, - Group discussion - Practical examination)	End Semester Examination (ESE) - 60%

Required Readings:

Fernando, Daniel & Wijesinha, R. (1992) *Studying Literature for Students of English*, Colombo, English Association of Sri Lanka, Student Readers Project.

Fernando, Daniel & Wijesinghe, R. (1985). A *selection of short stories in English*. The English Association of Sri Lanka.

Hettirachhi. N. Premaratne. G & Wijesinghe.R. (1989). *Learning about Literature at Ordinary level*. The English Association of Sri Lanka.

Hudson, William Henry, *An Introduction to the Study of Literature*, Atlantic Pub... New Delhi, 2006

Recommended Reading:

Abd al-Salam, Ahmed Sheikh. (2009). *Al-Lugawiyya al-'Aammah: madkhal Islami wa Mawzhuaat Mukhtarah*. Ed.3. Kuala Lumpur: International Islamic University Malaysia

National Institute of Education, *Appreciation of English Literary Texts, G.C. E (Ordinary Level) New Syllabus*, 2015.

Premaratne & Geetha (1995) *Studying Sri Lankan Literature in English*. The English Association of Sri Lanka.

Prematatne & Geetha. (1988). *Studying Poetry for Students of English*, The English Association of Sri Lanka.

Ashcroft, Bill., Tiffin, Helen. & Griffiths, Gareth. (2002). *The Empire writes back: Theory and Practice in post-colonial literature*.

Level	1		
Semester	II		
Course Code	ELM 12212		
Course Title	English for Media		
Credit	2		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- provide students with a comprehensive insight into media studies.
- foster the development of English skills for critical analysis of diverse media texts.
- demonstrate proficiency in various media writing genres, enhance oral skills for broadcast media, and ultimately supply skilled professionals for print and electronic media industries.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- gain an insight into media studies.
- develop the English skills to critically analyze various media texts.
- demonstrate proficiency as a writer in English in various media writing genres (print, electronic and digital)
- develop the English language oral skills needed for broadcast media (news presentation and interviewing hosts)
- finally supply the skilled and professional manpower available in the print and the electronic media.

Course Content:

1. Introduction to Media Studies.
2. Media, Law and Ethics.
3. Critical Analysis of Media Texts.
4. Writing Different Newspaper Genres (News writing, Feature writing, Review writing, Column writing, Opinion/Analysis writing, Writing advertisements etc.)
5. News presentation (writing, editing and presenting)
6. Interviewing programme hosts.

Teaching /Learning Methods:

- Lecture
- Group Work
- PP Presentation
- Project
- Authentic Language Context and Hands on Experience and

Simulation.
Assessment Strategy: (from varieties of assessments stated by the faculty)
Continuous Assessment Test (CAT) – 40% Mid semester examination Quiz Debate Presentation — End Semester Examination (ESE) – 60%
Required Readings:
Marshall, M. (1994). *Understanding Media: The Extension of Man. Cambridge*, MA: MIT Press. Lev, M. (2002). *The Language of New Media. Cambridge*, MA: MIT Press. Roy Peter, C. (1982). *Best Newspaper Writing. University of Michigan:* Media Institute. Tuggle, C. A. , Forrest, C. And Suzanne, H. (2013). *Broadcast News Handbook: Writing, Reporting and Producing in the Age of Social Media*. New York: McGraw – Hill. The Associated Press Style Book (2022 – 2024). New York: The Associated Press. Willard, G. B. (2019). *Types of News Writing. (online) Project Gutenberg's*. Available at: https://www.gutenberg.org/files/59606/59606-h/59606-h.htm (Accessed on 12 August 2023)
Recommended Reading:
Neil, W. The Strange Language of Journalists: A Brief Introduction to journalism. englishclub.com Available at: https://www.englishclub.com/efl/articles/strange-language- (Accessed on 12 August 2023)

Level 02
Semester I

Level	2		
Semester	I		
Course Code	ELM 21223		
Course Title	Poetry, Fiction & Drama		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105
Corse Aims:			
This course aims to; - demonstrate a basic understanding of literature in English by identifying key themes, literary devices, and major works. - engage with literary texts on a personal level, expressing their emotional responses to characters, events, scenes, and settings through references and inference techniques. - critically evaluate literary texts by analyzing elements such as plot structure, character development, symbolism, and authorial intent.			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; - students will have a basic knowledge of literature in english. - empathize/ respond personally- to the text: feelings, characters, events, scenes, and settings through reference and inference. - critically evaluate a literary text.			
Course Content:			

1. Poetry
   - John Donne "The Sunne Rising"
   - John Keats "Ode on a Gracian Urn"
   - William Shakespeare Sonnet 116
2. Fiction
   - Shyam Selvadurai *Funny Boy*
   - Jane Austen *Emma*
   - George Orwell *The Animal Farm*
3. Drama
   - Ernest Macintyre *The Education of Miss Asia*
   - Henrik Ibsen *A Doll s House*

Teaching /Learning Methods:

- Interactive Lecture
- Group Activity/ Discussion
- Presentations/ illustrations using audio and video
- Roleplay
- Self /Peer work

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Writing assignment Mid semester examination Quiz Debate Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Austin, J. (1992). *Emma*. Wordsworth Editions.

Goonetilleke, D. C. R. A. (1998). *Sri Lankan Literature in English 1948 – 1998*. The Department of Cultural Affairs.

Ibsen, H. (1981). *A Doll's House*. Sea Thought Publications, Chennai.

National Institute of Education. (2017). *English G.C.E. A/L Resource Book Grades 12 and 13.*

National Library of Sri Lanka. (2003). *Critical Guide to Ernest Macintyre's 'The Education of Miss Asia'.*

Orwell, G. (2021). *Animal Farm: A Novel.* Collins.

Recommended Reading:

Selvadurai, S. (1997). *Funny Boy: A Novel.* San Diego.

Short, M. (1996). *Exploring the Language of Poems, Plays, and Prose*. New York: Addison Wesley Longman.

Wijeshighe, R. (1995). *Breaking Bounds: Essays on Sri Lankan Writing in English.* The English Association of Sri Lanka.

Wijesinha, R. (1993). *An Anthology of Contemporary Sri Lankan Poetry in English.* Colombo: The English Association of Sri Lanka.

Semester II

Level	2		
Semester	II		
Course Code	ELM 22233		
Course Title	Advanced Reading, Writing and Speaking		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Laerning
	30	15	105

Course Aims:

This course aims to;

- enrich the reading, writing and speaking ability of the learners.
- develop reading, writing and speaking skills to obtain the excellency of using the English language.
- encourage the learners to use advanced forms of reading, writing and speaking in their personal and professional life.
- exposing learners to a variety of experiences in reading, writing and speaking.

- assist students to adapt their writing and speaking skills to specific situations for the future.
- enhance the understanding of the reading and writing process.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- able to produce informative and well-organised writings and speeches.
- adapt their texts to particular audiences and purposes through the practice of effective reading and writing skills.
- articulate the reading strategies in their readings to figure out the significant points in a short period.
- use appropriate level of grammatical structures and advanced vocabulary productively in reading and writing.
- students will interpret texts with attention to ambiguity, complexity, and aesthetic value.
- able to deploy ideas from works of craft and criticism in their own reading and writing.
- students will effectively develop, interpret and express ideas through written, oral, and visual communication.

Course Contents:

1. Reading strategies; skimming, scanning, predicting,
2. Literal comprehension: understanding directly stated information.
3. Inferring; understanding indirectly stated information
4. Informative writing; plans, description of people/places.
5. Developing a paragraph; main idea and supporting information
6. Practical writing; notes, messages, letters, letters of thanks/ apology/ requests, invitations, CV, and covering letter
7. Professional writing; e-mail, fax, agenda, minutes, welcome address, vote of thanks, formal letters, banking correspondence, filling in forms
8. Interpreting graphs, charts, tables and lists
9. Conversations: routines, greetings, thanking, apologizing, complimenting.
10. Discussion in groups and pairs- information gap activities.
11. Telephoning mannerisms, giving and taking information and negotiating over the phone.
12. Seminar skills (agreeing and disagreeing, clarifying, questioning, concluding).
13. Presentation skills (introductions and stating the purpose, signposting, highlighting key points, summaries, conclusions)

Teaching & Learning methods:

- Lecture
- Group Discussion
- Presentation
- Visual and audio material
- Practical reading, writing, and speaking sessions
- Pair work -peer collaboration

Assesment Stretergy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Harmer, J. (2007). *Teaching Reading*. Pearson Education Limited, Longman.

Harmer, J. (2012) *How to teach English*. Pearson, Longman.

Recommended Reading:

Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.

Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.

Savage, A., & Mayer, P. (2006). *Effective Academic Writing 2: The Short Essay*. Oxford University Press.

Level	2
Semester	II
Course Code	ELM 22242
Course Title	Introduction to Literature

Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- develop a working literary vocabulary.
- analyze a piece of literature effectively.
- respond to literary works in coherent academic-essay format.
- enhance writing and research skills.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- use a working literary vocabulary
- gain the ability to analyze a piece of literature
- respond to literary works in coherent academic-essay format
- improve writing and research skills

Course Content:

1. Literary Forms, Terms & Movements
2. Poetry
   - Anne Ranasinghe "On the Beach"
   - Chinua Achebe "Refugee: Mother & Child"
   - William Wordsworth "The Solitary Reaper"
3. Short Story
   - Punyakanthe Wijenaike "The Tree Spirit"
   - Katherine Mansfield "The Garden Party"

Teaching /Learning Methods:

- Interactive Lecture
- Group Activity/ Discussion
- Presentations/ illustrations using audio and video
- Self /Peer work

Assessment Strategy: *(from varieties of assessments stated by the faculty)*	
Continuous Assessment Test (CAT) - 40%; Witten Assignment Presentation MST	End Semester Examination (ESE) - 60%

Required Reading:

Fernando, D., & Wijesinha, R. (1992). *Studying Literature for Students of English*. Colombo: English Association Of Sri Lanka, Student Readers Project.

Fernando, D., & Wijesinghe, R. (1985). *A Selection of Short Stories in English*. Colombo: The English Association of Sri Lanka.

Recommended Reading:

Hettirachchi, N., Premaratne, G., & Wijesinghe, R. (1989). *Learning about Literature at Ordinary Level*. Colombo: The English Association of Sri Lanka.

Hudson, W. H. (2006). *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishing.

National Institute of Education. (2015). *Appreciation of English Literary Texts, G.C.E (Ordinary Level) New Syllabus*.

Premaratne, G. (1995). *Studying Sri Lankan Literature in English*. Colombo: The English Association of Sri Lanka.

Premaratne, G. (1988). *Studying Poetry for Students of English*. Colombo: The English Association of Sri Lanka.

Ashcroft, B., Tiffin, H., & Griffiths, G. (2002). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*.

Level 03

Semester I

Level	3
Semester	I

Course Code	ELM 31253		
Course Title	English Language Teaching Methodology		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course aims to;

- develop effective ELT lesson plans incorporating diverse teaching methods and techniques.

Learning Outcomes:

At the end of this course, the student will be able to;:

- comprehend the fundamental principles and theories of ELT methodology.
- Analyze and assess various ELT materials and resources for suitability in teaching settings.
  foster a positive and supportive learning environment that promotes learner motivation and engagement.
- evaluate student learning through various methods and techniques.
- reflect on teaching practices and identify areas for improvement.
- cultivate a personal teaching philosophy rooted in sound pedagogical principles.
- exhibit a commitment to professional development in ELT.
- communicate effectively, both verbally and in writing, about ELT methodology.
- apply ELT methodology knowledge to effectively teach English to learners of varied ages, levels, and backgrounds.

Course Content:

1: Introduction to ELT Methodology
- The scope and purpose of ELT methodology
- The history and evolution of ELT methodology
- Key concepts and principles in ELT methodology
- The role of the teacher in ELT

2: Learner-Centered Teaching
- Understanding the nature of language learning
- Learner differences and needs
- Learner motivation and engagement
- Creating a positive and supportive learning environment

3: Teaching Methods and Techniques
- Communicative language teaching (CLT)
- Task-based language teaching (TBLT)
- Content and language integrated learning (CLIL)
- Other teaching methods and technique

5: Lesson Planning and Delivery
- Designing effective ELT lesson plans
- Implementing lesson plans effectively
- Managing classroom time and resources
- Dealing with classroom challenge

6: Assessment and Evaluation
- The purpose and principles of assessment in ELT
- Different methods of assessment in ELT
- Designing effective assessment tasks
- Providing feedback to learners

7: Reflecting on Teaching Practice
- The importance of reflection in ELT
- Different methods of reflection
- Identifying areas for improvement
- Developing a personal teaching philosophy

8: Professional Development in ELT
- The importance of professional development in ELT
- Different opportunities for professional development
- Setting professional goals

- Building a professional network

9: Teaching English to Specific Learners
- Teaching English to young learners
- Teaching English to adult learners
- Teaching English to speakers of other languages (TESOL)
- Teaching English for specific purposes (ESP)

10: Current Trends in ELT
- The globalization of ELT
- Technology in ELT
- Neuropsychology and language learning
- The future of ELT

Teaching /Learning Methods:

- Lectures
- Case studies
- Presentations
- Discussions and Debate

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Assignment Mid-term Presentation Quiz	End Semester Examination (ESE) - 60%

Required Reading:

Teaching by Principles: An Interactive Approach to Language Pedagogy by H. Douglas Brown (Prentice Hall, 1994)

The Practice of English Language Teaching by Jeremy Harmer (Longman, 2001)

Materials Development in Language Teaching by Marianne Celce-Murcia and Donna Brinton (Cambridge University Press, 2003)

Tasks in Second Language Learning by Rod Ellis (Cambridge University Press, 2003)

Assessing Language Acquisition: Principles and Techniques by W. James Ruston (Cambridge University Press, 2004)

Reflection in Language Teaching: An Action Research Approach by Ian Tudor (Cambridge University Press, 2001)

Semester II

Level	3		
Semester	II		
Course Code	ELM 32263		
Course Title	Theory and Practice of Translation		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	15	105

Course Aims:

This Course aims to;
- Understand knowledge in translation theories

Intended Learning Outcomes:

At the end of this course, the student will be able to;
- Apply the learnt theoretical knowledge in real situation.
- Translate materials in different aspects such as legal, literature, official, academic, etc.

Course Content:

1. Introduction to translation
2. Approaches to translation (Main theories of translation)
3. The role of linguistics (Importance of language, units of translation and limitations of *langue*-based approaches)
4. Translations as texts (Texts as units of translations, textual behaviour)
5. Translation as creation (The translator's input)
6. Translation as a purposeful activity (The importance of audience)
7. The translation market, how it works and how to work

Teaching /Learning Methods:

- Interactive Lecture
- Group Activity/ Discussion
- Presentations/ illustrations using audio and video
- Reflective paper on the lectures and practice.
- Self /Peer work

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Written Test Practical	End Semester Examination (ESE) - 60%

Required Reading:

Baker, Mona (ed.). Routledge, Encyclopedia of Translation Studies, Routledge, London, 1998.

Baker, Mona. In Other Words: A Coursebook on Translation, Routledge, London, 1992.

Gentzler, Edwin. Contemporary Translation Theories. Multilingual Matters, Clevedon, 2001.

Recommended Reading

Hervey, Sándor and Higgins, Ian. Thinking Translation. Routledge, London, 1995.

Lawrence Venuti (ed.) The Translation Studies Reader, Routledge, London, 2004.

Munday, Jeremy. Introducing Translation Studies, Theories and Applications. Routledge, London, 2004.

6.4 POLITICAL SCIENCE

Level 01
Semester I

Level	1		
Semester	I		
Course Code	PSM 11103		
Course Title	Introduction to Political Science		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self - Learning
	30	15	105

Course Aims:

This course aims to;

- broad understanding of political science is the goal of the course.
- topics covered include the nature of political science, approaches to its study, and key concepts like the state, power, and citizenship.
- the course delves into political institutions, ideologies, and behaviours.
- a conclusion is reached with a discussion on civil society.
- objectives aim to provide valuable insights into political dynamics and institutions.
- students are expected to analyze and comprehend the complexities of the discipline through the course.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- provide knowledge on the nature and scope of political science
- describe the approaches to the study of political science
- examine the concept of state, its elements, evolution and theories on state
- explain the concept of power and its dimensions
- identify the key political institutions of modern governments
- introduce the different political ideologies
- define the concept of citizenship and its functions
- analyze the role of political parties in politics, representative systems and voting behaviors
- discuss the idea of civil society and its characteristics

Course Content:

1. Nature and scope of political science
2. Approaches to the study of political science
3. State and theories on origin of the state
4. Power, authority and legitimacy
5. Political institutions
6. Political ideologies
    - Liberalism
    - Socialism
    - Fascism
    - Feminism
    - Constructivism
7. Citizenship
8. Political parties, representations, elections and voting
9. Civil society

Teaching /Learning Methods:	
- Lecture - Discussion - Presentation - Self-study	
Assessment Strategy: (from varieties of assessments stated by the faculty)	
Continuous Assessment Test (CAT) – 40%; Presentation Mid-exam Class Activity Assessment	End Semester Examination (ESE)- 60%
Required Readings:	
Agarwal, R.C. (1999). *Political theory: Principles of political science*. New Delhi: S.Chand & Company Ltd. Heywood, A. (1994). *Political ideas and concepts: An introduction*. New Jersey: St. Martin Press.	
Recommended Reading:	
Heywood, A. (2002). *Key concept in politics*. London: Macmillan Publication. Heywood, A. (2012). *Political ideologies: An introduction*. New York: Palgrave Macmillan. Heywood, A. (2013). *Politics*. New York: Palgrave Macmillan. Kapur, A.C. (1996). *Principles of political science*. New Delhi: Chand & Company. MacIver, (1990). *The modern state*. New Jersey: Prentice-Hall. Mahajan, V.D. (2009). *Political theory: Principles of political science*. New Delhi: S. Chand & Company. Saha, D. (2004). *Civil society and modern politics*. India: Global Vision Publication.	

Semester II

Level	1		
Semester	II		
Course Code	PSM 12113		
Course Title	Society and Politics of Sri Lanka		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self- Learning
	30	15	105

Course Aims:

This course aims to;

- explore and Introduce the Traits of Sri Lankan Society
- investigate the Characteristics of Plural Society in Sri Lanka
- examine the Economic Structure of Sri Lanka

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- introduce the traits of Sri Lankan society
- identify the characteristics of plural society of Sri Lanka.
- find out the economic structure of the country.
- discuss the population growth and its impact on economic and politics of Sri Lanka.
- explain and the key features of colonial constitutional reforms. .
- describe constitutional development in post independent Sri Lanka.
- explain youth insurgencies, ethnicity and civil war in Sri Lanka.
- identify political parties and electoral of Sri Lanka.
- highlight the current constitutional crisis of the country.

- discourse religion and politics of recent Sri Lanka.
- analyze the economic and political crisis of Sri Lanka.

Course Content:

1. Introduction to Sri Lanka Society
2. Characteristics of Plural Society in Sri Lanka
3. Economic Structure in Sri Lanka
4. Population Growth and Its Impact
5. Colonialism and Its Impacts
6. Constitutional Reforms and Impacts
7. Constitutional Development in Post Independent Sri Lanka
8. Soul bury, 1972 and 1978 constitutions
9. Youth Unrest, Ethnicity and Civil War
10. JVP insurgents and Minority Conflict
11. Political Parties and Electoral Politics
12. Constitutional Crisis
13. Religion and Politics in Sri Lanka
14. Contemporary Economic and Political Crisis

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Self-study

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Readings:

Abesekera, C. (n.d.). *Facts of ethnicity in Sri Lanka*. Colombo. Social Scientist Association.

Cooray, L.J.M. (1984). *Constitutional government of Sri Lanka*. Colombo: Lake House Investment Ltd.

De Silva, K.M. (1973). *History of Ceylon, Volume III: From the beginning of the nineteenth century to 1948*. Colombo: Colombo Apothecaries Co.

DeVotta, N. (2007). *Sinhala Buddhist nationalist ideology: Implications for politics and conflict resolution in Sri Lanka*. Washington D.C.: East-West Centre Washington.

Hettige, S.T. & Mayer, M. (ed.), (2002). *Sri Lankan youth: Challenges and responses*. Colombo: Friedrich Ebert Stiftung.

Recommended Reading:

Jayasuriya, L. (2012). *The changing face of electoral politics in Sri Lanka (1994 – 2010)*. Colombo: Social Scientists' Association.

Marasinghe, L. (2007). *The evolution of constitutional governance in Sri Lanka*. Colombo: Vijitha Yapa Publication.

Perera, N.M (1979). *A critical analysis of the new constitution of the Sri Lanka government*. Colombo: V. S. Raja.

Phadnis, U. (1976). *Religion and politics in Sri Lanka*. New Delhi: Manohar Book Service.

Uyangoda, J. (2014). *State reform in Sri Lanka: Issues, debates and perspectives*. Colombo: Social Scientists Association.

Warnapala, W.A.W. (1974). *Civil service administration in Ceylon: A study in bureaucratic adaptation*. Colombo: Department of Cultural Affairs.

Wickramasinghe, N. (2006). *Sri Lanka in the modern age: A history of contested identities*. London: C. Hurst & Co. Ltd.

Wilson, A.J. (1979). *Politics in Sri Lanka: 1947 – 1979*. London: MacMillan.

Wilson, A.J. (1979). *The gaullist system in Asia: The constitution of Sri Lanka - 1978*. London: MacMillan.

Level	1		
Semester	II		
Course Code	PSM 12122		
Course Title	Conflict and Reconciliation		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- provide a theoretical basis for understanding the causes and dynamics of conflict at various levels (interpersonal, group, societal).
- explore processes of reconciliation and peacebuilding in the aftermath of conflict.
- critically examine the roles of truth commissions, forgiveness, and reparations in reconciliation efforts.
- analyze case studies of conflict and reconciliation from diverse historical and geographical contexts.
- develop skills for conflict resolution and mediation.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain major theories of conflict, including its sources, escalation, and de-escalation.
- analyze the complexities of reconciliation processes, addressing challenges and potential pathways.
- evaluate the strengths and limitations of different approaches to reconciliation in post-conflict settings.
- compare and contrast examples of conflict and reconciliation efforts around the world.
- apply conflict resolution and mediation techniques to hypothetical and real-world scenarios.

Course Content:

1. Theorizing Conflict
   - Structural, social, and psychological causes of conflict
   - Stages of conflict escalation
   - Models of conflict transformation
2. Reconciliation: Concepts and Debates
   - Defining reconciliation and its relationship to justice
   - The role of forgiveness, apology, and acknowledgment
   - Restorative justice vs. retributive justice
3. Mechanisms for Reconciliation
   -Truth commissions: goals, processes, and critiques
   -Reparations: forms, symbolism, and controversies
   -Community-level reconciliation initiatives
4. Case Studies
   -Analysis of specific conflicts and reconciliation processes (e.g., South Africa, Northern Ireland, Rwanda, Colombia, etc.)
   -Examination of successes, failures, and ongoing challenges
5. Conflict Resolution and Mediation
   - Principles of negotiation and mediation
   - Interest-based bargaining techniques
   - Third-party interventions
6. Reconciliation in the Future
   - Emerging challenges for reconciliation in the 21st century
   - The role of technology, globalization, and social movements

Teaching /Learning Methods:

- Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment	
Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%
Required Reading:	
Bar-Tal, D. (2013). *Intractable conflicts: Socio-psychological foundations and dynamics.* Cambridge University Press. Lederach, J. P. (2003). *The little book of conflict transformation*. Good Books. Rigby, A. (2001). *Justice and reconciliation: After the violence*. Lynne Rienner Publishers. Rotberg, R. I., & Thompson, D. (Eds.). (2000). *Truth v. justice: The morality of truth commissions.* Princeton University Press.	
Recommended Reading:	
Journals like the Journal of Peace Research and International Journal of Conflict Management regularly publish articles on relevant topics. Organizations like the United States Institute of Peace (https://www.usip.org/) provide resources and case studies.	

Level 02
Semester I

Level	2
Semester	I
Course	PSM 21133

Course Title	New Public Management		
Credit	03		
Core/Compulsor/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- define public management and governance and explain their importance
- identify and discuss different theories of public administration
- describe the policy development and implementation process
- analyze organizational structure and design in the public sector
- assess human resource management practices in the public sector

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- apply financial management and budgeting principles in the public sector
- understand accountability, ethics, and corruption in the public sector
- evaluate public-private partnerships (PPPs)
- analyze digital transformation in public services
- identify and discuss global trends in public management

Course Content:

1. Introduction to Public Management and Governance
   - Definition and scope of public management and governance
   - Historical evolution of the study of public administration
   - Distinction between public and private management
2. Public Administration Theories and Models
   - Classical, neoclassical, and modern theories of public administration
   - New Public Management (NPM) and its principles
   - Public value model and network governance
3. Policy Development and Implementation
   - Policy lifecycle: formulation, adoption, implementation, and evaluation
   - Role of public managers in policy formulation and implementation
   - Challenges and strategies in policy implementation
4. Organizational Structure and Design
   - Organizational structures in the public sector
   - Bureaucratic versus flat organizational structures
   - Organizational culture and change management
5. Human Resource Management in the Public Sector
   - Recruitment, selection, and retention of public employees
   - Performance management and appraisal systems
   - Training and capacity building in the public sector
6. Financial Management and Budgeting
   - Principles of public financial management
   - Budget formulation and execution
   - Accountability and transparency in budgeting
7. Accountability, Ethics, and Corruption
   - Concepts of accountability and transparency
   - Ethical considerations in public management
   - Strategies to prevent and address corruption
8. Public-Private Partnerships
   - Definition and types of public-private partnerships (PPPs)
   - Benefits, challenges, and risks of PPPs
   - Role of public managers in PPPs
9. Digital Transformation in Public Services

Teaching /Learning Methods:
- Lectures - Case studies - Group projects - Presentations and Self-study

Assessment Strategy: *(from varieties of assessments stated by the faculty)*	
Continuous Assessment Test (CAT) - 40%; Assignment Mid-term Quiz	End Semester Examination (ESE) - 60%

Required Reading:

Basu, R. (1994). *Public Administration: Concepts and Theories*. Sterling Publishers Pvt. Ltd.

Bovaird, T., & Loeffler, E. (2015). *Public Management and Governance.* Routledge.

Heady, F. (2001). *Public Administration: A Comparative Perspective*. Routledge.

Hill, M., & Hupe, P. (2022). *Implementing Public Policy: An Introduction to the Study of Operational Governance* (4th ed.). Sage Publications Ltd.

Kraft, M. E., & Furlong, S. R. (2020). *Public Policy: Politics, Analysis, and Alternatives.* CQ Press.

O'Toole, L. J. J., & Meier, K. J. (2011). *Public Management: Organizations, Governance, and Performance*. Cambridge University Press.

Recommended Reading:

Oxborne, D., & Gaebler, T. (1995). *Reinventing Government.* Journal of Leisure Research, 27(3), 302.

Robinson, H., Carrillo, P., Anumba, C. J., & Patel, M. (2010). *Governance and Knowledge Management for Public-Private Partnerships.* Wiley-Blackwell.

Valcik, N. A., & Benavides, T. J. (2011). *Practical Human Resources for Public Managers: A Case Study Approach*. Routledge.

Semester II

Level	2		
Semester	II		
Course Code	PSM 22143		
Course Title	Public Administrative Law in Sri Lanka		
Credit	3		
Core/Compulsory/ Elective	Core		
Hourly Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- provide a comprehensive understanding of the definition, scope, and functions of administrative law.
- explain the nature and growth of administrative law in sri lanka.
- highlight the concept of delegated legislation and its significance.
- describe the principles and practices of administrative justice.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the definition, scope, and functions of administrative law. analyze the role of Attorney General and Auditor General
- gain an understanding of the historical development and current status of administrative law in Sri Lanka.

- gain an understanding of the historical development and current status of administrative law in Sri Lanka.
- gain an understanding of the historical development and current status of administrative law in Sri Lanka.

Course Content:

1. Introduction to Administrative Law: definition, scope and functions
2. The Administrative Law of Sri Lanka: nature and growth, constitutional provisions on the public service
3. Delegated Legislative
4. Administrative Justice
5. The Redress of Grievances: Ombudsman and administrative remedies
6. Judicial Control of Powers
7. Fundamental Rights and Duties
8. Official Language Policy
9. Public Securities and the Citizen
10. Electronic Transaction Act, Computer Crimes Act, E-governance Policy
11. Right to Information
12. Aspects of Land, Environment, Industrial and Labour Law
13. Legal Aspects of Local Governments
14. Attorney General and Auditor General

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Self-study

Assessment Strategy:*(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Practical	End Semester Examination (ESE) - 60%

Required Reading:

Abayaratna, & Anoma. (1984). *Administrative law and the law of public corporation block- II*. Nugegoda: OUSL 1984.

Level	2		
Semester	II		
Course Code	PSM 22152		
Course Title	Public Administration in Sri Lanka		
Credit	2		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- explain the evolution of the civil service system in colonial Sri Lanka.
- discuss the development of the civil service in post-independent Sri Lanka.
- discover about the process and requirements of the Public Service Commission (PSC).
- identify and understand different power-sharing arrangements within the civil service.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the civil service system in colonial Sri Lanka, including its structure and functions.
- gain an understanding of the evolution of the civil service in post-independent Sri Lanka, including changes in structure and roles
- learn about the process and requirements of the Public Service Commission (PSC), including its role in recruitment and disciplinary matters.
- describe different power-sharing arrangements within the civil service and analyze their effectiveness.

Course Content:

1. Civil Service in Colonial Sri Lanka
2. Civil service in Post-colonial Sri Lanka
3. Public Service Commission: Past and Present
4. Power Sharing Arrangements
5. Sri Lanka Administrative Service
6. Establishment Code and Financial Regulation
7. Ombudsman and Its Effectiveness
8. Politicization of Bureaucracy and Its Impacts

Teaching /Learning Methods:

- Lecture
- Group discussion
- PowerPoint presentation
- Group work
- Independent learning

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Practical	End Semester Examination (ESE) - 60%

Required Reading:

Ameerdeen, V. (2001). *Public Administration: An Introduction*. Peradeniya: Information and Welfare Association.

Collins, C. (1951). *Public Administration in Ceylon*. New York: Royal Institute of International Affairs.

Cooray, A. J. L. (1995). *Constitutional and Administrative Law of Sri Lanka: A Commentary on the Constitution and the Law of Public Administration in Sri Lanka*. Sumathi Publishers.

Cooray, M. J. A. (2000). Ombudsman in Asia: A Case Study of Hong Kong and Sri Lanka. In R. Gregory & P. Giddings (Eds.*), Righting Wrongs: The Ombudsman in Six Continents*. International Institute of Administrative Sciences.

Ekanayake, A. (1985). *Evolution of the Bureaucracy in Sri Lanka: Some Aspects and Consequences*. Vidyodaya. Arts, Sci & Lett., 13(1), 9-25.

Fernando, N. (1980). *Regional Administration in Sri Lanka*. Sri Lanka: Academy of Administrative Studies.

Gunawardene, A. S. (1989). *The Bureaucracy*. In V. T. Navaratne et al. (Eds.), Public Administration in Sri Lanka Colombo: SLIDA.

Kannangara, P. D. (1966). *The History of the Ceylon Civil Service 1802 – 1833*. Dehiwala: Tisara Prakasakayo.

Recommended Reading:

Nanayakara. (2015). *Sri Lanka Administrative Service* (1963-2013): A Fifty-Year Legacy. SLJDA, 5.

Somasundram, M. (Ed.). (1997). *The Third Wave: Governance and Public Administration in Sri Lanka.* New Delhi: Konark Publishing Pvt Ltd.

Warnapala, W. A. W. (1974). *Civil Service Administration in Ceylon*: A Study in Bureaucratic Adaptation. Department of Cultural Affairs.

சிவகுமார், என். (2009). *இலங்கையில் பணியகம் அரசியல்மயமாதல் - ஓர் அறிமுகம்*. நீதம். யாழ்ப்பாணம்: சட்டத்துறை, யாழ்ப்பாணப் பல்கலைக்கழகம்.

Level 03
Semester I

Level	3		
Semester	I		
Course Code	PSM 31163		
Course Title	International Relations		
Credit	3		
Core/Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This Course aims to;

- demonstrate a broad understanding of the key concepts and theories in IR.
- critically analyze and evaluate IR theories and apply them to real-world issues.
- develop effective research and critical thinking skills for analyzing and interpreting IR-related information from a variety of sources.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- communicate effectively their understanding of IR concepts, theories, and issues in both written and oral forms.
- appreciate the diverse perspectives and approaches to the study of IR and recognize the importance of a globalized and interconnected world.
- demonstrate an informed and critical engagement with contemporary IR debates and challenges.

Course Content:

1. Introduction to International Relations
   - What is International Relations?
   - The historical context of IR
   - Key concepts in IR: sovereignty, power, security, interdependence
   - The state as an actor in IR
   - Non-state actors and transnational issues
2. Theories of International Relations
   - Realism and neorealism
   - Liberalism and neoliberalism
   - Constructivism and social constructivism
   - Marxism and critical theories of IR
3. International Conflict and Cooperation
   - The causes of war
   - The dynamics of conflict resolution
   - International cooperation and institutions
   - The role of international law and diplomacy

4. Global Governance and Challenges
   - The United Nations and other international organizations
   - Global economic issues and development
   - Environmental challenges and sustainable development
   - Human rights and humanitarian intervention
   - International terrorism and non-state violence
5. Contemporary IR Debates
   - The rise of China and the changing global order
   - The future of democracy and sovereignty in the 21st century
   - The impact of globalization on IR
   - The role of technology in IR
   - The challenges of global security

Teaching /Learning Methods:	
- Lectures - Case studies - Presentations	
Assessment Strategy: *(from varieties of assessments stated by the faculty)*	
Continuous Assessment Test (CAT) - 40%; Assignment Mid-term Presentation Quiz	End Semester Examination (ESE) - 60%
Required Reading:	
Baylis, John, Steve Smith, and Patricia Owens. The Globalisation of World Politics: A Reader. Oxford University Press, 2018. Dunne, Timothy, and Ken Booth. World Politics: An Introduction. 4th ed., Palgrave Macmillan, 2020. Jackson, Robert. Global Studies: Readings and Interventions. 4th ed., Routledge, 2020. Rosenau, James N. Turbulence in World Politics: A Theory of Change and Equity. Harper & Row, 1990.Additional Resources: International Relations: Theory and Practice by John W. Burton International Relations: A Concise Introduction by Paul R. Viotti and Mark V. McGowanGlobal Politics: An Introduction by David Held and Kenneth A. OyeThe Study of International Relations by Andrew Heywood The Anarchical Society by Hedley Bull	

Semester II

Level	3		
Semester	II		
Course Code	PSM 32173		
Course Title	Human Rights and Humanitarian Law		
Credit	3		
Core/Compulsory/Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	15	105
Course Aims:			
This Course aims to; - expand the understanding of the human world through a broad interdisciplinary approach			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; - identify the outcomes of human rights and humanitarian law encompass a range of positive impacts on individuals, communities, and societies as a whole. - uphold human dignity, protect vulnerable populations, prevent and alleviate suffering, and promote justice, equality, and peace.			
Course Content:			
1. Introduction to Human Rights and Humanitarian Law: - Definitions and distinctions between human rights and humanitarian law - Historical development and evolution of human rights and humanitarian law - Key international treaties, conventions, and organizations related to human rights and humanitarian law			

2. International Human Rights Law:
   - Universal Declaration of Human Rights and its significance
   - International Covenant on Civil and Political Rights
   - International Covenant on Economic, Social and Cultural Rights
   - Regional human rights instruments (e.g., European Convention on Human Rights, American Convention on Human Rights)
   - Rights and principles including non-discrimination, equality, and the right to life, liberty, and security
3. International Humanitarian Law (IHL):
   - Overview of IHL and its relationship with armed conflicts
   - Geneva Conventions and their Additional Protocols
   - Classification of armed conflicts: international, non-international, and mixed conflicts
   - Protection of civilians, wounded, and prisoners of war during armed conflicts
4. Human Rights in Armed Conflicts:
   - The intersection of human rights law and international humanitarian law
   - Protection of human rights during armed conflicts
   - Role of human rights law in addressing situations of occupation and internal strife
5. Enforcement and Implementation:
   - Mechanisms for enforcing human rights and humanitarian law
   - Role of international and regional courts and tribunals
   - National implementation and domestic incorporation of human rights treaties
6. Contemporary Issues:
   - Emerging challenges and developments in human rights and humanitarian law
   - Issues related to counter-terrorism, statelessness, migration, and technology
   - Gender-based violence in conflict and its legal implications
7. Case Studies:
   - Analysis of real-world cases where human rights and humanitarian law were at play
   - Examination of the decisions of international and regional courts
   - Human Rights Advocacy and Practice:
   - Strategies for human rights advocacy and awareness-raising
   - ZRole of non-governmental organizations, activists, and civil society

Teaching /Learning Methods:

- Face to Face Lecturing
- Class Room discussion
- Individual and Group case study Presentation
- Interactive Participation in the Class Room
- Assignments
- Open Book Exam

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Mid-term Presentation	End Semester Examination (ESE) - 60%

Required Reading:

Human Rights by Philip Alston (Oxford University Press, 2005)
The Oxford Handbook of International Law by James M. Boyle (Oxford University Press, 2008)
The New Human Rights Lexicon by Andrew Clapham (Oxford University Press, 2008)
States of Denial: Authority, Power, and the Failure of Human Rights in the Soviet Union by Stanley Cohen (Princeton University Press, 2001)
Universal Human Rights in Theory and Practice by Jack Donnelly (Cornell University Press, 2003)
Human Rights as Politics by Michael Ignatieff (W.W. Norton & Company, 2003)

Recommended Reading
The War on Terror and the Future of Human Rights by Michael Ignatieff)Oxford University Press, 2001(Sovereignty :Organized Hypocrisy by Stephen D .Krasner)Princeton University Press, 1999(Human Rights and the Uses of Compassion by Ruth W .Moyn)Harvard University Press, 2010(The Fragility of Goodness :Luck and Ethics in Human Lives by Martha C . Nussbaum)Cambridge University Press, 2001(World Poverty and Human Rights by Thomas Pogge)Polity Press, 2008(A Theory of Justice by John Rawls)Harvard University Press, 1999(Justice :What's the Right Thing to Do? by Michael J .Sandel)Penguin Books, 2009(Spheres of Justice :A Defense of Pluralism and Equality by Michael Walzer)Basic Books, 1983(

6.5 SOCIOLOGY

Level 01
Semester I

Level	1		
Semester	I		
Course Code	SOM 11283		
Course Title	Basic Concepts in Sociology		
Credit	3		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self - Learning
	30	15	105

Course Aims:

This course aims to;

- enable students to grasp the fundamental concepts and theories in sociology, laying the groundwork for a solid understanding of the discipline.
- train students to analyze and comprehend the social statics (structure) and social dynamics (change) within societies, fostering a nuanced understanding of the complexities inherent in social systems.
- provide knowledge regarding the pivotal role played by social institutions in facilitating the smooth functioning of societies, emphasizing their significance in shaping social structures and interactions.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- comprehend the basic concepts, theories in sociology
- train students to understand the social statics and social dynamics of the society.
- provide knowledge about the role social institutions in the smooth function of the society.
- foster tendency of the cultural relativism among the students.

Course Content

1. Emergence of Sociology
2. Sociology & other social sciences
3. Culture
4. Socialization
5. Social interaction
6. Social stratification
7. Social control
8. Social group
9. Social institution
10. Social change

Teaching /Learning Methods:

- Lecture
- Group Discussion
- Presentation

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40% Mid-term exams Presentations Group discussions Assignments Case studies	End Semester Examination (ESE) – 60%

Required Readings:

அய்யூப், எஸ்.எம். (2013). *சமூகவியல் அடிப்படை எண்ணக்கருக்கள்.* ஒலுவில்: சமூக விஞ்ஞானங்கள் துறை, இலங்கை தென்கிழக்குப் பல்கலைக்கழகம்.

அய்யூப், எஸ். எம். (2020). *சமூக நிறுவனங்கள்.* ஒலுவில்: சிடிபிஎல், இலங்கை தென்கிழக்குப் பல்கலைக்கழகம்.

சுஹிறா.எம்.வை.எம் (2016).அடிப்படைச் சமூகவியல் எண்ணக்கருக்கள். இரண்டாம் பதிப்பு சமூக-அரசியல் கற்றை வட்டம். AJ அச்சகம்.தெகிவளை: இலங்கை

பக்தவத்சலபாரதி. (1999). *பண்பாட்டு மானிடவியல்.* சென்னை: மணிவாசகம் பதிப்பகம்.

Recommended Reading:

Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2021). *Introduction to Sociology* (9th ed.). W.W. Norton & Company.

Haralambos, M., & Heald R.M. (2004). *Sociology: Themes and perspectives.* London: Harper Collins Publishers Limited

Little, W. (2020). *Introduction to Sociology – 2nd Canadian Edition.* BCcampus OpenEd.

Rao Shankar. (2002). *Sociology: Primary principles.* New Delhi: S. Chand and Company Ltd.

Ritzer, G., & Murphy, W. W. (2021). *Introduction to Sociology* (10th ed.). SAGE Publications.

Level	1		
Semester	II		
Course Code	SOM 12293		
Course Title	Social Psychology		
Credit	3		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- introduce key concepts and theories of social psychology.
- provide knowledge to understand social and cultural perspective of personality, attitude, perception and behavior.
- familiarize the students with the skills for coping up with tension, depression, prejudice, discrimination, aggression and violence.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- comprehend how mental process of individuals are molded by the society.
- demonstrate key concepts of self, personality, attitude, perception
- emotions to moderate positive thoughts and moral characters.
- describe the idea of tension, depression, prejudice, discrimination, aggression and violence.

Course Content:

1. Introduction to Social Psychology
   - Defining Psychology
   - Defining Social Psychology
   - Nature and Scope of Social Psychology
   - Significance of Learning Social Psychology

2. Personality
   - Defining what is personality
   - Personality characters
   - Personality development
   - Theories of personality

1. Attitudes
   - Defining what is attitudes
   - Types of attitudes
   - Factors determine the attitudes
   - Attitudes and behavior

3. Social perception
   - Defining what is social perception
   - Verbal and Non-Verbal functions of perception

4. Self and Identity
   - Define what is self and identity
   - Formation of self
   - Self-development
   - Self-efficacy

5. Tension and Depression
   - Define the concept of tension and depression
   - What is stress?
   - What is anxiety?
   - Depression and its types
   - Causes of tension and depression

6. Prejudice and Discrimination
   - Defining what is prejudice and discrimination
   - Basic features for discrimination

7. Group dynamics
   - Group formation and social identity
   - Intergroup dynamics

8. Aggression and Violence
   - Defining aggression
   - Types of aggression
   - Violence and its types

Teaching /Learning Methods:
- Lecture - Discussion - Presentation - Self-study / Case study - Self-Learning and analysis of model texts - Field Visit

Assessment Strategy: (from varieties of assessments stated by the faculty)	
Continuous Assessment Test (CAT) – 40% Writing assignment Mid semester examination Quiz Debate Presentation (individual/ group) Group project Case study Report submission Group discussion Practical examination)	End Semester Examination (ESE) – 60%

Required Readings:

ஸமாஹிர். பீ.எம். (2009). *பொது உளவியல் ஓர் அறிமுகம்*, கண்டி, இலங்கை தென்கிழக்கு ஆய்வமயம்.

Aronson, E., Wilson, T. D., & Akert, R. M. (2019). *Social Psychology* (10th ed.). Pearson.

Fiske, & G. Lindzey (Eds.), *Handbook of Social Psychology* (4th ed., Vol. 2, pp. 193-281). McGraw-Hill.

Brewer, M. B. (2007). *The Social Psychology of Intergroup Relations: The Legacy of Henri Tajfel.* Wiley-Blackwell.

Cialdini, R. B. (2009). *Influence: Science and Practice* (5th ed.). Pearson.

Gilbert, D. T., Fiske, S. T., & Lindzey, G. (2016). *The Handbook of Social Psychology* (5th ed.). Wiley.

Hogg, M. A., & Vaughan, G. M. (2018). *Social Psychology* (8th ed.). Pearson.

Kassin, S., Fein, S., & Markus, H. R. (2017). *Social Psychology* (10th ed.). Cengage Learning.

Myers, D. G. (2019). *Social Psychology* (12th ed.). McGraw-Hill Education.

Recommended Reading:

Fiske, S. T., & Taylor, S. E. (2017). *Social Cognition: From Brains to Culture* (4th ed.). McGraw-Hill Education.

Dollard, J., Doob, L. W., Miller, N. E., Mowrer, O. H., & Sears, R. R. (1939). *Frustration and Aggression.* Yale University Press.

Berscheid, E., & Reis, H. T. (1998). *Attraction and Close Relationships.* In D. T. Gilbert, S. T.

Hogg, M., & Vaughan, G. (2005). *Social Psychology*. (4th ed). London: Prentice-Hall.

Level	1		
Semester	II		
Course	SOM 12302		
Course Title	Family counselling		
Credit	2		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- impart knowledge on family life, emphasizing love, sex, positive parenting, and factors influencing happiness and conflict.
- foster an understanding of the causes and consequences of divorce.
- provide students with valuable insights for navigating familial dynamics, promoting a well-rounded understanding of family relationships.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- provide the knowledge on the family and family life.
- make aware the students about the role of love and sex in the family life.
- educate students the importance of positive parenting.
- offer the knowledge about factors of happiness and conflict in the family life.
- understand the causes and consequences of divorce.

Course Content:

1. Introduction to family counseling
2. Evolution of the Concept of Family Counseling
3. Developmental Models of Family Life
4. Family issues: Child care, Parenting, violence in the family life , Divorce
5. Concepts of 'Family Life Cycle' and 'Communication Pattern within Families
6. Approaches to Family Counseling
7. Family Counseling Process
8. Indications and Contraindications for Family Counseling

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy:

Continuous Assessment Test - 40% Writing assignment Mid semester examination Quiz Debate Presentation (individual/ group) Group project Case study Report submission Group discussion Practical examination)	End Semester Examination (ESE) – 60%

Required Readings:

இத்ரீஸ், ஏ.பி.எம். *(2012). குழந்தைகளும் வாழ்வும். வாழைச்சேனை:* காகம் வெளியீடு.

றமீஸ், ஏ.சி.எம். *(2012). இஸ்லாத்தில் குழந்தை வளர்ப்பு.* ஏ. பிரின்டர் *(பிரைவட்)* லிமிடட்.

ஸஹீத், அ. *(2018). மகிழ்ச்சிகரமான குடும்ப வாழ்வு.* கொழும்பு: ரேடியன் பதிப்பகம்.

ெயின், றவுப். *(2011). குடும்ப வாழ்வின் உளவியல் திட்டமிடல், தீர்வுகள், மகிழ்ச்சிக்கான வழிகள் குறித்த உளவியல் கையேடு.* திஹாரி: அபிவிருத்திக் கற்கைகளுக்கான நிலையம்.

Recommended Reading:

Burns, D. (2013). *The Feeling Good Handbook.* Plume.

Carter, B., & McGoldrick, M. (2005). *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives* (3rd ed.). Pearson.

Goldenberg, H., & Goldenberg, I. (2017). *Family Therapy: An Overview* (9th ed.). Cengage Learning.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and Intervention.* Norton & Company.

Nichols, M. P., & Schwartz, R. C. (2021). *Family Therapy: Concepts and Methods* (11th ed.). Pearson.

Scharf, R. S. (2001). *Theories of Psychotherapy & Counseling: Concepts and Cases*. (3rd ed.). Thomson, Brooks/Cole.

Level	2
Semester	I
Course Code	SOM 21313
Course Title	Sociology of Gender & Sexuality
Credit	3
Core/ Compulsory/ Elective	Core

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- explain how societal norms and expectations shape the roles of men and women in society.
- use feminist theories to analyze and interpret various gender-related issues and events.
- familiar with different forms of gender-based discrimination and the strategies used to address them.
- articulate the importance of comprehensive and inclusive sex education and its role in promoting healthy attitudes towards sexuality.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate the socially construction nature of the differences between roles of men and women in the society
- apply the feminist theories to understand gender related phenomenon
- shown an awareness on gender-based discrimination and mechanisms and policies to counter such discrimination
- identify the strategies to empower the women in society, and
- understand the sexuality concept and need of the comprehensive andinclusive sex education.

Course Content:

1. Sex and gender
   - Define sex and gender
   - Differences between masculinity and femininity
   - Gender Equity and Equality

2.Gender role
   - Biological explanation
   - Cultural explanation
   - Socialization into sex roles

2. Theorizing patriarchy
   - Structure of patriarchy
   - Characteristics of patriarchy
   - Consequences of patriarchy

3. Feminism
   - Concept of feminism
   - Theoretical perspectives
4. Sexuality
   - What is sexuality
   - Inclusive sex Education
   - Comprehensive sex Education
   - Effect of globalization on sexuality

-

5. Womans' positions

   - Violence against women
   - Women and Education
   - Women and politics
   - Women empowerment

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Self-study / case study
- Independent learning and analysis texts
- Movies and documentary films

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Writing assignment Mid semester examination Quiz Debate Presentation Field visits	End Semester Examination (ESE) - 60%

Required Reading:

Ayoob, S.M. (2020). பால் மற்றும் பால்நிலை: ஒரு சமூகவியல் விசாரணை (Sex and Gender: A Sociological Inquiry). Journal of Modern Thamizh Research (et Pdj; jkpoha;T), Vol.08(02): 728-733, April-June 2020, Raja Publications, Tamil Nadu, India.

Ayoob, S.M. (2020). பெண்களின் பால்நிலை வகிபாகங்கள்: புத்திஜீவித்துவ உரையாடல்கள் (Gender Roles of Women: Intellectual Dialogues). In edited by Ayoob S.M. on Feminism and Language: Intellectual Dialogues. Sainthamaruthu: Excellent Publication, pp.135-162.

Ayoob, S.M. (2017). பெண்ணியம்: பெண்விடுதலையை நோக்கிய சிந்தனைப் போராட்டம் (Feminism: Thought struggle towards women's liberation). Journal of Social Review. Vol.4(1): 10-20, June 2017, Department of Social Sciences, Faculty of Arts and Culture, South Eastern University of Sri Lanka, University Park, Oluvil, Sri Lanka.Connell, R. W. (2005). *Masculinities* (2nd ed.). University of California Press.

சுஹிறா.எம்.வை.(2025).*பால்நிலை : கருத்தியல் மற்றும் பிரயோக நோக்கு*. சமூக- அரசியல் படிப்பகம், AJ அச்சகம்.கொழும்பு.

Duggan, L. (2003). *The Twilight of Equality? Neoliberalism, Cultural Politics, and the Attack on Democracy.* Beacon Press.

Stryker, S. (2008). *Transgender History.* Seal Press.

Tong, R. (2009). *Feminist Thought: A More Comprehensive Introduction* (2nd ed.). Westview Press.

Walby, S. (1990). *Theorizing Patriarchy.* Blackwell.

Recommended Reading:

Connell, R. W. (2005). *Masculinities* (2nd ed.). University of California Press.

Crenshaw, K. (1991). *Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color.* Stanford Law Review, 43(6), 1241-1299.

Lorber, J. (2010). *Gender Inequality: Feminist Theories and Politics* (4th ed.). Oxford University Press.

Risman, B. J. (2004). *Gender Vertigo: American Families in Transition.* Yale University Press.

Weeks, J. (2010). *Sex, Politics, and Society: The Regulation of Sexuality Since 1800* (3rd ed.). Routledge.

Level	2		
Semester	II		
Course Code	SOM 22323		
Course Title	Sociology of Education: Theories and Practices		
Credit	3		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- provide a comprehensive understanding of the foundational theories in the sociology of education.
- critically analyze the role of education in society, including its functions, inequalities, and dynamics.
- explore the intersectionality of various social factors such as class, race, gender, and culture within educational systems.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify the key theoretical frameworks in the sociology of education, including functionalism, conflict theory, symbolic interactionism, and critical theory.
- analyze the social functions of education, including socialization, reproduction of social inequalities, and

social mobility.
- critically evaluate the role of education in shaping and perpetuating social stratification based on factors such as socioeconomic status, race, ethnicity, and gender.
- apply sociological concepts and theories to analyze contemporary issues in education, such as standardized testing, tracking, school choice, and educational reform efforts.

Course Content:

1. Introduction to Education in Sociological aspect: Concept and origin
2. Theories of Education and Society
3. Education as a Social Institution (Social Capital)
4. Social Inequality an Education
5. Education and Socialization
6. Education and Social mobility
7. Education and Cultural changes
8. Education and Human Development
9. Education and Socio, culture and Economic issues

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment
- Field visits

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Amsler, S. (2014). *Neoliberalism and Education: An Introduction.* Routledge.
Bowles, S., & Gintis, H. (2002). *Schooling in Capitalist America: A Critical Analysis.* Haymarket Books.
Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to Sociology* (10th ed.). W.W. Norton & Company.
Rizvi, F., & Lingard, B. (2010). *Globalizing Education Policy.* Routledge.
Selwyn, N. (2016). *Education and Technology: Key Issues and Debates.* Bloomsbury.

Recommended Reading:

Apple, M. W. (2013). *Education and Power.* Routledge.
Coleman, J. S. (1966). *Equality of Educational Opportunity.* U.S. Department of Health, Education, and Welfare.
Oakes, J. (2005). *Keeping Track: How Schools Structure Inequality.* Yale University Press.
Freire, P. (1970). *Pedagogy of the Oppressed.* Continuum.
Giroux, H. A. (2011). *On Critical Pedagogy.* Continuum.
Zhao, Y. (2012). *World Class Learners: Educating Creative and Entrepreneurial Students.* Corwin.

Level	2		
Semester	II		
Course Code	SOM 22332		
Course Title	Digital Sociology		
Credit	2		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

is course aims to;

- explain central theoretical concepts of digital sociology.
- demonstrate a basic understanding of how the internet and social media have been analyzed sociologically, and independently grasp theoretical debates in the field of digital sociology.
- show a basic understanding of, and independently describe, research on the relations between technology and social change, power disparities, democracy, surveillance, work, and participation.
- develop the ability to independently reflect on questions of digitization, technology, and social change.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain central theoretical concepts of digital sociology
- demonstrate a basic understanding of how the internet and social media have been analysed sociologically, and independently grasp theoretical debates in the field of digital sociology
- show a basic understanding of, and independently describe, research on the relations between technology and social change, power disparities, democracy, surveillance, work and participation.
- Have the ability to independently reflect on questions of

Course Content:

- Defining the concept and history of digital sociology
  - Defining the concept
  - history of digital sociology
  - Sociological perspective on digital technology and Society
  - Arguments of Technology Classical sociologist (Karl Marx, Auguste Comte, Max Weber and Thorstein Veblen.)
  - Twentieth-century sociologists (William Fielding Ogburn, Lewis Mumford & Jacques Ellul)

- Digital communication and interaction, internet, social media and society
  - Digital communication and interaction
  - Interaction and usage of internet
  - social media and society

3. Digitalization of society: power disparities; democracy; surveillance; work and participation.
   - Power disparities
   - democracy
   - Surveillance

4. Digital labor and the digital formation of collective identity (sexuality, race, disability and intersections
   - labor and collective identity
   - Sexuality
   - Race
   - Disability

5. Data and social, governmental and organizational structures
   - Data and Government
   - Data and Social organization

6. Consuming behavior and Digital Communities

7. Social change and the social and cultural aspects of digital media.

8. Sociological impact of digital technology in everyday digital Life

Teaching /Learning Methods:

- Lecture
- Group discussion
- Presentation
- Case study
- Short research
- Brain Storming (Documentary videos)

Assessment Strategy: *(from varieties of assessments stated by the faculty)*

Continuous Assessment Test (CAT) - 40%; Presentation individual group Group project Case study Theory	End Semester Examination (ESE) - 60%

Required Reading:

Castells, M. (1996). *The Rise of the Network Society*. Wiley-Blackwell.

boyd, d. (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale University Press.

Recommended Reading:

Couldry, N. (2012). *Media, Society, World: Social Theory and Digital Media Practice*. Polity Press.

Beer, D. (2019). *The Quirks of Digital Culture*. Emerald Publishing.

Beer, D. (2018). *The Data Gaze: Capitalism, Power and Perception*. SAGE.

Lindgren, S. (2022). *Digital Media & Society* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Lupton, D. (2015). *Digital Sociology.* Routledge.

Selwyn, N. (2019). *What is Digital Sociology.* Cambridge: Polity Press.

Salganik, M. (2019). *Bit by Bit: Social Research in the Digital Age*. Princeton University Press.

Wellman, B., & Haythornthwaite, C. (Eds.). (2008). *The Internet in Everyday Life*. Wiley-Blackwell.

Level	3		
Semester	I		
Course Code	SOM 31343		
Course Title	Social Problems		
Credit	1		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	30	15	105

Course Aims:

This course aims to;

- develop the of key sociological concepts and theories related to social problems.
- critically analyze the range of social problems prevalent within sri lanka.
- examine the interplay between social problems, power structures, and inequalities.
- evaluate the effectiveness of past and present interventions designed to address social problems in sri lanka.
- propose potential solutions and policy recommendations grounded in sociological perspectives and evidence.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- define and explain the concept of "social problems" from a sociological perspective. discuss what makes certain conditions concerning enough to be classified as social problems.
- identify and describe a wide range of social problems. this includes understanding their prevalence, historical context, and the different groups they impact.
- describe the major sociological theories used to explain social problems (e.g., functionalism, conflict theory, symbolic interactionism).
- analyze the complex causes of social problems. understand the interplay of social, economic, political, cultural, and historical factors.
- examine the consequences of social problems for individuals, groups, and society as a whole.

Course Content:

1. Introduction to Social Problems
   - Defining social problems
   - Sociological perspectives on social problems (functionalism, conflict theory, symbolic interactionism)
   - Social construction of problems
2. Poverty, Inequality, and Economic Disparity

- Measuring poverty in Sri Lanka
- Causes of poverty and income inequality
- Economic stratification and its social consequences

3. Discrimination and Social Exclusion
   - Race, ethnicity, and conflict in Sri Lanka (historical and contemporary perspectives)
   - Caste-based discrimination
   - Gender inequality and gender-based violence
   - Discrimination based on disability, sexual orientation, etc.

4. Health and Well-Being
   - Access to healthcare and health disparities
   - Mental health challenges in Sri Lanka
   - Substance abuse and addiction

5. Crime and Deviance
   - Types of crime in Sri Lanka
   - Theories of crime and deviance
   - The criminal justice system in Sri Lanka

6. Education and Social Mobility
   - Educational inequality in Sri Lanka
   - The role of education in social reproduction
   - Barriers to achieving upward mobility

7. Environmental Problems
   - Deforestation, pollution, and climate change impacts in Sri Lanka
   - Environmental justice and social movements
   - Sustainable development strategies

8. Social Change and Policy Responses
   - Social movements and activism in Sri Lanka
   - Government policies and programs addressing social problems
   - Non-governmental organizations (NGOs) and their role
   - Evaluating policy effectiveness.

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment
- Field visits

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Andersen, M. L., & Taylor, H.F. (2023*). Sociology: The essentials* (12th ed.). Cengage Learning.

Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to Sociology* (10th ed.). W.W. Norton & Company.

Best, J. (2017). Social Problems: A Human Rights Perspective (4th ed.). Pearson.

Schudson, M. (2003). The Sociology of News. W.W. Norton & Company.

Mooney, L. A., Knox, D., & Schacht, C. (2014). *Understanding*

social problems (10th ed.). Cengage Learning.
Recommended Reading:
Brock, W. A., & McKenna, P. (2004). Global Social Problems: Contemporary Perspectives and Solutions. Oxford University Press. *Cohen, S. (2002). Folk Devils and Moral Panics: The Creation of the Mods and Rockers. Routledge.* *Marvin, S., & Graham, S. (2001). The City and the Risk Society: The Urban Crisis in the Context of Contemporary Social Theory. International Journal of Urban and Regional Research, 25(4), 650-668.*

Level	3		
Semester	II		
Course Code	SOM 32353		
Course Title	Sociology of Development		
Credit	3		
Core/ Compulsory/ Elective	Core		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	15	105
Course Aims:			

This Course aims to;

- provide knowledge on understanding the paradigm of development in sociological perspective.
- familiarize the students with concepts, theories and models related to development and development challenges.
- provide critical understanding on development policy and its implementation.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify and analyses Development and problem from a sociological perspective.
- acquire a sociological understanding about development and their remedies.
- realize the factors that contribute for creating development problems, and able to find remedies to mitigate these issues from the society.

Course Content:

1. Introduction to sociology of development
- Concept of Development
- Historical development of Development of Sociology

2. Theories of Development
   - The Modernization Theory
   - Dependency Theory
   - World-System Theory
   - Postcolonial Theory:
   - Feminist Theories

3. Concepts in Development
- Economic Development
- Social Development
- Human Development

- Sustainable Development
- Globalization and Development

4. Discourse and Recent Trends in Development
   - Democratization and development
   - Globalization and development
   - Gender and Development
   - Health, Education, Livelihood and Development

5. Socio- Political Factors in Development
- Role of the State
- Social Inequalities and Development
- Civil Society and Social Movements
- Corruption and Political Instability

6. Development Policy and Practice
   -Development Projects and Strategies
   - Aid and Foreign Assistance
   - Microfinance and Local Development
   - Development Challenges
   -

Teaching /Learning Methods*:*

- Lecture
- Discussion
- Presentation
- Self-study / Case study
- Independent learning and analysis of model texts
- Field visits

Assessment Strategy*: (from varieties of assessments stated by the*

Continuous Assessment Test (CAT) - 40%; Quiz Presentation Written test	End Semester Examination (ESE) - 60%

Required Reading:

Bourguignon, F. (2004). *The Poverty-Growth-Inequality Triangle.* World Bank.
Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World.* Princeton University Press.
Escobar, A. (2004). *Development, Critique, and Praxis.* In M. C. Davis (Ed.), *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism* (pp. 35-53). Wiley-Blackwell.
Gills, B., & Rocamora, J. (2023). *Global Development and Critical Theory: Contemporary Perspectives.*
Gunathilaka ,N. Goonasekara,S.(2005). Understanding the Impacts of Development interventions on Poverty .CEPA
Guyer, J. I. (2022). *Development and its Discontents: Reimagining the Global South.*
Harriss, J. (2023). *Inequality, Poverty, and Development: New Theories and Realities.*
Lind, J., & Skarstad, L. (2024). The Politics of Development: A Global Perspective on State Power and Development Policy.
López, A. & Chaves, M. (2024). *Development, Gender, and Social Justice: Critical Perspectives.*

Mohan, G. (2024). *Postcolonial Development: The Politics of Knowledge and Power in Global Development.*
Rostow, W. W. (1960). *The Stages of Economic Growth: A Non-Communist Manifesto.* Cambridge University Press.
Sen, A. (1999). Development as Freedom. Oxford University Press.
Srinivasan, J. (2014). Technological Innovation and Development. In The Sociology of Development Handbook (pp. 223-246). Sage

Publications.
Recommended Reading:
Kabeer, N. (2005). Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal. Gender and Development, 13(1), 13-24. *McMichael, P. (2008). Development and Social Change: A Global Perspective (4th ed.). Pine Forge Press.* Moyo, D. (2009). *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa.* Farrar, Straus, and Giroux. Ravallion, M. (2016). *The Economics of Poverty: History, Measurement, and Policy.* OxfordUniversity Press. *Todaro, M. P., & Smith, S. C. (2011). Economic Development (11th ed.). Pearson.*

6.6 COMPUTING

Level 01
Semester I

Level	1		
Semester	I		
Course Code	CPM 11463		
Course Title	Introduction to Programming		
Credit	3		
Main/ Compulsory/ Elective	Main		
Notional Hours Breakdown	Theory	Practical	Self - Learning
	30	30	90
Corse Aim:			
This course aims to; - equip students with fundamental concepts in programming and programming languages. - foster the ability to apply acquired knowledge to solve problems and create software applications. - emphasize successful application of programming skills by the end of the course. - demonstrate proficiency in basic programming skills upon completion. - enable students to navigate and contribute effectively to the field of programming.			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; - provide students with the basic concepts in programming and programming languages			
Course Content:			

1. Identify and describe uses of primitive date types.
2. Design, implement, test, and debug a programme that uses each of the following fundamental programming constructs: basic computation simple I/O, standard conditional and iterative structures, the definition of functions and parameter passing.
3. Write a programme that uses file I/O to provide persistence across multiple executions.
4. Choose appropriate conditional and iteration constructs for a given programming task.
5. Describe the concept of recursion and giving examples of its use.
6. Identify the base case and general case of a recursively-defined problem
7. Discuss the importance of algorithms in the problem-solving process.
8. Use a programming language to implement, test, and debug algorithms for solving simple problems.
9. Implement a divide-and-conquer algorithm for solving a problem.
10. Apply the technique of decomposition to break a programme into small pieces.

Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment

Assessment Strategy: (from varieties of assessments stated by the faculty)	
Continuous Assessment Test (CAT) – 40% Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) – 60%

Required Readings:

Schildt, H. (2011). Java: *The Complete Reference (8th Ed.).* Tata McGraw-Hill Edition.

Elizabeth, A.D. (2002). *Computer Programme Design*. Tata McGraw-Hill Edition.

Semester II

Level	1		
Semester	II		
Course Code	CPM 12473		
Course Title	Advanced Data Analysis Techniques		
Credit	3		
Main/Compulsory/Elective	Main		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	30	90

Course Aims:
This course aims to; - proficiency in Industry-Standard Data Analysis Software - advanced Skills in Dataset Handling and Visualization - expertise in Predictive Modeling and Data-Driven Decision Making

Intended Learning Outcomes:

At the end of this course, the student will be able to; - develop proficiency in using industry-standard data analysis software such as Excel, SPSS, Power BI, Tableau, etc. - acquire advanced skills in navigating, manipulating, and visualizing complex datasets within these platforms. - gain expertise in building predictive models using techniques like regression, decision trees, and machine learning algorithms. - apply data-driven approaches to forecast trends, make predictions, and optimize business strategies.
Course Content:
1. Data preparation and cleaning: - Data collection - Data types - Data quality - Data wrangling
2. Statistical analysis: - Descriptive statistics - Inferential statistics - Regression analysis - Time series analysis
3. Data visualization: - Data visualization principles - Data visualization tools - Creating effective data visualizations
4. Software skills - Excel - SPSS - Power BI - Tableau - R - Python

Teaching /Learning Methods: - Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment		
Assessment Strategy: (from varieties of assessments stated by the faculty)		
Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) – 60%	
Required Readings:		
MacQueen, J. G., Clark, G. M., & Braverman, P. J. (2022). *Statistical methods for data analysis (6th ed.)*. Cengage Learning. James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). *An introduction to statistical learning: With applications in R (2nd ed.)*. Springer Nature. Géron, A. (2019). *Hands-on machine learning with Scikit-Learn & TensorFlow:Concepts, tools, and techniques (2nd ed.)*. O'Reilly Media. Shneiderman, B., Munzner, T., & Few, S. (2009). *Interactive data visualization:A widescreen view* (2nd ed.). O'Reilly Media.		

Level	1		
Semester	II		
Course Code	CPM 12482		
Course Tittle	Introduction to Artificial Intelligence (AI)		
Credit	2		
Main/Compulsory/Elective	Main		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	20	20	60
Course Aims:			

This course aims to;

- discuss about the theoretical fundamentals of AI and how it affects users and organizations.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- analyze the approaches, techniques and tools to deploy Intelligent Systems in an organization
- adjust any AI-based system to improve how it exhibits intelligence in response to a real-world problematic.
- assess the potential and risks related to technological and ethical issues in AI.

Course Content:

1. Introduction to AI:
   - Definition, history, key concepts, the distinction between narrow AI and general AI.
2. Introduction to Programming for AI:
   - Basics of Python programming language, Data types, control structures, and functions, Introduction to popular AI libraries (e.g., NumPy, Pandas)
3. Theoretical Foundations of AI
   - Logic and reasoning, Probability and theory, optimization algorithm, learning theory
4. Impact of AI on Users and Organizations
   - Benefits of AI for users, Organizational impact of AI, Ethical considerations and societal impact of AI technologies.
5. Approaches for Deploying Intelligent Systems
   - Rule-based, machine Learning.
6. Techniques and Tools for Intelligent System Deployment
   - Data cleaning process
7. Advanced programming for AI:
   - Handling structured and unstructured data, Data cleaning, transformation, and normalization, implementing clustering algorithms (e.g., K-means, DBSCAN), Text preprocessing and feature engineering for NLP tasks, Building text classification models (e.g., sentiment analysis, spam detection)
8. Modifying AI-based Systems for Improved Intelligence
9. Evaluating Technical Challenges and Opportunities of AI
10. Evaluating Ethical Challenges and Opportunities of AI

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) – 60%

Required Readings:

Lauterbach, A., & Bonime-Blanc, A. (2018). *The artificial intelligence imperative: a practical roadmap for business*. ABC-CLIO.

Russell, S., & Norvig, P. (2019). *Artificial intelligence: a modern approach*. 4th edn.

Recommended Reading:

Liu, Y. (2019). *Python Machine Learning by Example: Implement machine learning algorithms and techniques to build intelligent systems*. 2nd edn.

Level 02

Semester I

Level	2		
Semester	I		
Course Code	CPM 21493		
Course Title	Web Development Tools		
Credit	3		
Main/Compulsory/ Elective	Main		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	30	90

Course Aims:

This course aims to;

- describe the fundamental concepts of the Internet, the Word Wide Web, protocols, and web architecture.
- apply HTML, CSS, JavaScript, and PHP to develop a dynamic responsive website.
- deploy a website into the cloud.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the fundamental concepts of the Internet, the World Wide Web, protocols, and web architecture.
- utilize HTML, CSS, JavaScript, and PHP to create a dynamic and responsive website.
- deploy a website to the cloud platform.

Course Content:

1. Introduction
   - Internet
   - World Wide Web
   - Protocols
   - IP address and Domain Name
   - URL and URI
   - Web Browsers and Web Server
   - Web Architecture
   - Web systems security and vulnerabilities
2. Hyper Text Markup Language
   - Introduction
   - Text Formatting
   - List in HTML
   - Tables in HTML
   - Images
   - HTML links
   - HTML Forms
   - HTML Iframes
3. Cascading Style Sheets (CSS)
   - Introduction
   - Basic properties of CSS
   - Background styling
   - Navigation bar
   - Handling multimedia
   - Positioning
   - Website layout
   - Responsive design

4. JavaScript - Introduction - Variables and functions - JavaScript events - Loops and conditions - Form handling - DOM, Object, and Classes
5. PHP - Introduction - Decisions and loop - Function - Form handling - Database connection
6. Adobe Dreamweaver
7. Bootstrap
8. GitHub
9. Chrome DevTools
Teaching /Learning Methods:
- Lecture - Practical - Discussion
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Other	End Semester Examination (ESE) - 60%

Required Reading:
Duckett, J. (2014). *JavaScript & jQuery: HTML & CSS*. Indianapolis, IN: John Wiley & Sons. Duckett, J., Ullman, C., & Stone, E. (2022). *PHP & MySQL: Server-side Web Development*. Hoboken: John Wiley & Sons.

Recommended Reading:
Duckett, J. (2015). *HTML & CSS: Design and Build Websites*. Indianapolis, IN: John Wiley & Sons, Inc.

Semester II

Level	2		
Semester	II		
Course Code	CPM 22503		
Course Title	Project Management Systems		
Credit	3		
Main/Compulsory/ Elective	Main		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	30	30	90
Course Aims:			
This course aims to; - enhance participants' proficiency in utilizing project - applying techniques for optimizing project schedules through task prioritization, resource allocation, and critical path analysis. - develop skills in managing budgets, tracking expenses, and allocating resources within project management systems,			
Intended Learning Outcomes:			

At the end of this course, the student will be able to;

- develop proficiency in utilizing project management software to create comprehensive project plans.
- apply techniques for task prioritization, resource allocation, and critical path analysis to optimize project schedules.
- gain skills in allocating resources, managing budgets, and tracking expenses within project management systems.
- analyze resource utilization reports and financial dashboards to ensure projects stay within allocated resources.
- learn to use project management systems for real-time monitoring of project milestones and deliverables.
- implement strategies to identify and address potential risks, deviations, and bottlenecks to keep projects on track.

Course Content:

1: Introduction to Project Management Systems
- Overview of Project Management and Its Importance
- Evolution of Project Management Software
- Types of Project Management Systems (Desktop vs. Cloud based)
- Selection Criteria and Considerations

2.Project Planning and Scheduling
- Creating Project Work Breakdown Structures (WBS)
- Task Dependencies and Gantt Chart Construction
- Resource Allocation and Levelling
- Critical Path Analysis and Resource Constraints

3.Communication and Collaboration Tools
- Utilizing Team Messaging and Discussion Boards
- File Sharing and Version Control
- Calendar and Event Management
- Task Assignments and Notifications

4.Resource Management and Budgeting
- Resource Allocation and Resource Leveling
- Budget Creation and Tracking
- Cost Estimation and Resource Optimization
- Earned Value Management (EVM) and Performance Metrics

5.Risk Management and Issue Tracking
- Identifying and Assessing Project Risks
- Risk Mitigation Strategies and Contingency Planning
- Issue Identification, Logging, and Resolution
- Change Management and Scope Control
- Custom Reports and Data Export

6.Integration with Other Tools and Software
- Integrating Project Management Systems with Office Suites (e.g., Microsoft Office)
- Compatibility with File Storage and Sharing Platforms (e.g., Dropbox, Google Drive)
- API Integration and Third-party Add-ons

Teaching /Learning Methods:

- face-to-face
- interactive discussions
- demonstrations
- group project
- hands-on activities
- online resources.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term Theory Practical	End Semester Examination (ESE) - 60%

Required Reading:

Project Management Institute (PMI). (2021). *A Guide to the Project Management Body of Knowledge* (PMBOK® Guide). (7th ed.). Project Management Institute (PMI).

Kendall, K. A., & Kendall, J. E. (2021). *Project Management for Information Systems* (11th ed.). Pearson.

Wysocki, R. K. (2022). *Effective Project Management: Traditional, Agile, and Hybrid Approaches* (8th ed.). Wiley.

Recommended Reading:

Lock, D. (2021). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (12th ed.). Gower Publishing.

Meredith, J. R., & Mantel, S. J. (2022). *Modern Project Management: A Systems Approach* (12th ed.). Wiley.

Level	2		
Semester	II		
Course Code	CPM 22512		
Course Title	Cloud Computing		
Credit	2		
Main/Compulsory/ Elective	Main		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	20	20	60

Course Aims:

This course aims to;

- provide participants with a comprehensive understanding of cloud computing, covering concepts, service models, deployment models, and architecture design
- imparting knowledge in cloud security, resource management, migration and integration, service orchestration and automation, as well as performance optimization.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- discuss about the cloud concepts, service models, deployment models, and architecture design.
- acquire skills in managing and optimizing cloud resources effectively, including compute instances, storage, networking, and databases.
- gain knowledge in cloud security, resource management, migration and integration, service orchestration and automation, as well as performance optimization.
- understand the governance, legal, and compliance considerations associated with cloud computing.

Course Content:

1. Introduction to Cloud Computing:
   - Introduction, Six-phase of computing, Layer of Cloud Computing, Types of Cloud Computing, Advantages and
2. Virtualization in Cloud Computing:
   - Virtualization, Types of virtualizations, Hypervisor, Virtual machine, Container, Container vs virtual machine.
3. Container:
   - Introduction to Containers, Docker Fundamentals, Container Orchestration with Kubernetes, Container Security and
9. Migrating into cloud:
   - Introduction to Cloud Migration, Assessing Cloud Readiness, Cloud Migration Methodologies, Security and Governance in Cloud Migration, Cost Optimization and Financial

10.Cloud Storage: - Introduction to Cloud Storage, Cloud Storage Service Providers, Data Security and Compliance in Cloud Storage, Cloud Storage Performance Optimization.
11.Container Orchestration: - Introduction to Container Orchestration, Introduction to Kubernetes, Kubernetes, Deploying Applications with
12.Cloud Hosting and Cloud monitoring: - Introduction to Cloud Hosting, Cloud Hosting Providers and Services, Cloud Infrastructure as a Service (IaaS), Cloud Storage
13. Cloud Testing: - Introduction to Cloud Testing, Types of testing in cloud, TaaS, Challenges in cloud testing, Cloud testing automation tool.
Teaching /Learning Methods:
- face-to-face - interactive discussions - demonstrations - group project - hands-on activities - online resources.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term Other Theory Practical	End Semester Examination (ESE) - 60%

Required Reading:
Buyya, R., Vecchiola, C., & Selvi, S. T. (n.d) *Mastering Cloud Computing*. McGraw Hill Education.
Recommended Reading:
Russell, S., & Norvig, P. (2019). *Artificial intelligence: A modern approach* (4th ed.). Manvi, S., & Shyam, G. (2021). *Cloud Computing Concepts and Technologies* (1st ed.).

Level 03
Semester I

Level	3		
Semester	I		
Course Code	CPM 31523		
Course Title	Information System Security		
Credit	3		
Main/Compulsory/Elective	Main		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	30	30	90
Course Aims:			
This Course aims to; - develop a comprehensive understanding of fundamental information security concepts, including confidentiality, integrity, availability, authentication, and authorization.			
Intended Learning Outcomes:			

At the end of this course, the student will be able to;

- apply security principles to assess and mitigate risks in various information system environments.
- conduct thorough risk assessments to identify vulnerabilities and potential threats to information systems.
- develop and implement risk mitigation strategies, including contingency planning, incident response, and disaster recovery.
- demonstrate legal and regulatory frameworks relevant to information system security (e.g., GDPR, HIPAA, ISO 27001).
- apply ethical principles in information system security practices, considering privacy, data protection, and ethical hacking techniques.

Course Content:

1. Introduction to Information System Security
   - Understanding the Importance of Information Security
   - Historical Perspective and Evolution of Information Security
   - Key Concepts: Confidentiality, Integrity, Availability (CIA Triad)
2. Threats and Vulnerabilities
   - Types of Cyber Threats (Malware, Phishing, DoS, DDoS, etc.)
   - Common Vulnerabilities in Information Systems
   - Social Engineering Attacks and Insider Threats
3. Security Policies and Procedures
   - Developing Information Security Policies and Guidelines
   - Access Control Policies and Role-based Access Control (RBAC)
   - Security Incident Response and Reporting Procedures
4. Security Architecture and Design
   - Security Models (Bell-LaPadula, Biba, Clark-Wilson, etc.)
   - Network Security Architecture (Firewalls, VPNs, IDS/IPS)
   - Secure System Design Principles and Security by Design
5. Cryptography and Encryption
   - Principles of Cryptography: Symmetric vs. Asymmetric Encryption
   - Public Key Infrastructure (PKI) and Digital Certificates
   - Cryptographic Protocols (TLS, SSL, IPsec)
6. Authentication and Authorization
   - Multi-factor Authentication (MFA)
   - Single Sign-On (SSO) and Federated Identity Management
   - Role-based Access Control (RBAC) and Least Privilege Principle
7. Security Assessment and Testing
   - Vulnerability Assessment and Penetration Testing
   - Security Audits and Compliance Testing
   - Security Tools and Techniques (Scanners, Sniffers, etc.)
8. Security for Applications and Data
   - Secure Software Development Life Cycle (SDLC)
   - Database Security and Data Encryption
   - Web Application Security (OWASP Top 10)
9. Network Security and Firewalls
   - Intrusion Detection and Prevention Systems (IDS/IPS)
   - Virtual Private Networks (VPNs) and Tunneling Protocols
   - Network Monitoring and Packet Analysis
10. Security Incident Handling and Response
    - Incident Identification, Triage, and Classification
    - Incident Containment and Eradication
    - Post-Incident Analysis and Reporting
11. Compliance and Legal Considerations
    - Regulatory Frameworks (GDPR, HIPAA, ISO 27001, etc.)
    - Data Privacy and Protection Laws
    - Ethical Hacking and Responsible Disclosure
12. Emerging Trends in Information Security
    - Cloud Security and Virtualization
    - Internet of Things (IoT) Security
    - Artificial Intelligence and Machine Learning in Security

Teaching /Learning Methods:

- Lecture
- Presentation
- Class activities

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term	End Semester Examination (ESE) - 60%

Required Reading:

Whitman, M. E., Mattord, H. J., & Green, A. (2017). Principles of Information Security. Cengage Learning.

Easttom, C. (2018). System Forensics, Investigation, and Response (3rd ed.). Jones & Bartlett Learning.

Recommended Reading:

Vacca, J. R. (2013). Computer and Information Security Handbook (2nd ed.). Morgan Kaufmann.

Harris, S. (2018). CISSP All-in-One Exam Guide (8th ed.). McGraw-Hill Education.

Schneier, B. (2015). Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World. W. W. Norton & Company.

Semester II

Level	3		
Semester	II		
Course Code	CPM 32533		
Course Title	Enterprise Resource Planning (ERP) System		
Credit	3		
Main/Compulsory/Elective	Main		
Hourly Breakdown	Theory	Practical	Self-Learning
	30	30	90

Course Objectives:

This course aims to;

- develop a deep understanding of the concepts, principles, and architecture of Enterprise Resource Planning (ERP) systems, including their role in streamlining business processes and enhancing organizational efficiency.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- gain practical skills in planning, implementing, and configuring erp systems within an organizational context, ensuring seamless integration with existing processes and technologies.
- learn to analyze business processes and identify opportunities for improvement through the effective utilization of erp systems, resulting in enhanced productivity, cost reduction, and improved decision-making.
- acquire the knowledge and skills required to administer and maintain an ERP system, including user management, system monitoring, troubleshooting, and implementing updates or enhancements.

Course Content:

1. Introduction to ERP Systems
   - Definition and Evolution of ERP Systems
   - Key Components and Modules of an ERP System
   - Benefits and Challenges of Implementing ERP
   - Role of ERP in Business Process Integration
2. ERP System Architecture and Infrastructure
   - Client-Server vs. Cloud-based Architectures
   - Database Management Systems (DBMS) in ERP
   - Hardware and Networking Considerations
   - Scalability and High Availability in ERP Systems
3. ERP Selection and Implementation
   - Needs Analysis and System Selection Criteria
   - Project Planning and Resource Allocation
   - Customization vs. Configuration of ERP Software
   - Change Management and User Training

4. Main ERP Modules
   - Financial Management (General Ledger, Accounts Payable, Accounts Receivable)
   - Human Resource Management (HRIS, Payroll, Employee Self-Service)
   - Supply Chain Management (Inventory, Order Management, Procurement)
   - Customer Relationship Management (CRM) Integration
5. Integration with External Systems
   - Integration with Customer Relationship Management (CRM) Software
   - Integration with Business Intelligence (BI) and Reporting Tools
   - Data Exchange with Third-Party Applications (e.g., E-commerce Platforms)
6. Business Process Reengineering with ERP
   - Analyzing Current Business Processes
   - Process Mapping and Identification of Gaps
   - Redesigning Processes for ERP Optimization
   - Performance Metrics and Key Performance Indicators (KPIs)
7. ERP Security and Access Control
   - User Authentication and Authorization
   - Role-Based Access Control (RBAC)
   - Security Policies and Data Encryption
   - Auditing and Monitoring in ERP Systems
8. ERP System Administration and Maintenance
   - User Management and Profile Configuration
   - System Monitoring and Performance Tuning
   - Backup and Recovery Strategies
   - Applying Updates, Patches, and Enhancements
9. ERP Implementation Case Studies
   - Analyzing Successful ERP Implementations in Various Industries
   - Lessons Learned and Best Practices
   - Examining Failed Implementations and Root Causes
10. Emerging Trends in ERP
    - Cloud-Based ERP Solutions
    - Mobile ERP and IoT Integration
    - AI and Machine Learning in ERP Systems

Teaching /Learning Methods:

- This course is taught primarily face-to-face with lectures, interactive discussions, demonstrations, group project, hands-on activities, and online resources.

Assessment Strategy: (*from varieties of assessments stated by the faculty*

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term	End Semester Examination (ESE) - 60%

Required Reading:

Leon, A., & Leon, M. (2015). Enterprise Resource Planning. Tata McGraw-Hill Education.

Magal, S. R., & Word, J. (2018). Integrated Business Processes with ERP Systems. Wiley.

O'Leary, D. E. (2019). Enterprise Resource Planning Systems: Systems, Life Cycle, Electronic Commerce, and Risk. Cambridge University Press.

Recommended Reading:

Shanks, G., Parr, A., & Hu, B. (2019). The Theory and Practice of Change Management. Routledge.

Wagner, B. (2017). Fundamentals of Enterprise Risk Management: How Top Companies Assess Risk, Manage Exposure, and Seize Opportunity. AMACOM.

7. COMPULSORY MODULES

7.1 ENGLISH

The English courses are offered by Department of English Language Teaching (DELT) under the purview of Faculty of Arts and Culture.

7.2 INFORMATION TECHNOLOGY

Level 01

Semester I

Level	1		
Semester	I		
Course Code	ITC 11011		
Course Title	Working with PC/OS		
Credit	1		
Core/ Compulsory/ Elective	Compulsory		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	10	10	30
Course Aims:			
This course aims to; - give undergraduates a fundamental understanding of computers and operating systems.			

Intended Learning Outcomes:
At the end of this course, the student will be able to; - equip students with essential knowledge and skills that are relevant in various aspects of their academic and professional pursuits. - become proficient in using computer hardware, software, and peripherals, which is essential for effective communication, research, and problem-solving in the digital age. - gain a comprehensive understanding of operating systems, enabling them to navigate different OS environments and use various tools and features effectively.
Course Content:
1- Introduction to personal computers (PC). - Overview of the basic components of personal computers. (CPU, Memory, storage devices, Input or output devices, Peripherals) - Data Representation in computers 2- Defines the term computer operating system (OS) and investigates its need in computer systems - Introduction to computer operating system - Evolution of OS - Main functions of an operating system (providing an interface, process management, resource management, security, and protection) - Classification of operating systems 3- Basics of operation system handling - User Account and password. - Introducing the user interface navigation. - Working with multiple files and folders and file management. - Application of installing new software and removal. - Basic troubleshooting skills.

- Backup and recovery

4- Explore how an operating system manages directories/ folders and files in computers.
   - File types (need for file types)
   - Directory and file organization (file hierarchy, file security)
   - File security (passwords and access privileges)
   - File storage management (contiguous allocation, linked allocation, indexed allocation)
   - Defragmentation
   - Maintenance of secondary of disk formatting

5- Explores how an operating system manages the resources
   - Memory management (Memory management unit -MMU, physical memory, virtual memory)
   - Input and output device management (device drivers, spooling)

Teaching /Learning Methods:

- Interactive lectures
- demonstrations
- Discussions.
- Face-to-face sessions.

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) – 60%

Required Reading:

Java: *The Complete Reference Eight edition by Herbert Schildt*, Tata McGraw-Hill Edition 2011

Peter Norton. (2017). *Introduction to Computers (7th Edition)*. Career Education. New York.

Harvey M. Deitel & Paul J. Deitel. (2003*). Operating systems (3rd edition)*. Pearson Publisher. New York,

Archer Harris, J. & John Cordani. (1995). *Operating systems*. New York Chicago San Francisco Lisbon London Madrid Mexico City Milan New Delhi San Juan Seoul Singapore Sydney Toronto.

Semester II

Level	1		
Semester	II		
Course Code	ITC 12021		
Course Title	Data Analysis Tools		
Credit	1		
Compulsory/ Compulsory/Elective	Compulsory		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	10	10	30

Corse Aims:

This course aims to;

- proficient Use of Data Analysis Tools
- comprehensive Toolset Mastery
- practical Application of Data Analysis Techniques

Intended Learning Outcomes:

At the end of this course students will be able to;

- identify and select the appropriate data analysis tool for a given task.
- collect, clean, and process data using data analysis tools.
- apply statistical methods to analyze data.
- use data visualization tools to create informative and engaging visualizations.
- communicate the results of their data analysis in a clear and concise manner.

Course Content:

1. Introduction to Data Analysis Tools
    - Understanding the Role of Data Analysis in Decision Making
    - Importance of Choosing the Right Tools
    - Microsoft Excel for Data Analysis
2. Basic Formulas and Functions
    - Data Visualization with Charts and Graphs
    - Pivot Tables for Summarizing Data
    - Advanced Excel Functions for Data Analysis
    - Python for Data Analysis
3. Introduction to Python and Jupiter Notebooks
    - Data Structures and Data Types in Python
    - Data Manipulation with Pandas Library
    - Data Visualization with Matplotlib and Seaborn
4. Introduction to Business Intelligence (BI) Platforms
    - Overview of BI Tools (QlikView, Looker, etc.)
    - Understanding Data Warehousing and ETL Processes
    - Dashboard Design Principles
    - Data Ethics and Privacy

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Readings:

"*Data Science for Business: Fundamentals and Applications*" by Foster Provost and Tom Fawcett

"*The Elements of Statistical Learning*" by Trevor Hastie, Robert Tibshirani, and Jerome Friedman

Recommended Reading:

"*Practical SQL: A Beginner's Guide to Storytelling with Data*" by Anthony DeBarros

Level 02
Semester I

Level	2		
Semester	I		
Course Code	ITC 21031		
Course Title	Basic Computer Networking		
Credit	1		
Core/Compulsory/ Elective	Compulsory		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	10	10	30

Course Aims:

This course aims to;

- demonstrate a comprehensive understanding of data communication, including signal types (digital and analog), their properties (amplitude, frequency, etc.), and propagation speed.
- identify and analyze periodic analog signals, digital signals, transmission impairment, and network performance metrics such as bandwidth, throughput, latency, and jitter.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the concepts of data communication, including signal types (digital and analog), and their properties (amplitude, frequency, etc.).
- analyze periodic analog signals, digital signals, transmission impairment, and network performance metrics like bandwidth, throughput, latency, and jitter.
- apply knowledge of data communication to solve practical networking problems.
- evaluate and compare different network performance metrics to optimize network performance.
- demonstrate proficiency in using networking tools and techniques to troubleshoot network issues.

Course Content:

1. Data communication
   - Components
   - Data representation
   - Data flow
2. Explores signals and their properties
   - Signal types (digital, analog)
   - Properties (amplitude, frequency, wavelength, phase)
   - Propagation speed in a media
3. Periodic analog signals
   - Sine wave
   - Phase
   - Wavelength
   - Time and frequency domains
   - Composite signals
   - Bandwidth

4. Digital signals
   - Bit rate
   - Bit length
   - Digital signal as a composite analog signal
   - Transmission of digital signals
5. Transmission impairment
   - Attenuation
   - Distortion
   - Noise
6. Performance
   - Bandwidth
   - Throughput
   - Latency (Delay)
   - Bandwidth-delay product
   - Jitter
7. Investigates the role of reference models to describe the network architecture
   - TCP/IP models
     - Application
     - Transport
     - Internet
     - Host to network
   - OSI model
     - Application
     - Presentation
     - Session
     - Transport
     - Network
     - Data link
     - Physical
8. Networks
   - Distributed processing
   - Network criteria
   - Physical structures
   - Network models
   - Categories of networks (types)
   - Network topologies
   - Interconnection of networks: internetwork
9. Protocols and standards
   - Protocols
   - Standards
   - Standards organizations
   - Internet standards
10. Explore signal transmission media
    - Wires (guided media) – Twisted pair, coaxial cable, fiber optics, etc..
    - Free space (unguided)
    - Properties (latency, bandwidth, noise, attenuation, distortion)
    - Simple topology: point-to-point connection
11. Explores how the multiple networks are interconnected to from the internet
    - Addressing
      i. Physical Addressing
      ii. Logical Addressing
      iii. Port address
      iv. Specific address
    - A device to connect two or more networks -gateway
    - Need for globally unique inform addressing independent of MAC addresses and LAN technology
      i. IPv4 addresses
      ii. Assigning IPs to networks
         1. Sub-netting
         2. Subnet masks
         3. CIDR notation
         4. Private IP addresses
         5. DHCP
      iii. Scarcity of IPv4 addresses and IPv6 as a solution (an overview)
    - Finding the path to the destination
      i. Routing and routers

ii. Packet switching iii. Best effort delivery
Teaching /Learning Methods:
- demonstration - discussions. - work on tutorials - review course material
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40% Quiz Mid-term Others	End Semester Examination (ESE) - 60%

Required Reading:
Forouzan, B. A. (2007). *Data communication and networking* (4th ed.).

Semester II

Level	2		
Semester	II		
Course Code	ITC 22041		
Course Title	Web Designing		
Credit	1		
Core/Compulsory/ Elective	Compulsory		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	10	10	30

Course Aims:
This course aims to; - describe the fundamental concepts of the Internet, the World Wide Web, and web standards. - identify the content of a webpage. - realize and apply effective web design principles.
Intended Learning Outcomes:
At the end of this course, the student will be able to; - describe the fundamental concepts of the Internet, the Word Wide Web, and web standards. - identify the content of a webpage. - understand and apply effective web design principles
Course Content:
1. **I**ntroduction - Internet - World Wide Web - web standards - Web systems security and vulnerabilities 2. Hyper Text Markup Language - Introduction - Text Formatting - List in HTML - Tables in HTML - Images - HTML links - HTML Forms 3. Cascading Style Sheets (CSS) - Introduction - Basic properties of CSS - Background styling - Navigation bar - Handling multimedia - Positioning - Website layout

4. User Interface Designing Concepts (Ui) - Introduction to UI/UX Design - UI Design Principles and Golden Rules How to make Great UIs	
Teaching/Learning method:	
- Lecture - Practical - Discussion	
Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term Theory Practical	End Semester Examination (ESE) - 60%
Required Reading:	
Duckett, J. (2014). *JavaScript & jQuery: HTML & CSS*. Indianapolis, IN: John Wiley & Sons.	
Recommended Reading:	
Duckett, J. (2015). *HTML & CSS: Design and Build Websites*. Indianapolis, IN: John Wiley & Sons, Inc.	

Level 03
Semester I

Level	3
Semester	I
Course Code	ITC 31051
Course Title	Multimedia Applications
Credit	1
Core/Compulsory/	Compulsory

Elective			
Notional Hours Breakdown	Theory	Practical	Self- Learning
	10	10	30

Course Aims:

This Course Aims to;

- define multimedia and explain its various components.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify and select appropriate multimedia tools and software for different tasks.
- create and edit multimedia content, including text, images, audio, and video.
- apply multimedia design principles to create effective and engaging multimedia products.
- integrate multimedia content into different types of applications, such as presentations, websites, and interactive learning modules.
- evaluate the effectiveness of multimedia products and identify areas for improvement.

Course Content:

1. Introduction to Multimedia
   - Definition and Components of Multimedia
   - Evolution and Significance of Multimedia in Modern Computing
2. Graphics and Image Editing
   - Basics of Digital Imaging
   - Image Formats and Compression
   - Adobe Photoshop for Image Editing
   - GIMP (GNU Image Manipulation Programme)
3. Vector Graphics and Illustration
   - Introduction to Vector Graphics
   - Adobe Illustrator for Vector Illustration

- CorelDRAW for Graphic Design

4. Audio Editing and Production
   - Fundamentals of Digital Audio
   - Audio Formats and Compression
   - Audacity for Audio Editing
   - Adobe Audition for Audio Production
5. Video Editing and Production
   - Basics of Digital Video
   - Video Formats and Compression
   - Adobe Premiere Pro for Video Editing
   - Final Cut Pro for Video Production (Optional for Mac users)
6. Animation Principles and Techniques
   - Animation Basics and Principles
   - 2D Animation with Adobe Animate or Toon Boom Harmony
   - 3D Animation with Blender or Autodesk Maya (Optional)
7. Interactive Multimedia Authoring
   - Introduction to Authoring Tools (e.g., Adobe Animate, Adobe Captivate)
   - Creating Interactive Presentations and E-Learning Content
8. Web Multimedia Integration
   - Incorporating Multimedia Elements into Websites
   - HTML5, CSS3, and JavaScript for Multimedia Web Development

Teaching /Learning Methods:
- Lecture - Practical - Discussion

Assessment Strategy:	
Continuous Assessment Test (CAT) - 40%; Quiz Mid-term	End Semester Examination (ESE) - 60%

Required Reading:
Vaughan, T. (2010). Multimedia: Making it work. Focal Press. Bovik, A. C. (2009). The essential guide to digital video processing. Academic Press.
Recommended Reading:
Pohlmann, K. C. (2017). Principles of digital audio. Newnes. Chapman, N., & Chapman, J. (2003). Interactive multimedia: A practical guide. Addison-Wesley.

Semester II

Level	3		
Semester	II		
Course Code	ITC 32061		
Course Title	Desktop Database Management System		
Credit	1		
Core/Compulsory/ Elective	Compulsory		
Notional Hours Breakdown	Theory	Practical	Self-Learning
	10	10	30

Course Aims:
This Course Aims to; - understand the relational database design principles. familiar with the basic issues of transaction processing and concurrency control. familiar with database storage structures and access techniques.
Intended Learning Outcomes:
At the end of this course, the student will be able to; - define and explain the basic concepts of database systems, including data models, database design, and SQL.

- design and implement relational databases using a desktop DBMS such as Microsoft Access or MySQL.
- create and manage database tables, relationships, and constraints.
- Write and execute SQL queries to retrieve, insert, update, and delete data from databases.
- use database functions and expressions to perform complex data calculations.
- generate reports and dashboards from database data.
- secure and administer database systems.

Course Content:

1. Introduction to Databases
   - Definition and Importance of Databases
   - Types of Databases (Relational, NoSQL, etc.)
   - Database Management System (DBMS) Overview
2. Relational Database Fundamentals
   - Tables, Rows, and Columns
   - Primary Keys, Foreign Keys, and Relationships
   - Data Types and Constraints
3. Database Design and Normalization
   - Entity-Relationship Diagrams (ERDs)
   - Normal Forms (1NF, 2NF, 3NF)
   - Indexing and Optimization Techniques
4. Structured Query Language (SQL)
   - SELECT, INSERT, UPDATE, DELETE Statements
   - Joins, Subqueries, and Aggregation Functions
   - Views, Indexes, and Triggers
5. Database Administration
   - User Management and Permissions
   - Backup and Recovery Procedures
   - Monitoring and Performance Tuning
6. Data Modeling and Diagrams
   - Entity-Relationship Diagram (ERD) Creation
   - UML Diagrams for Database Design
   - Tools for Data Modeling (e.g., Lucidchart, ERDPlus)
7. Introduction to Desktop Database Software
   - Microsoft Access: Tables, Queries, Forms, and Reports
   - MySQL Workbench: GUI and Command-Line Interface
   - SQLite: Lightweight Embedded Database
8. Data Import and Export
   - Importing Data from Various Sources
   - Exporting Data to Different Formats
   - Data Migration and Integration
9. Database Security
   - Authentication and Authorization
   - Encryption and Data Masking

Security Best Practices

Teaching /Learning Methods:

- Lecture
- Practical
- Discussion

Assessment Strategy: (*from varieties of assessments stated by the faculty*

Continuous Assessment Test (CAT) - 40% Quizzes Mid-term Assignment	End Semester Examinatio(ESE) - 60%

Required Reading:

Connolly, T. M., & Begg, C. E. (2014). Database Systems: A Practical Approach to Design, Implementation, and Management. Pearson.

Pratt, P. J., & Last, M. (2020). Concepts of Database Management. Cengage Learning.

Coronel, C., & Morris, S. (2015). Database Systems: Design, Implementation, & Management. Cengage Learning.

Recommended Reading:

Kroenke, D. M., & Auer, D. (2015). Database Concepts. Pearson.

Elmasri, R., & Navathe, S. B. (2016). Fundamentals of Database Systems. Pearson.

7.3 RESEARCH METHODOLOGY

Level 03
Semester I

Level	3		
Semester	I		
Course Code	RMC 31012		
Course Title	Research Methodology		
Credit	2		
Main/Compulsory/ Elective	Compulsory		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- provide students with a comprehensive understanding of various research methodologies commonly used in social sciences and other fields.
- equip students with the knowledge and skills necessary to design and conduct research studies effectively.
- foster critical thinking and analytical skills for evaluating research designs, methods, and findings.
- enable students to develop proficiency in data collection techniques, such as surveys, interviews, observations, and experiments.
- enhance students' ability to analyze and interpret research data using appropriate statistical and qualitative methods.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate an understanding of the fundamental principles and concepts underlying research methodology, including research design, sampling techniques, and measurement.
- critically evaluate research studies in terms of their theoretical frameworks, methodological approaches, and validity.
- apply ethical principles and guidelines to the design, implementation, and dissemination of research projects.
- design research studies that address specific research questions or hypotheses, employing appropriate methodologies and techniques.
- implement data collection methods effectively, including selecting appropriate instruments, administering surveys or interviews, and managing data.
- analyze research data using relevant statistical or qualitative techniques, interpreting results and drawing appropriate conclusions.

Course Content:

1. Nature and significance of Research Methodology
   - Various kind & Research Methodology
   - Purpose of the Research
   - Sources of Data for Research Methodology
2. Qualities of a Good Research
   - Definition of Research
   - Stages in Research Process
3. Selection of a Research problem
   - Organizations Vs Individual Research
   - Developing the ideas through experience survey
   - Hypothesis
4. Analysis and Interpretation of data
5. Meaning and purpose of Research proposal / Report
6. Qualities of a Good Research Proposal / Report

- Planning of the Report - Presentation of a Report - Style in writing
Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson Education.
Recommended Reading:
Babbie, E. R. (2016). *The practice of social research* (14th ed.). Cengage Learning. Trochim, W. M., & Donnelly, J. P. (2008). *The research methods knowledge base* (3rd ed.). Atomic Dog Publishing. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage Publications.

8. ELECTIVE COURSES

8.1 Elective Courses for General Degree

Level 01
Semester I

Level	1		
Semester	I		
Course Code	ILE 11011		
Course Title	Introduction to the Laws of Sri Lanka		
Credit	1		
Main/ Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35
Course Aims:			
This course aims to; - provide a fundamental understanding of the legal framework in Sri Lanka, including the primary areas of law applicable in day-to-day life.			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; - provide a fundamental understanding of the legal framework in Sri Lanka, including the primary areas of law applicable in day-to-day life. - comprehend and analyses legal principles and concepts. - identify the laws and legal systems currently in effect in Sri Lanka. - comprehend significant statutes relevant to everyday life and the workplace.			

- explain the basic concepts and legal principles in law of contract
- generate new knowledge based on the principles of sustainable development
- identify labor issues and fundamental rights with respect to the working environment.

Course Content:

1. Introduction to the Law and the legal systems of Sri Lanka
   - Law and Statute
   - Functions and Purpose of Law
   - Classification of Law
     - Public Law: Constitutional Law, Administrative Law and Criminal Law
     - Private Law: Personal Law, Law of Property and Law of Obligations
2. Right to information and good governance in Sri Lanka
3. Sources of Law
   - Legal Sources: Legislations, Statute Law, Case Law, Equity and Customary Law
   - Historical Sources: Juristic Writings, Literary Works and Foreign Decisions
4. The influence of western laws and legal systems to Sri Lanka
5. Special Law
   - Kandyan law: Historical development, Sources, Statutory introduction
   - Thesawalamai Law: Historical development, Sources, Statutory introduction
   - Muslim Personal Law: Historical development, Sources, Statutory introduction
6. Court and the justice system of Sri Lanka
   - Historical Development: Period of Sinhalese Kings, Colonial Periods, Post-independent era and The Present Context
7. Constitutional law
8. Fundamental rights
9. Introduction to the criminal law
10. Law relating to the contracts
11. Consumer protection in Sri Lanka
12. Law relating to the employment and employment disputes
13. Environmental Law of Sri Lanka

Teaching /Learning Methods:

- Interactive lectures
- Group discussions
- Moots and Seminar presentations by students.
- Students will also be given topics for self-study which will be assessed through presentations during class seminars.

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40% Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) – 60%

Required Readings:

Cooray L.J.M. (2003). *An Introduction to the Legal System of Sri Lanka*. Stamford Lake, Pannipitiya, Sri Lanka

Cooray, L.J.M. (1984). *Constitutional Government in Sri Lanka 1976 – 1977*. Colombo, Sri Lanka: Lake House Investments.

Peiris, G.L. (1972) *General Principles of Criminal Liability in Sri Lanka*. Stamford Lake, Pannipitiya, Sri Lanka

Tambyah Nadaraja, (1972). *The Legal System of Ceylon in Its Historical Setting*. Brill Publisher.

Recommended Reading:

Tambiah, H.W. (2001). *The laws and customs of the Tamils of Jaffna*. Women's Education and Research Centre (Colombo, Sri Lanka).

Level	1		
Semester	I		
Course Code	CJE 11011		
Course Title	Criminal Justice Administration		
Credit	1		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- grasp fundamental concepts and principles of criminal law.
- understand roles in the criminal justice system and the processes involved.
- explore social, cultural, and historical factors influencing criminal law development.
- learn key principles like presumption of innocence, burden of proof, and crime elements.

Intended Learning Outcomes;

At the end of the course student will able to;

- acquire a comprehensive understanding of fundamental concepts and principles of criminal law.
- gain knowledge of criminal procedure including the roles of key actors in the criminal justice system.
- comprehend the social, cultural and historical factors that influence the development and enforcement of criminal laws.
- gain a thorough understanding of the foundational legal principles that underpin criminal law such as the presumption of innocence, burden of proof, and elements of a crime
- identify and explain various criminal offenses including their elements, classifications and penalties.
- evaluate the strengths and weaknesses of the criminal justice system including issues related to fairness, access to justice and the impact of criminal law on individuals and communities.

Course Content:

1. An introduction to Criminal Law
   - History of Criminal Law
   - Aims and Objectives of Criminal Law.
   - Differences between an Offence and a Civil Wrong.
   - The concept of crime & Criminal Conduct
2. Different Institutions and their Role in the Administrations of Criminal Justice
   - The Role of the state and Police
   - The Role of the Magistrate Court and High court
   - The Role of the Prosecutor, Defense Attorney and Judges
   - The Role of the Court of Appeal and Supreme Court
   - The Role of other state institutions (Government Analysts,

EQD, Forensic Pathologists, & etc.)

3. Basic Principles of Criminal Liability
   - Elements of Crime: actus reus and mens rea
   - Acts and Omissions
   - Similar Intention and Common Intention
   - Aiding and Abetting
   - Strict Liability
   - Causation

4. General Defenses
   - Insanity
   - Consent
   - Right of Private Defense
   - Necessity
   - Infancy
   - Intoxication
   - Duress
   - Grave and Sudden Provocation

5. Offences
   - Attempt
   - Offences Against the Body
   - Offences Against the Property
   - Sexual and other offences

6. Human Rights and Criminal Procedure
   - presumption of innocence
   - Burden of proof
   - Arrest
   - Bail
   - Legal Aid
   - Victim and witness protection
   - Fair trial
   - Child offender and child victim

Teaching /Learning Methods:

- Interactive lectures
- Case studies & Self Research Assignments
- Presentations from Guest Speakers
- Court visits
- Multi-media Resources

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40% Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) – 60%

Required Readings:

Peiris, G.L. (1972) *General Principles of Criminal Liability in Sri Lanka*. Stamford Lake, Pannipitiya, Sri Lanka

Glanville L. Williams & Dennis J.Baker. (2015). A text book of criminal law. Sweet & Maxwell publisher. London.

Recommended Reading:

Peiris, G.L. (1973) *Offences under the penal code of Ceylon*. Stamford Lake, Pannipitiya, Sri Lanka

Level	1
Semester	I
Course Code	PEE 11011
Course Title	Primary School Level Education

Credit	1		
Main/Compulsory/ Elective	Elective		
National Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- explain the nature of Primary education, practice and trend in Sri Lankan context

Intended Learning Outcomes:

At the end of the course student will able to;

- demonstrate enough knowledge and understanding in philosophical & social bases of Primary Education
- examine the developmental stages and reforms of Primary education in Sri Lanka
- apply appropriate teaching and assessment methods according to the divers needs of primary children Manage efficiently the resources available in the primary classroom
- evaluate the different role performance related to the supportive personals of Primary Education
- study comparatively and practice new trends in primary education

Course Content:

1. Philosophical and Social Foundation of Primary Education

Concept of Primary Education Emerging from Philosophical Views

- Social Bases of Primary Education
- UNESCO Pronouncements on Primary Education
- The Primary Child for the Twenty First Century

2. Development of Primary Education in Sri Lanka

- Achievements in Primary Education
- Primary School Curriculum
- Primary Teacher Education and Training

3. Primary Education Reforms

- Primary Education Reform in Sri Lanka 1972
- Primary Education Reform 1984
- Primary Education Reforms 1997
- Primary Education Reforms 2017
- Studies on the Implementation of Primary Education
- Evaluation of Educational Reforms of at Primary Level in Sri Lanka

4. How Children Learn in Primary classrooms

- Developmental Characteristics of Primary School Children
- How Children Learn
- The Learning Environment

5. Role of the Primary School Teacher

   - Management of the curriculum
   - Management of Resources
   - Managing Role in Establishing School-Home Linkages

6. Assessing Students Progress in Primary Education

   - What is Assessment and evaluation
   - Why Assessment and evaluation are important in teaching in primary classroom
   - New Trends in Assessment

7. Role of Other Supportive Personal

   - Principals
   - In-serve advisers
   - Supervisory personnel
   - Teachers in school
   - parents

8. Comparison of primary education in U.K, Malaysia, India and Singapore

   - Primary education in U.K
   - Primary education in Malaysia
   - Primary education in India
   - Primary education in Japan

Teaching /Learning Methods:

- Compulsory lecturers
- Presentations
- Field visit
- Group learning
- Group work forums
- lecturers

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40% Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) – 60%

Required Readings:

Chomsky, N. (2006). *Language and Mind 3rd Ed*. United Kingdom: Cambridge.

Dellores, Jacques. (1996). *Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty First Century*: UNESCO.

Jayaweera, S. (1988) *Educational Policies and Changes from the mid twentieth century to 1977*, Maharagama, NIE.

Little, A.W. (2000) *Primary Education Reform in Sri Lanka, Isurupaya*, Battaramulla, Educational Publications Department, Ministry of Education & Higher Education

Mills., Jean Mills., Richard. (1995). *Primary School People – Getting to know your colleagues*, London: Rutledge

National Institute of Education. (1998). *Primary Education Guidelines to Principals and Primary School Heads- Educational* Reforms and Restrictive, Colombo: National Education Commission & Ministry of Education.

Recommended Reading:

National Institute of Education, (1998). *Teacher's guides grade 1,2,3,4,5.* *Maharagama*: National institute of education.
National Institute of Education, (2007). *Teacher's guides grade 1,2,3,4,5.* *Maharagama*: National institute of education.
National Institute of Education, (2014). *Teacher's guides grade 1,2,3,4,5.* *Maharagama*: National institute of education.

Level	1		
Semester	I		
Course Code	MCE 11011		
Course Title	Management Competency		
Credit	1		
Main/ Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self- Learning
	10	05	35

Course Aims:

This course aims to;

- provides the students practical insights into the management skills which may be required by personnel to manage an organization.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify the management process and recognize the importance of management concepts.
- explain the managerial functions and its applications in practice
- apply management competencies in practice in the context of organizations
- use integrated knowledge of management into practices
- evaluate the basic functional areas of management in practice

Course Content:

1. Innovative management skills
2. Managerial ethics for social responsibility
3. Entrepreneurship
4. Managerial planning
5. Decision making
6. Designing adaptive organizations
7. Managing change
8. Leadership skill
9. Motivating people
10. Managing organizational communication
11. Managing team
12. Managing quality and performance
13. Introduction to human resource management
14. Introduction to entrepreneurial marketing and innovation
15. Conflict management
16. Management control
17. Mini case analysis

Teaching /Learning Methods:

- Lectures and discussion
- group assignments
- individual assignment
- presentation

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) – 40% Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) – 60%

Required Readings:

Daft, L.R. (2014), *New Era of Management, (11th Ed.)*, Cengage Learning, India.

Robbins, S.P., Bergaman, R. Stagg, I., Coulter, M. (2003), *Management, (3rd Ed.)*, Pearson, Australia

Level	1		
Semester	I		
Course Code	BME 11011		
Course Title	Basic Mathematics		
Credit	1		
Main/Compulsory/Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- develop skills and mindset to identify opportunities and work in the travel and tourism sector

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- provide the fundamental ideas of the Basic Mathematics.
- promote the student's Mathematics knowledge and skills to solve the real-world problems.
- promote the critical thinking and problem solving ability independently.

Course Content:

1. Indices
   - Rules of indices.
   - Simplification of algebraic expressions.
2. Logarithms
   - Rules of logarithms.
   - Common logarithms.
   - Antilogarithms.
   - Evaluation of algebraic expressions without log tables.
   - Evaluation of algebraic expressions by using the log tables.
3. Solution of Quadratic Equations
   - Solution by factors.
   - Solution by completing the square.
   - Solution by formula.
   - Nature of roots and its applications.
4. Solution of Simultaneous Equations (Simultaneous linear equations with two unknowns)
   - Solution by substitution.
   - Solution by equating coefficients.
5. Calculus
6. Limits
   - The limit of a function.
   - Calculating limits using limit laws.
7. Differentiation
   - Differentiation of polynomials.

- Second differentiation of polynomials.
- Differentiation of product of functions.
- Differentiation of a quotient of two functions.
- Application of differentiation- Finding Max. and Min. values

8. Integration
   - Standard integrals.
   - Integrals of the form $\int \frac{f'(x)}{f(x)} dx$.
   - Definite integrals.
   - Application of integrals-areas between curves.

9. Matrices:
   - Definition of matrix
   - Type of matrices-
     - Row matrix, column matrix, square matrix, identity matrix, zero matrix.
   - Equal matrices
   - Addition and subtraction of matrices
   - Multiplication of matrices
   - Transpose of a matrix
   - Determinant of a square matrix
   - Adjoint of a square matrix
   - Inverse of a square matrix using the adjoint
   - Application of matrices – Solution of simultaneous equation

Teaching /Learning Methods:

- Lecture
- Discussion
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (from varieties of assessments stated by the faculty)	
Continuous Assessment (40%) Quizzes Mid-term Class Activity Assignment	End Semester Examination (ESE) - (60%)

Required Reading;

Abd al-Salam, Ahmed Sheikh. (2009). *Al-Lugawiyya al-'Aammah: madkhal Islami wa Mawzhuaat Mukhtarah*. Ed.3. Kuala Lumpur: International Islamic University Malaysia

Larsen, R.J., & Marx, M.L. (2011). *Introduction to Mathematical Statistics and Its Applications*. Pearson.

Chartrand, G., Polimeni, A., & Zhang, P. (2011). *Mathematical Proofs: A Transition to Advanced Mathematics*. Pearson.

Rosen, K.H. (2018). *Discrete Mathematics and Its Applications*. McGraw-Hill Education.

Recommended Reading

Smith, J. (2017). *Foundations of Mathematics: Basic Concepts, Logic, and Problem Solving*. Academic Press.

Johnson, R. W. (2015). *Mathematics Essentials: A Self-Teaching Guide*. Wiley.

Brown, T. (2018). *Basic Math for Everyday Life*. McGraw-Hill Education.

Robinson, M. (2016). *Understanding Basic Mathematics*. Cengage Learning.

Thompson, P. (2019). *Math Fundamentals Made Simple*. Sterling.

Level 02
Semester I

Level	2
Semester	I
Course Code	BLE 21011

Course Title	Business Law		
Credit	1		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- comprehend the legal framework of business law that is required in their day-to-day work or life.
- apply the business law in their work or businesses to ensure smooth function of the transactions.
- handle the commercial matters confidently with a satisfaction that they are mindful of the expectation of the relevant authorities.
- exhibit an adequate knowledge of business law that is useful for them to eventually assume roles as citizens, employees, consumers and professional practitioners in their communities and in society at large.
- apply their legal knowledge and skills to mitigate disputes arising in the spectrum of business communities.
- combine knowledge and skills with a new awareness to explore the
- impact of technological changes in the field of business law.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate a comprehensive understanding of the legal framework of business law applicable in their day-to-day work or life.
- apply principles of business law to ensure the smooth functioning of transactions in their work or businesses.
- handle commercial matters confidently, ensuring compliance with the expectations of relevant authorities.
- exhibit adequate knowledge of business law relevant to their roles as citizens, employees, consumers, and professional practitioners in their communities and society.

Course Content:

1. Law of Contracts
   - Introduction
   - Elements of Law of Contracts
   - Contractual terms
   - Termination of a contract
2. Sale of Goods (Ordinance No. 11 of 1896)
   - Introduction
   - Elements of Sale of goods
   - Implied conditions and warranties
   - Remedies of parties to the contract of sale of goods
3. Law of Agency
   - Introduction
   - Formation of agency
   - Rights and obligations of the parties
   - Termination of agency
4. *Bills of Exchange (Ordinance No. 25 of 1927)*
   - Introduction
   - Negotiable instruments

- Bills of exchange
- Cheque and Promissory note

5. Partnership
   - Introduction
   - Registration of Partnership
   - Rights and duties of partners
   - Dissolution of partnership

6. *Companies Act (No. 07 of 2007)*
   - Introduction
   - Articles of Association
   - Directors of a Company
   - Winding up of a company

7. Insurance
   - Introduction
   - Salient features of insurance
   - Parties of insurance
   - Principles of insurance

8. *Consumer Credit Act (No. 29 of 1982)*
   - Introduction
   - Parties of hire purchase
   - Transfer of property
   - Rights and obligations of parties

9. *Consumer Affairs Authority Act (No.09 of 2003)*
   - Introduction
   - Objectives of the Consumer Affairs Authority
   - Duty of the Consumer Affairs Authority
   - Main offences under this act

Teaching /Learning Methods:

- Interactive lectures
- Case studies & Self Research Assignments
- Presentations from Guest Speakers
- Practical Assignments
- Role plays and Mooting Sessions
- Multi-media Resources.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) - 60%

Required Reading:

oriya, Wickrema. (N.d.). *A Textbook of Commercial Law.*
Paul. (N.d.). *Charlesworth's Business Law.*
,Kalinga. (N.d.). *Basic Principles of Electronic Commerce and a Commentary on the Electronic Transactions Act No 19 of 2006.*
P.S. (N.d.). The Sale of Goods.
antry, C. G. (N.d.). *The Law of Contracts.*
tephen. (N.d.). *Carriage of Goods by Sea.*
Oded. (N.d.). *International Business.*
Madhusudan. (N.d.). *Textbook on Sale of Goods and Hire Purchase.*
Dorene. (N.d.). *Business Partnership Essentials.*
& Howard. (N.d.). *Principles of the Law of Agency.*
J. W. (N.d.). *Promissory Notes, Bills of Exchange, Cheques and Other Negotiable Instruments.*
arthikeyan, Easwary. (1982). *Fundamental Principles of Insurance.* EWCA Civ 1.

Recommended Reading:

Case Laws
Rowland v Divall (1923) 2 KB 500
Carter v Boehm (1766) 3 Burr 1905
Bank of Ceylon v Kolonnawa Urban Council
Sathasivam v Mercantile Credit Ltd. and Others
Great Northern Railway Co. *vs*. *Swaffield* (1874) LR 9 Exch 132
ITN v Godakanda Herbals

Level	2		
Semester	I		
Course Code	TLE 21011		
Course Title	Tax Law		
Credit	1		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- realise the tax law and regulation process in sri lanka.
- identify the various types of tax enforcement in sri lanka.
- calculate taxable income for individuals and ngos.
- explain the imposition, registration, computation, and different obligations related to value added Tax (VAT).

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- comprehend the tax law and regulation process in Sri Lanka
- identify the various types of tax enforcing in Sri Lanka
- calculate the taxable payment in income of individual as well as NGOs
- explain the imposition, Registration, Computation and Different Obligation if VAT

Course Content:

1. Introduction to Taxation of Sri Lanka
   - Principles of Taxation
   - Direct and Indirect Taxes
   - Tax Authorities in Sri Lanka
   - Legal Framework in Sri Lanka (Acts, Gazettes, Ruling and Case Laws)
   - Imposition of income Tax – Charging Section
   - Residence Rule
   -

2. Sources of Income
   - Income from Employment (Definition, Gains & Profits from employment, Value of benefits, amount excluded from employment income, retirement benefit, exemptions from employment, APIT scheme and computation of employment income)
   - Income from Business (Definitions, gains and profits from Business, deductions, realization of business asserts & liabilities and computation of business income)
   - Income from Investment income (Definitions, divided, interest, royalty, rent, exemptions, realization of investment asserts and computation of investment income

3. Taxation of Individuals & Companies (Resident)
   - Assessable income and Taxable income of an individual
   - Retes of income Tax applicable to individual and companies
   - Gross income Liability of an individual and a company
   - Tax credits available for an individual and a company
   - Balance Tax Payable
   - Exempt income and AIT

- Transitional Provision

4. Taxation of Miscellaneous Undertakings
   - Taxation of a partnership
   - Taxation of Partners

5. Obligation and Procedures
   - Payment of Income Tax (Self-Assessment Scheme and Due dates)
   - Obligation of filing tax returns and Due Dates
   - Authorized Representatives for Tax Purpose
   - Assessments (Self-Assessment, Default Assessment, Advance Assessment and Amended Assessment)
   - Time bar for Assessment and Finality of Assessment

6. Advanced income Tax (AIT) and Capital gain tax and Case laws relating to Taxation
   - Advanced Income Tax (AIT) and Final Tax
   - Obligations of an employee under APUT
   - Exemption form AIT
   - Identification of an investment assert
   - Investment Asserts excluded from capital gain Tax
   - Tax on gain/ loss of realization of asserts and liabilities (Capital Gain) and Tax treatments
   - Capital Gain Tax return and Payment of Tax

7. Other Business Taxes
   - Imposition, Registration, Obligations and Computation of Value Added Tax (VAT)
   - Zero rated, Exempted and Excluded supplies from VAT
   - Calculation of VAT liability
   - Imposition, Registration, Obligations and Computation of (SSCL)
   - Imposition, Registration, Obligations and Computation of Stamp Duty

Teaching /Learning Methods:

- Interactive lectures
- Group discussions
- Moots and Seminar presentations by students.
- Students will also be given topics for self-study which will be assessed through presentations during class seminars.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) - 60%

Required Reading:

Inland Revenue Act, No 24 of 2017 and amendments
Inland Revenue Act no 10 of 2006 and Amendments

Recommended Reading:

Value Added Tax Act no 14 of 2002 and Amendments
Social Security Contribution Levy Act No 25 of 2022
Guides and Circulars Published by IRD
IRD Website: www.ir.d.gove.lk

Level	2
Semester	I
Course Code	ALE 21011
Course Title	Administrative Law
Credit	1

Main/Compulsor/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- understand the basic principles of administrative law, including the legislative process, the need for delegated legislation, and the legal effects of delegation.
- explain the principles of natural justice and the discretionary powers of courts regarding administrative law, including legal limitations on invoking administrative actions.
- analyze judicial control and remedies available against administrative actions to determine state liabilities and privileges against actions brought by aggrieved parties.
- evaluate extrajudicial bodies and their functions, along with remedial measures for rectifying state maladministration.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understanding the basic principles of administrative law and the legislative process and the needs of delegated legislation and the modes of delegation and legal effects thereof.
- the principles of natural justice and discretionary powers of the courts in respect of administrative law and legal bars to invoke administrative actions.
- judicial control and remedies against the administrative action to ascertain liabilities of state and privilege against the action brought by aggrieved parties.
- extra judicial bodies and the functions thereof and remedial measures rectifying the maladministration of state elements.

Course Content:

1. The origin and development, nature and scope of administrative law and rule of law and general impacts on the administration in the light of French system of administrative law.
2. Legislative process and modes of delegation and reasons and control of delegation of legislation including the legislative control and judicial control over it.
3. The principles of the natural justice especially its formative and recent requirements by means of pleasant principles and expansion and exclusion of natural justice and effect of failure to observe thereof.
4. Discretionary power of the administration and exercise of discretionary grounds of judicial control and abuse and failure to exercise discretion and noncompliance with procedural requirement and extent of review.
5. Judicial control of administrative action, and the writs jurisdiction and the general conditions of issuing prerogative writs in the scope of the remedial measures.
6. Superior Court's power of superinduce over Courts and tribunals established under various laws and general conditions for issuing writs and locus standi and interim orders by way of incidental proceedings.
7. Liabilities of the state in tort and contract and the state principles in legal proceedings and services under provincial councils and the local government authorities in respect of maladministration thereof.
8. Writs judication of public law and various type of writs and their requirements and applicability of writs and the action brought by the parties and enabling them to the amenability thereto.

Teaching /Learning Methods:

Course Code	IEE 21011		
Course Title	Inclusive Education		
Credit	1		
Main/Compulsor/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- develop the competencies of educational professionals
- address the diversities and values of the differences in learners included in regular classrooms, regular schools and the education system

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- describe the concept of inclusive education.
- explain about the types of disabilities and their learning needs in the inclusive classroom and
- schools.
- examine the role of educational professionals in catering for diverse needs of students in an inclusive education system.
- develop the teaching -learning process with the competencies of different inclusive practices

Course Content:

The course will be facilitated through the following learning activities:

- Interactive lectures
- Group discussions
- Moots and Seminar presentations by students.
- Students will also be given topics for self-study which will be assessed through presentations during class seminars.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) - 60%

Required Reading:

Coorey, S. F. A. (N.d). *Principles of Administrative Law in Sri Lanka.*

Jones, D., & De Villiers, A. (1994). *Principles of Administrative Law.* (2nd ed.). Carswell.

Recommended Reading:

Leyland, P., & Anthony, G. (2012). *Textbook on Administrative Law* (7th ed.). OUP.

Wade, W., & Forsyth, C. (2014). *Administrative Law* (11th ed.). OUP.

Judicial Review in Administrative Law: A Comparative Study of Rights Consciousness with Special Reference to Sri Lanka. Retrieved from [https://discovery.ucl.ac.uk/id/eprint/10104297]

Level	2
Semester	I

1. The concept of Special Education, Special Needs Education, and Inclusive Education
   - Introduction for Special Education, Special Needs Education and Inclusive Education, History of
   - Special Education, Special Needs Education and Inclusive Education, Concept of Special Education,
   - Special Needs Education and Inclusive Education, necessity of Special Education, Special Needs
   - Education, and Inclusive Education, Principles of Special Education, Special Needs Education and
   - Inclusive Education,Benefits of Special Education, Special Needs Education, and Inclusive Education

2. Types of Disabilities:
   - Introduction to the Impairment, Disability and Handicap, Disability models such as the medical model,
   - the social model, the charitable model, and the human rights model.

3. Disabilities:
   - Autism
   - Deaf blindness
   - Deafness
   - Developmental delay (DD)
   - Emotional disturbance (ED)
   - Hearing impairment
   - Intellectual disability
   - Multiple disabilities (MDS)
   - Orthopedic impairment

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Seminars
- Self-study

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Salend, S. J. (2015). *Creating inclusive classrooms: Effective, differentiated and reflective practices* (8th ed.). Pearson.

Villa, R. A., Thousand, J. S., & Nevin, A. I. (2016). *A guide to co-teaching: Practical tips for facilitating student learning* (3rd ed.). Corwin.

Friend, M., & Bursuck, W. D. (2018). *Including students with special needs: A practical guide for classroom teachers* (8th ed.). Pearson.

Recommended Reading:

Artiles, A. J., Kozleski, E. B., & Waitoller, F. R. (Eds.). (2011). *Inclusive education: Examining equity on five continents.* Harvard Education Press.

Loreman, T., Deppeler, J., & Harvey, D. (Eds.). (2014). *Inclusive education: A practical guide to supporting diversity in the classroom* (3rd ed.). Allen & Unwin.

Level	2		
Semester	I		
Course Code	PSE 21011		
Course Title	Peace & Social Harmony		
Credit	1		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- provide a general working knowledge of Peace and social harmony, conflict and peace
- explain the foundations and underpinnings of integration, Grave, conflict resolution
- emphasize the role of civil society and peace movement in the peace building and Social Harmony

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- analyze the nature, causes, and manifestations of conflicts at individual, societal, and global levels.
- Evaluate the processes and strategies involved in conflict resolution, negotiation, and peacebuilding efforts.
- examine the principles and practices of integration and social cohesion within diverse societies.

Course Content:

1. Introduction to Peace and Social Harmony
   - Religions, Peace and Social Harmony
   - Meaning, Reason and Cost of War
   - Ethnic Conflict
2. Conflict Maps
   - Conflict and Conflict Resolution
   - Mediation: Theory and Case Studies
3. Grief and Types of Grief
   - Positive and Negative Peace
   - Media, Peace and Harmony
4. Integration (Regional, National, territorial, ethnic)
5. Sri Lankan Conflict and Peace Activities,
   - Values of Peace and Social Harmony among the Sri Lankan Society
   - Features of Social Integration among Sri Lankan Societies
6. Arab Israel Conflict
7. Jammu and Kashmir Conflict and Peace activities

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization.* SAGE Publications.

Lederach, J. P. (2005). *The moral imagination: The art and soul of building peace*. Oxford University Press.

Recommended Reading:

Avruch, K. (1998). *Culture & conflict resolution*. United States Institute of Peace Press.

Kriesberg, L. (2016). *Constructive conflicts: From escalation to resolution* (4th ed.). Rowman & Littlefield Publishers.

Cox, R. W. (1986*). Social forces, states and world orders: Beyond international relations theory*. Millennium: Journal of International Studies.

Level	2		
Semester	I		
Course Code	BSE 21011		
Course Title	Basic Sinhala		
Credit	1		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- introduce the Sinhala alphabet and word classes.
- teach simple sentence structures and patterns.
- improve reading and writing skills.
- practice oral communication.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify the Sinhala alphabet and word classes.
- enhance simple sentence structures and patterns.
- practice on reading and writing skills.
- practice oral communication.

Course Content:

1. Introducing Sinhala Alphabet.
   - Constructing Simple words using the alphabet.
   - Introducing to Nouns and their different varieties.
2. Simple sentence Structures.
   - Basic in Sentence Patterns.
3. Simple Reading and Writing Exercises.
   - Further into Sinhala Grammar and usage. (Passive Voice, Case, etc)
   - Practical Language Training.
4. Introducing to simple Literature in Sinhala Language
5. Practical Listening and Comprehension
6. Further Study of Grammar
7. Introduction to Modern Sinhala Literature

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Geiger, W. (1938). *A Grammar of the Sinhalese Language*. Colombo: Colombo Apothecaries' Company.

Dharmasena, T. (2005). *Basic Sinhala: A learner's guide*. CreateSpace Independent Publishing Platform.

Recommended Reading:

Gair, J. W., & Paolillo, J. C. (1997). *Sinhala*. John Benjamins Publishing Company.

Gunasekara, B. M. (2010). *Colloquial Sinhalese: Sinhala, Conversations and Dialogues.* Asian Educational Services.

Silva, A. S. (1988). *An English-Sinhalese dictionary*. M. D. Gunasena.

Level 03
Semester I

Level	3		
Semester	I		
Course Code	QPE 31011		
Course Title	Quazi Court System and Procedure		
Credit	1		
Main/Compulsory/Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aim:

This Course aims to;

- acquire a comprehensive understanding of the History of Muslim law in Sri Lanka.

Intended Learning Outcomes**:**

At the end of this course, the student will be able to;

- evaluate the strengths and weaknesses of the Quazi justice system including issues related to fairness, access to justice and the impact of Muslim law on individuals and Muslim community.
- gain knowledge on type of Quazis and Quazis' appointment procedure in the Sri Lankan Judicial system.
- understand the Procedures on Registration of Muslims' Marriages and Registration of Muslims' Divorces.
- gain a thorough understanding of the Powers and duties of the Quazis and Board of Quazis
- identify and explain different procedures on various claims including Maintenance, 'Mahr' and 'Kaikuli'.

Course Content:

1. An introduction to Muslim law in Sri Lanka
   - Mohammadian Code 1806
   - Muslim marriage and Divorce Act 1929
   - Muslim marriage and Divorce Act No 13 of 1951
2. Appointment of Quazis
   - The Role of the Judicial service commission
   - Appointment and Jurisdiction
   - Temporary Quazis
   - Special Quazis
3. General Powers and duties of Quazis
   - Section 47 & Section 48 of Muslim marriage and Divorce Act No 13 of 1951
   - Section 49 to Section 58 of Muslim marriage and Divorce Act No 13 of 1951
4. Procedure on Registration of Marriages, Divorces, Maintenance,

'Mahr' and 'Kaikuli'

- Section 16 to Section 33 of Muslim marriage and Divorce Act No 13 of 1951
- Section 34 to Section 39 of Muslim marriage and Divorce Act No 13 of 1951

5. Recovery of claims & Other procedures
   - Enforcement orders and procedure on Maintenance, 'Mahr', 'Kaikuli' and other claims
   - Transferring cases
   - Attorney-at-law representation
   - Misconduct while a Quazi's sitttings or Board of Quazis' sittings

6. Board Quazis
   - Revisionary Power on Quazis' order
   - Supreme court's Revisionary Power
   - Board of Quazis' Sittings and procedure
   - Advisory role

Teaching /Learning Methods:

- nteractive lectures
- Case studies & Self Research Assignments
- Presentations from Guest Speakers
- Court visits
- Multi-media Resources

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Muslim marriage and Divorce Act No 13 of 1951
Muslim family law in Sri Lanka – By Soolani Kodikkaara.

Recommended Reading:

Muslim law in Ceylon: An Historical Outline – By H.M.Z.Farouque.

Level	3		
Semester	I		
Course Code	AEE 31011		
Course Title	Adult Education (Andragogy of Education)		
Credit	1		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This course aims to;

- identify the importance and nature of Adult education
- describe about Andragogy and pedagogy and its applications
- enhance about community development and Recognize the importance and role of adult education in Community development

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- apply the adult learning theories in learning and teaching
- identify the way of skill development through the vocational Education
- describe important of motivation and its application in adult

learning

- identify assessment method and techniques for assessing adult learners

Course Content:

1. Adult Education
   - Meaning, Objectives
   - Characteristics of Adult Education
   - Importance of Adult Education
   - Scope and Nature of Adult Education
2. Andragogy of learning
   - Principles of Andragogy, Andragogy vs. Pedagogy
3. Adult Education and Community Development
   -Meaning of Community development
   -Importance of Adult Education
   -Role of Adults education in Community development
   -Meaning and importance of Service learning in Community development
4. Adult Learning Theory
   -Malcolm Knowles' theory of andragogy
5. Methods and Techniques of Teaching Adults
   -Case Based Learning
   -Self-Directed Learning
   -Transformative Learning
   -Social Learning
6. Concept, scope and policy of vocational education and skill development among Adults
7. Motivating the Adult Learner
   - Learning Style Inventories
   - Learning and forgetting curves of adult learners
8. Principles for Assessment of Adult Learning
   - Identify the learning objectives
   - Appropriate Assessment Strategies for Adult
   - Design the assessment tools

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Adult education: ,the basic, concept, terms, features and objectives Retrieved on 20 Auguest 2023 from https://egyankosh.ac.in/bitstream/123456789/43493/1/Unit-1.pdf

What is adult education? Unesco answers, editorial san sebastian unesco centre, juan ignacio martínez de morentin de goñi, florida eskola retrived on 27 july 2023 from https://inee.org/sites/default/files/resources/unesco_2006_what_is_adult_education.pdf

Pedagogy and Andragogy in Comparison – Conceptions and Perspectives, Andragoška spoznanja/Studies in Adult Education and Learning, 2023, 1-14DOI: https://doi.org/10.4312/as/11482

The role of adult education in community development, Knowledge Review Volume 26 No. 2, December, 2012 from https://www.globalacademicgroup.com/journals/knowledge%20review/THE%20ROLE%20OF%20ADULT%20EDUCATION%20IN%20COMMUNITY%20DEVELOPMENT.pdf

Recommended Reading:

The adult learner, The Definitive Classic in Adult Education andnHuman Resource Development, British Library Cataloguing in Publication Data A catalogue record for this book is available from the British Library, From https://inee.org/sites/default/files/resources/UNESCO_2006_What_is_adult_education.pdf

Sharan B. Merriam, Laura L. Bierema. (2014). Adult learning : linking theory and practice /. -- First edition. Includes bibliographical references and index Published by Jossey-Bass, https://library.unismuh.ac.id/uploaded_files/temporary/DigitalCollection/OTMwMDcwZTIyYTYwMGExZGIxOTZhNzkyNGY1YmQ5YTlhZDNmYmQyZg==.pdf

Obaidalah,H & Aljohani, P. (nd) motivating adult learners to learn at adulteducation schools in saudi Arabia https://files.eric.ed.gov/fulltext/ED597543.pdf

Level	3		
Semester	I		
Course Code	GCE 31011		
Course Title	General Counseling		
Credit	1		
Main/Compulsory/Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35

Course Aims:

This Course aims to;

- demonstrate a comprehensive understanding of fundamental counseling theories and techniques.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- apply active listening and empathetic communication skills in a counseling setting.
- analyze and assess diverse client needs, developing appropriate counseling strategies accordingly.
- evaluate ethical and legal considerations in counseling practice, ensuring professional conduct and confidentiality.
- utilize effective problem-solving and decision-making techniques to address various client issues.
- design and implement individualized counseling plans tailored to specific client goals and circumstances.

Course Content:

1. Introduction to Counseling
   - Definition and Scope of Counseling
   - Historical Overview of Counseling
   - Theories of Counseling: Psychodynamic, Humanistic, Cognitive-Behavioral, and Integrative Approaches
2. Counseling Skills and Techniques
   - Active Listening and Reflective Responding
   - Empathy and Non-verbal Communication
   - Questioning and Clarification Techniques
   - Paraphrasing and Summarizing
3. Ethics and Professionalism in Counseling
   - Code of Ethics and Confidentiality
   - Boundaries and Dual Relationships
   - Cultural Sensitivity and Competence
   - Legal Considerations in Counseling Practice
4. Assessment and Diagnosis in Counseling
   - Psychosocial Assessment
   - Mental Health Disorders and Diagnosis
   - Risk Assessment and Crisis Intervention
   - Strengths-Based Assessment

5. Individual and Group Counseling - Individual Counseling Process and Techniques - Group Dynamics and Facilitation Skills - Psychoeducation and Skill-Building Groups - Support and Process Groups	
6. Counseling across the Lifespan - Child and Adolescent Counseling - Adult and Geriatric Counseling - Developmental Transitions and Life Stages	
Teaching /Learning Methods:	
- Lectures and discussion with students, group assignments, individual assignment, presentation	
Assessment Strategy: (*from varieties of assessments stated by the faculty*)	
Continuous Assessment Test (CAT) - 40%; Quiz Mid-term	End Semester Examination (ESE) - 60%
Required Reading:	
Mainy, G. (2016). Theory and practice of counseling and psychotherapy. Cengage Learning. Ivey, A. E., & Ivey, M. B. (2018). Intentional interviewing and counseling: Facilitating client development in a multicultural society. Cengage Learning.	
Recommended Reading	
Egan, G. (2014). The skilled helper: A problem-management and opportunity-development approach to helping. Cengage Learning. Neukrug, E. S. (2016). The world of the counselor: An introduction to the counseling profession. Cengage Learning.	

Level	3		
Semester	I		
Course Code	CTE 31011		
Course Title	Critical Thinking		
Credit	1		
Main/Compulsory/Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	10	05	35
Course Aims:			
This Course aims to; - to develop skills and mindset to identify opportunities and work in the travel and tourism sector			
Intended Learning Outcomes:			
At the end of this course, the student will be able to; - to provide a general working knowledge of critical thinking. - explain the foundations and underpinnings of it. - critical thinking works by breaking arguments and claims down to their basic underlying structure			
Course Content: (Main topics, Subtopics):			
1. Introduction to Critical Thinking - Basic Overview of Critical Thinking - The Nature and Value of Critical Thinking			
2. Meaning Analysis - The Elements of Meaning - Necessary and Sufficient Conditions - Thinking Critically about Ordinary Language			

3. The Nature of Arguments
   - Validity and Soundness
   - Analogical Arguments
   - Symbolizing Valid Arguments

4. Introduction to Fallacies
   - Fallacy Basics
   - Inductive and Deductive Fallacies
   - Types of Fallacies
   - Identifying Fallacies

5. Basic Sentential Logic
   - Logic Basics
   - Logical Statements and a Few Basic Concepts
   - Understanding Truth-Tables
   - How to Translate Ordinary Statements into Symbolic Formulae

6. Scientific Reasoning
   - Basic Principles of Scientific Reasoning
   - The Method of Scientific Reasoning
   - The Scientific Method, Explained by a Scientist
   - Scientific Reasoning and Inductive Arguments
   - Causality Basics

7. Strategic Reasoning and Creativity
   - Strategic Reasoning
   - Problem Solving Begins with Understanding the Problem
   - A Technique for Problem Solving
   - Creative Thinking
   - Three Principles of Creative Thinking
   - A Four Step Cycle for Creative Thinking

8. Critical Thinking in Practice**:** Reasoning about Values and Morality
   - The Nature of Moral Values
   - The Relation of God to Morality

Teaching /Learning Methods:

- Lecture
- Practical
- Discussion

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term	End Semester Examination (ESE) - 60%

Required Reading:

Halpern, D. F. (2014). *Thought and knowledge: An introduction to critical thinking* (5th ed.). Psychology Press.

Browne, M. N., & Keeley, S. M. (2018). *Asking the right questions: A guide to critical thinking* (12th ed.). Pearson.

Recommended Reading:

Paul, R., & Elder, L. (2019). *Critical thinking: Tools for taking charge of your learning and your life* (4th ed.). Pearson.

Nosich, G. M. (2017). *Learning to think things through: A guide to critical thinking across the curriculum* (5th ed.). Pearson.

Ruggiero, V. R. (2015). *Beyond feelings: A guide to critical thinking* (9th ed.). McGraw-Hill Education.

8.2 Elective Courses for Honours Degree

Level 02
Semester I

Level	2		
Semester	I		
Course Code	BLE 21012		
Course Title	Business Law		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70
Course Aims:			

This course aims to;

- comprehend the legal framework of business law that is required in their day-to-day work or life.
- apply the business law in their work or businesses to ensure smooth function of the transactions.
- handle the commercial matters confidently with a satisfaction that they

are mindful of the expectation of the relevant authorities.

- exhibit an adequate knowledge of business law that is useful for them to eventually assume roles as citizens, employees, consumers and professional practitioners in their communities and in society at large.
- apply their legal knowledge and skills to mitigate disputes arising in the spectrum of business communities.
- combine knowledge and skills with a new awareness to explore the
- impact of technological changes in the field of business law.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate a comprehensive understanding of the legal framework of business law applicable in their day-to-day work or life.
- apply principles of business law to ensure the smooth functioning of transactions in their work or businesses.
- handle commercial matters confidently, ensuring compliance with the expectations of relevant authorities.
- exhibit adequate knowledge of business law relevant to their roles as citizens, employees, consumers, and professional practitioners in their communities and society.

Course Content:

1. Law of Contracts
    a. Introduction
    b. Elements of Law of Contracts
    c. Contractual terms

- d. Termination of a contract

2. Sale of Goods (Ordinance No. 11 of 1896)
   - a. Introduction
   - b. Elements of Sale of goods
   - c. Implied conditions and warranties
   - d. Remedies of parties to the contract of sale of goods
3. Law of Agency
   - a. Introduction
   - b. Formation of agency
   - c. Rights and obligations of the parties
   - d. Termination of agency
4. *Bills of Exchange (Ordinance No. 25 of 1927)*
   - a. Introduction
   - b. Negotiable instruments
   - c. Bills of exchange
   - d. Cheque and Promissory note
5. Partnership
   - a. Introduction
   - b. Registration of Partnership
   - c. Rights and duties of partners
   - d. Dissolution of partnership
6. *Companies Act (No. 07 of 2007)*
   - a. Introduction
   - b. Articles of Association
   - c. Directors of a Company
   - d. Winding up of a company
7. Insurance
   - a. Introduction
   - b. Salient features of insurance
   - c. Parties of insurance
   - d. Principles of insurance
8. *Consumer Credit Act (No. 29 of 1982)*
   - a. Introduction
   - b. Parties of hire purchase
   - c. Transfer of property
   - d. Rights and obligations of parties
9. *Consumer Affairs Authority Act (No.09 of 2003)*
   - a. Introduction
   - b. Objectives of the Consumer Affairs Authority
   - c. Duty of the Consumer Affairs Authority
   - d. Main offences under this act
10. Carriage of Goods by Sea Act (No. 21 of 1982)
    - a. Introduction
    - b. Contract of Affreightment
    - c. Charter Party
    - d. Hague Visby Rules
11. International Commerce
    - a. Introduction
    - b. INCOTERMS
    - c. Letter of credit
    - d. Dispute resolutions in international trade
12. Electronic Transactions Act No. 19 of 2006
    - a. Introduction
    - b. Objective of the act
    - c. Computer crimes
    - d. Data protection

Teaching /Learning Methods:

- Interactive lectures
- Case studies & Self Research Assignments

- Presentations from Guest Speakers
- Practical Assignments
- Role plays and Mooting Sessions
- Multi-media Resources.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) - 60%

Required Reading:

Atiyah, P. S. The Sale of Goods.
Bennet, & Howard. Principles of the Law of Agency.
Dobson, P. Charlesworth's Business Law.
Girvin, S. Carriage of Goods by Sea.
Indatissa, K. Basic Principles of Electronic Commerce and a Commentary on the Electronic Transactions Act No 19 of 2006.
Johnson, J. W. Promissory Notes, Bills of Exchange, Cheques and Other Negotiable Instruments.
Lehavi, D. Business Partnership Essentials.
Saharay, M. Textbook on Sale of Goods and Hire Purchase.
Shenker, O. International Business.
Weeramantry, C. G. The Law of Contracts.
Weerasooriya, W. A Textbook of Commercial Law.

Recommended Reading:

Atiyah, P. S. (n.d.). The Sale of Goods.
Bank of Ceylon v Kolonnawa Urban Council.
Bennet, & Howard. Principles of the Law of Agency.
Carlill v Carbolic Smoke Wickrema Weerasooriya.
Carter v Boehm.
Dobson, P. Charlesworth's Business Law.
Girvin, S. (n.d.). Carriage of goods by sea.
Great Northern Railway Co. vs. Swaffield.
Indatissa, K. (n.d.). Basic Principles of Electronic Commerce and a Commentary on the Electronic Transactions Act No 19 of 2006.
ITN v Godakanda Herbals.
Johnson, J. W. (Year). Promissory Notes, Bills of Exchange, Cheques and Other Negotiable Instruments.
Karthikeyan, M. E. (n.d.). Fundamental Principles of Insurance Ball Company.
Lehavi, D. (n.d.). Business Partnership Essentials.
Rowland v Divall.
Saharay, M. (n.d.). Textbook on Sale of Goods and Hire Purchase.
Sathasivam v Mercantile Credit Ltd. and Others.
Shenker, O. (n.d.). International Business.
Weeramantry, C. G. (n.d.). The Law of Contracts

Level	2		
Semester	I		
Course Code	TLE 21012		
Course Title	Tax Law		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- realize the tax law and regulation process in sri lanka.
- identify the various types of tax enforcement in sri lanka.
- calculate taxable income for individuals and ngos.
- explain the imposition, registration, computation, and different obligations related to value added Tax (VAT).

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- comprehend the tax law and regulation process in Sri Lanka
- identify the various types of tax enforcing in Sri Lanka
- calculate the taxable payment in income of individual as well as NGOs
- explain the imposition, Registration, Computation and Different Obligation if VAT

Course Content:

1. Introduction to Taxation of Sri Lanka
   - Principles of Taxation
   - Direct and Indirect Taxes
   - Tax Authorities in Sri Lanka
   - Legal Framework in Sri Lanka (Acts, Gazettes, Ruling and Case Laws)
   - Imposition of income Tax – Charging Section
   - Residence Rule

8. Sources of Income
   - Income from Employment (Definition, Gains & Profits from employment, Value of benefits, amount excluded from employment income, retirement benefit, exemptions from employment, APIT scheme and computation of employment income)
   - Income from Business (Definitions, gains and profits from Business, deductions, realization of business asserts & liabilities and computation of business income)
   - Income from Investment income (Definitions, divided, interest, royalty, rent, exemptions, realization of investment asserts and computation of investment income

9. Taxation of Individuals & Companies (Resident)
   - Assessable income and Taxable income of an individual
   - Retes of income Tax applicable to individual and companies
   - Gross income Liability of an individual and a company
   - Tax credits available for an individual and a company
   - Balance Tax Payable
   - Exempt income and AIT
   - Transitional Provision

10. Taxation of Miscellaneous Undertakings
    - Taxation of a partnership
    - Taxation of Partners

11. Obligation and Procedures
    - Payment of Income Tax (Self-Assessment Scheme and Due dates)
    - Obligation of filing tax returns and Due Dates
    - Authorized Representatives for Tax Purpose
    - Assessments (Self-Assessment, Default Assessment, Advance Assessment and Amended Assessment)
    - Time bar for Assessment and Finality of Assessment

12. Advanced income Tax (AIT) and Capital gain tax and Case laws relating to Taxation
    - Advanced Income Tax (AIT) and Final Tax
    - Obligations of an employee under APUT
    - Exemption form AIT
    - Identification of an investment assert
    - Investment Asserts excluded from capital gain Tax
    - Tax on gain/ loss of realization of asserts and liabilities (Capital Gain) and Tax treatments
    - Capital Gain Tax return and Payment of Tax

13. Other Business Taxes

- Imposition, Registration, Obligations and Computation of Value Added Tax (VAT)
- Zero rated, Exempted and Excluded supplies from VAT
- Calculation of VAT liability
- Imposition, Registration, Obligations and Computation of (SSCL)
- Imposition, Registration, Obligations and Computation of Stamp Duty

Teaching /Learning Methods:

- Interactive lectures
- Group discussions
- Moots and Seminar presentations by students.
- Students will also be given topics for self-study which will be assessed through presentations during class seminars.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) - 60%

Required Reading:

Inland Revenue Act, No 24 of 2017 and amendments
Inland Revenue Act no 10 of 2006 and Amendments

Recommended Reading:

Value Added Tax Act no 14 of 2002 and Amendments
Social Security Contribution Levy Act No 25 of 2022
Guides and Circulars Published by IRD
IRD Website: www.ir.d.gove.lk

Level	2		
Semester	I		
Course Code	IEE 21012		
Course Title	Inclusive Education		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- develop the competencies of educational professionals
- address the diversities and values of the differences in learners included in regular classrooms, regular schools and the education system

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- describe the concept of inclusive education.
- explain about the types of disabilities and their learning needs in the inclusive classroom and
- schools.
- examine the role of educational professionals in catering for diverse needs of students in an inclusive education system.
- develop the teaching -learning process with the competencies of different inclusive practices

Course Content:

4. The concept of Special Education, Special Needs Education, and Inclusive Education
   - Introduction for Special Education, Special Needs Education and Inclusive Education, History of
   - Special Education, Special Needs Education and Inclusive Education, Concept of Special Education,
   - Special Needs Education and Inclusive Education, necessity of Special Education, Special Needs
   - Education, and Inclusive Education, Principles of Special Education, Special Needs Education and
   - Inclusive Education,Benefits of Special Education, Special Needs Education, and Inclusive Education

5. Types of Disabilities:
   - Introduction to the Impairment, Disability and Handicap, Disability models such as the medical model,
   - the social model, the charitable model, and the human rights model.

6. Disabilities:
   - Autism
   - Deaf blindness
   - Deafness
   - Developmental delay (DD)
   - Emotional disturbance (ED)
   - Hearing impairment
   - Intellectual disability
   - Multiple disabilities (MDS)
   - Orthopedic impairment

Teaching /Learning Methods:

- Lecture
- Discussion
- Presentation
- Seminars
- Self-study

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Salend, S. J. (2015). *Creating inclusive classrooms: Effective, differentiated and reflective practices* (8th ed.). Pearson.

Villa, R. A., Thousand, J. S., & Nevin, A. I. (2016). *A guide to co-teaching: Practical tips for facilitating student learning* (3rd ed.). Corwin.

Friend, M., & Bursuck, W. D. (2018). *Including students with special needs: A practical guide for classroom teachers* (8th ed.). Pearson.

Recommended Reading:

Artiles, A. J., Kozleski, E. B., & Waitoller, F. R. (Eds.). (2011). *Inclusive education: Examining equity on five continents.* Harvard Education Press.

Loreman, T., Deppeler, J., & Harvey, D. (Eds.). (2014). *Inclusive education: A practical guide to supporting diversity in the classroom* (3rd ed.). Allen & Unwin.

Level	2		
Semester	I		
Course Code	PSE 21012		
Course Title	Peace & Social Harmony		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- provide a general working knowledge of Peace and social harmony, conflict and peace
- explain the foundations and underpinnings of integration, Grave, conflict resolution
- emphasize the role of civil society and peace movement in the peace building and Social Harmony

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- analyze the nature, causes, and manifestations of conflicts at individual, societal, and global levels.
- Evaluate the processes and strategies involved in conflict resolution, negotiation, and peacebuilding efforts.
- examine the principles and practices of integration and social cohesion within diverse societies.

Course Content:

8. Introduction to Peace and Social Harmony
   - Religions, Peace and Social Harmony
   - Meaning, Reason and Cost of War
   - Ethnic Conflict
9. Conflict Maps
   - Conflict and Conflict Resolution
   - Mediation: Theory and Case Studies
10. Grief and Types of Grief
    - Positive and Negative Peace
    - Media, Peace and Harmony
11. Integration (Regional, National, territorial, ethnic)
12. Sri Lankan Conflict and Peace Activities,
    - Values of Peace and Social Harmony among the Sri Lankan Society
    - Features of Social Integration among Sri Lankan Societies
13. Arab Israel Conflict
14. Jammu and Kashmir Conflict and Peace activities

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization.* SAGE Publications.

Lederach, J. P. (2005). *The moral imagination: The art and soul of building peace*. Oxford University Press.

Recommended Reading:

Avruch, K. (1998). *Culture & conflict resolution*. United States Institute of Peace Press.

Kriesberg, L. (2016). *Constructive conflicts: From escalation to resolution* (4th ed.). Rowman & Littlefield Publishers.

Cox, R. W. (1986*). Social forces, states and world orders: Beyond international relations theory*. Millennium: Journal of International Studies.

Level	2		
Semester	I		
Course Code	BSE 21012		
Course Title	Basic Sinhala		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- introduce the Sinhala alphabet and word classes.
- teach simple sentence structures and patterns.
- improve reading and writing skills.
- practice oral communication.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- identify the Sinhala alphabet and word classes.
- enhance simple sentence structures and patterns.
- practice on reading and writing skills.
- practice oral communication.

Course Content:

8. Introducing Sinhala Alphabet.
9. Constructing Simple words using the alphabet.
10. Introducing to Nouns and their different varieties.
11. Simple sentence Structures.
12. Basic in Sentence Patterns.
13. Simple Reading and Writing Exercises.
14. Further into Sinhala Grammar and usage. (Passive Voice, Case, etc)
15. Practical Language Training.
16. Introducing to simple Literature in Sinhala Language
17. Practical Listening and Comprehension
18. Further Study of Grammar
19. Introduction to Modern Sinhala Literature

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Geiger, W. (1938). *A Grammar of the Sinhalese Language*. Colombo: Colombo Apothecaries' Company. Dharmasena, T. (2005). *Basic Sinhala: A learner's guide*. CreateSpace Independent Publishing Platform.
Recommended Reading:
Gair, J. W., & Paolillo, J. C. (1997). *Sinhala*. John Benjamins Publishing Company. Gunasekara, B. M. (2010). *Colloquial Sinhalese: Sinhala, Conversations and Dialogues.* Asian Educational Services. Silva, A. S. (1988). *An English-Sinhalese dictionary*. M. D. Gunasena.

Semester II

Level	2		
Semester	II		
Course Code	CLE 22012		
Course Title	Cyber Law		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Practical	Self- Learning
	20	20	60

Course Aims:
This course aims to; - explain cyber law and explain its key concepts. - determine the different types of cybercrimes and explain the legal framework for prosecuting them.
Indented Learning Outcomes:
At the end of this course, the student will be able to; - define cyber law and explain its key concepts. - identify the different types of cybercrimes and explain the legal framework for prosecuting them. - analyze the legal issues surrounding intellectual property in the digital age. - apply the principles of cyber law to real-world problems. - communicate effectively about cyber law issues in a professional setting.
Course Content:
1. Introduction to Cyber Law - What is cyber law? - History of cyber law - The legal framework for the internet
2. Cybercrimes - Hacking - Data theft - Cyberbullying - Cyberstalking - Phishing - Ransomware - Denial-of-service attacks - Other types of cybercrimes
3. Intellectual Property Law in the Digital Age - Copyright law - Trademark law - Patent law - Trade secret law - Other intellectual property laws

4. Privacy Law - Data protection laws - Privacy rights - The regulation of social media
5. The Regulation of Cyberspace - The role of governments in regulating cyberspace - The role of international law in regulating cyberspace - The role of self-regulation in regulating cyberspace
6. The Ethical Implications of Cyber Law - The ethical challenges posed by cyber law - The ethical responsibilities of individuals and organizations in cyberspace
7. Data protection law - The General Data Protection Regulation (GDPR) - The Personal Data Protection Act No. 9 of 2022 ('PDPA')
8. The regulation of social media - The role of social media platforms in spreading misinformation - The challenges of regulating social media platforms - The impact of regulation on free speech
9. The ethical implications of artificial intelligence (AI) - The use of AI in decision-making - The potential for AI to be biased - The risk of job displacement - The possibility of AI being used for malicious purposes
Teaching /Learning Methods:
- Lectures - Case studies - Simulations - Group projects - Guest speakers - Online learning
Assessment Strategy: (*from varieties of assessments stated by the faculty*

Continuous Assessment Test (40%):	End Semester
Presentation Mid Exam Class Activity Practice	Examination (60%):

Required Reading:
Lessig, Lawrence, and Julie E. Cohen. Cyberlaw: Cases and Materials. 4th ed. Newyork: Aspen Publishers, 2019. Print. Geist, Michael. The Law of Cyberspace. 3rd ed. Toronto: Irwin Law, 2017. Print. Rustad, Michael L. Cybercrime: Law and Policy. 2nd ed. New York: Wolters Kluwer, 2018. Print. Ohm, Paul. Privacy Law in the Digital Age. Cambridge: Harvard University Press, 2010. Print.
Recommended Reading
The Morris Worm case The Sony PlayStation Network hack case The Silk Road case The hacking of the Sri Lankan President's website in 2018

Level	2		
Semester	II		
Course Code	HHE 22012		
Course Title	Human Rights and Humanitarian Law		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self- Learning
	20	10	70
Course Aims:			
This course aims to;			

- demonstrate clear understanding of the philosophical and interdisciplinary nature of the Human Rights Law
- apply relevant material information and skills to resolve any conflicted situation arising in the spectrum of Human Rights Law
- have a comprehensive knowledge on theoretical and practical aspect of IHL
- synthesize and critically assess case law, notably through a comparative approach.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- understand the philosophical and interdisciplinary nature of the Human Rights Law
- Use relevant material information and skills to resolve any conflicted situation arising in the spectrum of Human Rights Law
- acquire comprehensive knowledge on theoretical and practical aspect of IHL

Course Content:

1. Historical Evolution of the concept of Human Rights
   - Social norms/religious tents
   - Natural rights theory Political theories
   - Political theories
   - Legal guarantees
   - Legal Positivism
   - Customary norms/jus cogens
2. Universalization of Human Rights and Impact on State Sovereignty
   - Pre – World War II development
   - The UN Era
   - The International Bill of Human Rights
   - The Vienna Declaration, 1993
   - Universal Human rights and State Sovereignty (implications for the domestic legal system)
3. Implementation: the Sri Lankan human rights protection system
4. Relationship between Humanitarian Law and International Human Rights Law
5. Definitional aspects and scope of International Humanitarian Law
6. Sources of International Humanitarian Law and basic concepts.
7. The limitation on means and methods of armed conflicts
8. Combatant status and its application
   - Protection of prisoners of war
   - Protection of civilians and non-combatants
   - The rules of International Humanitarian Law in relation to acts of terror
   - The “war on terror”
   - Protection of cultural property
   - International peace operation
9. Response of Sri Lanka to International Humanitarian Law
10. New trends in International Humanitarian Law

Teaching /Learning Methods:

- Interactive lectures
- Group discussions
- Moots
- Seminar
- self-study

Assessment Strategy:

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE) - 60%

Required Reading:

Philip Alston (ed), The United Nations and Human Rights: A critical Appraisal

ARB Amerasinghe, Our Fundamental Rights of Personal Secretary and Physical Liberty

Henry P Steiner and Philip Alston, International Human Rights in Context: Law, Politics, Morals.

Recommended Reading:

Robert Kolb and Richard Hyde, "An Introduction to International Law of Armed Conflicts" (Oxford 2008)
Fleck, Dieter, The Handbook of International Humanitarian Law
ean-Marie Henckaerts and Louise Doswald, "Customary International Humanitarian Law Volume I" (Cambridge)

Level	2		
Semester	II		
Course Code	AEE 22012		
Course Title	Adult Education (Andragogy of Education)		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- identify the importance and nature of Adult education
- describe about Andragogy and pedagogy and its applications
- enhance about community development and Recognize the importance and role of adult education in Community development

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- apply the adult learning theories in learning and teaching
- identify the way of skill development through the vocational Education
- describe important of motivation and its application in adult learning
- identify assessment method and techniques for assessing adult learners

Course Content:

1. Adult Education
   - Meaning, Objectives
   - Characteristics of Adult Education
   - Importance of Adult Education
   - Scope and Nature of Adult Education
2. Andragogy of learning
   - Principles of Andragogy, Andragogy vs. Pedagogy
3. Adult Education and Community Development
   -Meaning of Community development
   -Importance of Adult Education
   -Role of Adults education in Community development
   -Meaning and importance of Service learning in Community development
4. Adult Learning Theory
   -Malcolm Knowles' theory of andragogy
5. Methods and Techniques of Teaching Adults
   -Case Based Learning
   -Self-Directed Learning
   -Transformative Learning
   -Social Learning
6. Concept, scope and policy of vocational education and skill development among Adults
7. Motivating the Adult Learner
   - Learning Style Inventories
   - Learning and forgetting curves of adult learners
8. Principles for Assessment of Adult Learning
   - Identify the learning objectives
   - Appropriate Assessment Strategies for Adult

- Design the assessment tools
Teaching /Learning Methods:
- Deductive & Inductive method - Lecture - Demonstration - Discussion - Group & Individual Assignment
Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:
Adult education: ,the basic, concept, terms, features and objectives Retrieved on 20 Auguest 2023 from https://egyankosh.ac.in/bitstream/123456789/43493/1/Unit-1.pdf What is adult education? Unesco answers, editorial san sebastian unesco centre, juan ignacio martínez de morentin de goñi, florida eskola retrived on 27 july 2023 from https://inee.org/sites/default/files/resources/unesco_2006_what_is_adult_education.pdf Pedagogy and Andragogy in Comparison – Conceptions and Perspectives, Andragoška spoznanja/Studies in Adult Education and Learning, 2023, 1-14DOI: https://doi.org/10.4312/as/11482 The role of adult education in community development, Knowledge Review Volume 26 No. 2, December, 2012 from https://www.globalacademicgroup.com/journals/knowledge%20review/THE%20ROLE%20OF%20ADULT%20EDUCATION%20IN%20COMMUNITY%20DEVELOPMENT.pdf
Recommended Reading:
The adult learner, The Definitive Classic in Adult Education andnHuman Resource Development, British Library Cataloguing in Publication Data A catalogue record for this book is available from the British Library, From https://inee.org/sites/default/files/resources/UNESCO_2006_What_is_adult_education.pdf Sharan B. Merriam, Laura L. Bierema. (2014). Adult learning : linking theory and practice /. -- First edition. Includes bibliographical references and index Published by Jossey-Bass, https://library.unismuh.ac.id/uploaded_files/temporary/DigitalCollection/OTMwMDcwZTIyYTYwMGExZGIxOTZhNzkyNGY1YmQ5YTlhZDNmYmQyZg==.pdf Obaidalah,H & Aljohani, P. (nd) motivating adult learners to learn at adulteducation schools in saudi Arabia https://files.eric.ed.gov/fulltext/ED597543.pdf

Level	2		
Semester	II		
Course Code	GCE 22012		
Course Title	General Counseling		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Practical	Self - Learning
	20	10	70

Course Aims:

This course aims to;

- demonstrate a comprehensive understanding of fundamental counseling theories and techniques.
- develop active listening and empathetic communication skills for application in counseling settings.
- acquire the ability to analyze and assess diverse client needs to formulate appropriate counseling strategies.

Learning Outcomes:

At the end of this course, the student will be able to;

- apply active listening and empathetic communication skills in a counseling setting.
- analyze and assess diverse client needs, developing appropriate counseling strategies accordingly.
- evaluate ethical and legal considerations in counseling practice, ensuring professional conduct and confidentiality.
- utilize effective problem-solving and decision-making techniques to address various client issues.
- design and implement individualized counseling plans tailored to specific client goals and circumstances.

Course Content:

1. Introduction to Counseling
   - Definition and Scope of Counseling
   - Historical Overview of Counseling
   - Theories of Counseling: Psychodynamic, Humanistic, Cognitive-Behavioral, and Integrative Approaches
2. Counseling Skills and Techniques
   - Active Listening and Reflective Responding
   - Empathy and Non-verbal Communication
   - Questioning and Clarification Techniques
   - Paraphrasing and Summarizing
3. Ethics and Professionalism in Counseling
   - Code of Ethics and Confidentiality
   - Boundaries and Dual Relationships
   - Cultural Sensitivity and Competence
   - Legal Considerations in Counseling Practice
4. Assessment and Diagnosis in Counseling
   - Psychosocial Assessment
   - Mental Health Disorders and Diagnosis
   - Risk Assessment and Crisis Intervention
   - Strengths-Based Assessment
5. Individual and Group Counseling
   - Individual Counseling Process and Techniques
   - Group Dynamics and Facilitation Skills
   - Psychoeducation and Skill-Building Groups
   - Support and Process Groups
6. Counseling across the Lifespan
   - Child and Adolescent Counseling
   - Adult and Geriatric Counseling
   - Developmental Transitions and Life Stages

Teaching /Learning Methods:

- lectures
- discussion,
- group assignments
- individual assignment
- presentation

Assessment Strategy: **:** (from varieties of assements stated by thew faculty)

Continuous Assessment Test (CAT) - 40%; Quiz Mid-term	End Semester Examination (ESE) - 60%

References:

Mainy, G. (2016). Theory and practice of counseling and psychotherapy. Cengage Learning.

Ivey, A. E., & Ivey, M. B. (2018). Intentional interviewing and counseling: Facilitating client development in a multicultural society. Cengage Learning.

Recommended Reading

Egan, G. (2014). The skilled helper: A problem-management and opportunity-development approach to helping. Cengage Learning.

Neukrug, E. S. (2016). The world of the counselor: An introduction to the counseling profession. Cengage Learning.

Level	2		
Semester	II		
Course Code	CTE 22012		
Course Title	Critical Thinking		
Credit	2		
Main/Compulsory/Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This Course Aims to;

- develop skills and mindset to identify opportunities and work in the travel and tourism sector
- develop critical thinking skills by deconstructing arguments and claims into their fundamental underlying structures

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- to provide a general working knowledge of critical thinking.
- explain the foundations and underpinnings of it.
- critical thinking works by breaking arguments and claims down to their basic underlying structure

Course Content: (Main topics, Subtopics):

1. Introduction to Critical Thinking
   - Basic Overview of Critical Thinking
   - The Nature and Value of Critical Thinking
2. Meaning Analysis
   - The Elements of Meaning
   - Necessary and Sufficient Conditions
   - Thinking Critically about Ordinary Language
3. The Nature of Arguments
   - Validity and Soundness
   - Analogical Arguments
   - Symbolizing Valid Arguments
4. Introduction to Fallacies
   - Fallacy Basics
   - Inductive and Deductive Fallacies
   - Types of Fallacies
   - Identifying Fallacies
5. Basic Sentential Logic
   - Logic Basics
   - Logical Statements and a Few Basic Concepts
   - Understanding Truth-Tables

- How to Translate Ordinary Statements into Symbolic Formulae
6. Scientific Reasoning - Basic Principles of Scientific Reasoning - The Method of Scientific Reasoning - The Scientific Method, Explained by a Scientist - Scientific Reasoning and Inductive Arguments - Causality Basics
7. Strategic Reasoning and Creativity - Strategic Reasoning - Problem Solving Begins with Understanding the Problem - A Technique for Problem Solving - Creative Thinking - Three Principles of Creative Thinking - A Four Step Cycle for Creative Thinking
8. Critical Thinking in Practice**:** Reasoning about Values and Morality - The Nature of Moral Values - The Relation of God to Morality
Teaching /Learning Methods:
- Lecture - Practical - Discussion
Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term	End Semester Examination (ESE) - 60%

Required Reading:
Halpern, D. F. (2014). *Thought and knowledge: An introduction to critical thinking* (5th ed.). Psychology Press. Browne, M. N., & Keeley, S. M. (2018). *Asking the right questions: A guide to critical thinking* (12th ed.). Pearson.
Recommended Reading:
Paul, R., & Elder, L. (2019). *Critical thinking: Tools for taking charge of your learning and your life* (4th ed.). Pearson.
Nosich, G. M. (2017). *Learning to think things through: A guide to critical thinking across the curriculum* (5th ed.). Pearson. Ruggiero, V. R. (2015). *Beyond feelings: A guide to critical thinking* (9th ed.). McGraw-Hill Education.

Level 03
Semester I

Level	3		
Semester	I		
Course Code	QPE 31012		
Course Title	Quazi Court System and Procedure		
Credit	2		
Main/Compulsory/Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:
This Course Aims to; - evaluate the Quazi justice system in Sri Lanka - apply knowledge on the types of Quazis and the appointment procedures in the Sri Lankan Judicial system - acquire a comprehensive understanding of the History of Muslim law in Sri Lanka. - Explore powers and duties of the Quazis and the Board of Quazis.
Intended Learning Outcomes**:**
At the end of this course, the student will be able to; - evaluate the strengths and weaknesses of the Quazi justice system including issues related to fairness, access to justice and the impact of Muslim law on individuals and Muslim community. - gain knowledge on type of Quazis and Quazis' appointment procedure in the Sri Lankan Judicial system. - understand the Procedures on Registration of Muslims' Marriages

and Registration of Muslims' Divorces.

- gain a thorough understanding of the Powers and duties of the Quazis and Board of Quazis
- identify and explain different procedures on various claims including Maintenance, 'Mahr' and 'Kaikuli'.

Course Content:

7. An introduction to Muslim law in Sri Lanka
   - Mohammadian Code 1806
   - Muslim marriage and Divorce Act 1929
   - Muslim marriage and Divorce Act No 13 of 1951
8. Appointment of Quazis
   - The Role of the Judicial service commission
   - Appointment and Jurisdiction
   - Temporary Quazis
   - Special Quazis
9. General Powers and duties of Quazis
   - Section 47 & Section 48 of Muslim marriage and Divorce Act No 13 of 1951
   - Section 49 to Section 58 of Muslim marriage and Divorce Act No 13 of 1951
10. Procedure on Registration of Marriages, Divorces, Maintenance, 'Mahr' and 'Kaikuli'
    - Section 16 to Section 33 of Muslim marriage and Divorce Act No 13 of 1951
    - Section 34 to Section 39 of Muslim marriage and Divorce Act No 13 of 1951
11. Recovery of claims & Other procedures
    - Enforcement orders and procedure on Maintenance, 'Mahr', 'Kaikuli' and other claims
    - Transferring cases
    - Attorney-at-law representation
    - Misconduct while a Quazi's sitttings or Board of Quazis' sittings
12. Board Quazis
    - Revisionary Power on Quazis' order
    - Supreme court's Revisionary Power
    - Board of Quazis' Sittings and procedure
    - Advisory role

Teaching /Learning Methods:

- Interactive lectures
- Case studies & Self Research Assignments
- Presentations from Guest Speakers
- Court visits
- Multi-media Resources

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Muslim marriage and Divorce Act No 13 of 1951
Muslim family law in Sri Lanka – By Soolani Kodikkaara.

Recommended Reading:

Muslim law in Ceylon: An Historical Outline – By H.M.Z.Farouque.

Level	3
Semester	1
Course Code	LIE 31012
Course Title	Labour and Industrial Law
Credit	2
Main/Compulsry/ Elective	Elective

Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- address all aspects of labour law practiced in Sri Lanka, powers and functions of ilo, and international legal obligations which Sri Lanka should adhere to
- exhibit a comprehensive theoretical and practical understanding of Laboure law.
- discover different methods used to maintain the industrial relations in enterprise, industry and the national level
- find out the efficacy of concepts and principles of industrial relations and Labouré law

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- Identify all aspects of Labour Law practiced in Sri Lanka, powers and functions of ILO, and international legal obligations which Sri Lanka should adhere to
- Exhibit a comprehensive theoretical and practical understanding of Labour Law.
- Discuss different methods used to maintain the industrial relations in enterprise, industry and the national level
- Evaluate the efficacy of concepts and principles of industrial relations and labour law

Course Content: (Main topics, Subtopics):

1. Historical Introduction: Evolutionary process of Labour Law, International Labour standards, Sri Lankan Labour Law
2. Statutory Provisions
3. Contract of Employment
4. Trade Unions (Trade Unions Ordinance No. 14 of 1935)
5. Industrial Dispute Act (Industrial Disputes Act No. 43 of 1950)
6. Termination of Employment Act (Termination of Employment of Workmen (Special Provisions) Act No. 45 of 1971)
7. Employment of women, young persons and children (Employment of Women, Young Persons, and Children Act No. 47 of 1956)
8. Employees Trust Fund (Employees' Trust Fund Act No. 46 of 1980) and Employees Provident fund (Employees' Provident Fund Act No. 15 of 1958)
9. Factories Ordinance (Factories Ordinance No.45 of 1942) and Shop and Office Employees' Act (Shop and Office Employees' Act No. 19 of 1954)
10. Employees Council Act, Industrial Courts and Labour Tribunals
11. Employees' Holiday Act and Maternity Benefits Act No. 32 of 1939
12. Workmen's Compensation Ordinance No.19 of 1934
13. Issues and future trends in industrial relations and labour law

Teaching /Learning Methods:

The course will be facilitated through the following learning activities:

- Interactive lectures
- Group discussions
- Moots
- Seminar
- presentations
- self-study

Assessment Strategy:

Continuous Assessment Test (CAT) -40%; Presentation Mid Exam Class Activity Practice	End Semester Examination (ESE)-60%

Required Reading:

Amarasinghe, E.F.G. (2011). Employee Relations in Sri Lanka, Amarasinghe, E.F.G

SR De Silva, Contract of Employment Employer's Federation of Ceylon 1998

V Sakha Kumari Jayawardena the Rise of Labour Movement in Ceylon

SR De Silva, Legal Framework of Industrial Relations

Recommended Reading:

WEM Abeyasekara, Industrial Law and Adjudication Vols 1- 4

Sovitri Goonasekara, Child Labour in South Asia.

WPN Silva, Industrial Conflict

Roger W. Rideout, Principles of Labour Law

John Bowers, Employment Law

Level	3		
Semester	I		
Course Code	SEE 31012		
Course Title	Special Need Education		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- provide deep knowledge of various disabilities and impairments: physical, intellectual, sensory, emotional, behavioral, and developmental.
- examine their potential impact on learning, development, and social participation.
- develop a strong belief in the right of all students to learn in a supportive, inclusive classroom environment.
- understand strategies and adaptations to promote success for learners with diverse needs.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- demonstrate knowledge of the historical development of special needs education, including key legislation, policies, and philosophical shifts.
- explain the social model of disability and its implications for inclusive education practices.
- identify and understand diverse disabilities:
- describe the characteristics and educational implications of various disabilities, including intellectual disabilities, autism spectrum disorder, learning disabilities, physical disabilities, sensory impairments, and others.
- analyze the impact of disabilities on learning, development, behavior, and social-emotional well-being.

Course Content:

1. Part 1: Foundations
   - Introduction to Special Needs Education: Overview of disabilities and exceptionalities, historical context, legal frameworks (IDEA, ADA, etc.), inclusive education principles.

- Child Development and Psychology: Typical child development, developmental variations, psychological and social factors impacting children with special needs.
- Educational Assessment and Evaluation: Assessing cognitive abilities, academic skills, adaptive behavior, formal and informal assessments, interpreting results

2. Part 2: Specific Disabilities and Interventions
   - Learning Disabilities: Dyslexia, Dyscalculia, Dysgraphia, strategies for reading, writing, and math instruction.
   - Autism Spectrum Disorder: Characteristics, Communication, social skills development, Applied Behavioral Analysis (ABA) principles.
   - Intellectual Disabilities: Understanding cognitive limitations, functional skill development, adaptive behavior supports.
   - Emotional and Behavioral Disorders Behavioral interventions, positive behavior supports, de-escalation techniques, classroom management for students with emotional challenges.
   - Physical Disabilities and Health Impairments: Medical aspects, assistive technologies, adaptations for mobility and access.
   - Sensory Impairments (Vision and Hearing): Strategies for instruction and communication, Braille, sign language, assistive technologies.
3. Part 3: Supporting Students and Collaboration
   - Individualized Education Programmes (IEPs): Developing IEPs, setting goals, writing accommodations/modifications, legal requirements
   - Collaborating with Families and Professionals Building positive relationships, effective communication, working with interdisciplinary teams (e.g., therapists, counselors).
   - Assistive Technology: Integrating technology for communication, learning, and access within the classroom.
   - Classroom Management and Inclusive Practices: Creating inclusive environments, differentiated instruction, Universal Design for Learning (UDL), behavior management
4. Part 4: Advanced Topics
   - Transition Planning: Preparing for post-secondary education, employment, and independence.
   - Advocacy and Leadership: Laws and policies, advocating for student rights.
   - Research in Special Needs Education: Current research trends, evaluating and applying evidence-based practices.

Teaching /Learning Methods:

- Deductive & Inductive method
- Lecture
- Demonstration
- Discussion
- Group & Individual Assignment

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2023). *Introduction to Special Education: Making a Difference Every Day*. Pearson Education.

Browder, D. M., & Spooner, F. (2014). *Teaching Students with Moderate and Severe Disabilities*. The Guilford Press.

Recommended Reading:

Hallahan, D. D., Kauffman, J. M., & Pullen, P. C. (2022). *Students with Learning Disabilities*. Pearson Education.

Level	3		
Semester	I		
Course Code	CEE 31012		
Course Title	Career and Entrepreneurial Skills		
Credit	2		
Main/Compulsory/ Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This course aims to;

- provide the participant with the practical knowledge and skills of career development and its related issues that will enable them fit to the world of work
- Demonstrate an understanding of basic financial concepts related to entrepreneurship, and develop financial models and projections for a startup.
- Build a professional network in the entrepreneurial ecosystem.

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- practical knowledge and skills of career development and its related issues that will enable them fit to the world of work
- understand basic financial concepts related to entrepreneurship, and develop financial models and projections for a startup.
- acquire a professional network in the entrepreneurial ecosystem.

Course Content:

1. Introduction to Career Development:
   - Taking Personal Responsibility for self- development: self-driven and life-long
2. nature of career development; using motivated behavior for future success
   - Current and emerging trends in the local and overseas job markets graduates
   - Forces driving the new economy ways to capitalize on available opportunities
3. Effective transition from school to the university:
   - Attitudes needed for success in the university and subsequent world of work
   - The art of living with others and developing effective relationships
   - Understanding industry expectations for fresh graduates; self-evaluation of students' awareness, attitude and attributes Understanding the definition and historical background of entrepreneurship
4. Important of entrepreneurship in economic development
5. Dealing with conflict:
   - Conflict resolution modes
   - Principled negotiation
   - Mediation skills Making effective presentations
   - Persuasive communication
   - Understanding the role of verbal and nonverbal communication
   - Overcoming speech apprehension
6. Entrepreneurial Mindset.
   - Exploring the characteristics and traits that contribute to the success of entrepreneurs.
   - Overcome challenges and bounce back from failures.
7. Opportunity recognition and evaluation.
   - Methods for identifying and evaluating potential business opportunities.

- Market research techniques.

8. Business Planning.
   - Comprehending the components of a rounded business plan
   - Writing and presenting the business plan

9. Networking and Relationship Building.
   - Building a network by honing communication skills, negotiation techniques and cultivating meaningful relationships, within the industry.

Teaching /Learning Methods:

- Lectures
- Tutorials
- group discussions
- Presentations
- individual, and group assignments
- quizzes.

Assessment Strategy: (*from varieties of assessments stated by the faculty*)

Continuous Assessment Test (CAT) - 40%; Presentation Mid Exam Class Activity Assignment	End Semester Examination (ESE) - 60%

Required Reading:

Zeyen,A (2019). Social entrepreneurship and business ethics the contribution and normative ambivalence of purpose-driven venturing. New York, NY: Routledge.

Kawasaki, G. (2015). The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything. Portfolio.

Thiel, P. (2014). Zero to One: Notes on Startups, or How to Build the Future. Crown Business.

Recommended Reading:

Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business.

Morse, E (2011) Cases in entrepreneurship the venture creation process. New Delhi Sage Publications India Private Ltd.

Naud.W (2010) Entrepreneurship and economic development. Hampshire Palgrave Macmillan.

Level	3		
Semester	I		
Course Code	TTE 31012		
Course Title	Travel & Tourism		
Credit	2		
Main/Compulsory/Elective	Elective		
Notional Hours Breakdown	Theory	Tutorial	Self-Learning
	20	10	70

Course Aims:

This Course Aims to;

- develop skills and mindset to identify opportunities and work in the travel and tourism sector
- understand the tourism sector and its impact
- explain employment opportunities in travel sector
- illustrate business opportunities in travel and tourism and develop a project proposal

Intended Learning Outcomes:

At the end of this course, the student will be able to;

- explain the tourism sector and its impact
- identify employment opportunities in travel sector
- analyze business opportunities in travel and tourism and develop a project proposal

Course Content: (Main topics, Subtopics):

1. Introduction to Tourism Sector (10 H)
   - Tourism industry and trends
   - Components of tourism industry
   - Types of tourism and Destinations
   - Supply chain in tourism
   - Sustainable tourism

14. Travel (10)
   - Travel sector and its components
   - Travelers' types and behavior
   - Tour Guiding
   - Preparing tour itineraries
   - Travel agencies and Ticketing

15. Tourism Venture Creation (10)
   - Tourism opportunity mapping
   - Developing a tourism project proposal
   - Setting up of tourism business
   - Operating a tourism business
   - Marketing and sustain the business

Teaching /Learning Methods:

- Lecture
- Practical
- Discussion
- Rake Tour

Assessment Strategy: (from varieties of assessments stated by the faculty)

Continuous Assessment Test (CAT) - 40%; Quizzes Mid-term	End Semester Examination (ESE) - 60%

Required Reading:

Computing Essentials, by Timothy O'Leary and Linda O'Leary
Misty E. Vermaat , Discovering Computers 2018: Complete, Shelly Cashman Series, Cengage Learning. 2013.

Recommended Reading:

Peter Norton, Introduction to Computers, 6th Edition, Tata McGraw-Hill Company Limited. 2004.
June Jamrich Parsons and Dan Oja, New Perspectives on Computer Concepts 2014: Introductory, 6th Edition, Cengage Learning. 2014..

9. EXAMINATION PROCEDURES

9.1 Conducting the Examination

The Written Examination (WE) of a course will be held at the end of semester when the course is offered. Continuous Assessments (CA) are conducted throughout the course in the semester.

The end-semester written examination shall be conducted by the Examination Branch. The date and time of examination shall be decided at the beginning of each semester by the Dean in consultation with the Heads of Departments and the approval of the Faculty Board.

9.2 Eligibility for Sitting Examination

9.2.1 Registration for a Degree and Courses:

A person who has registered in the University as an internal student for a particular degree can sit for relevant examinations. Students who fail to complete their intended degree at the end of the specified period should renew their registration to be eligible to re-sit for failed course at the next available opportunity.

A student can sit for the examination of course, which he or she registered it in a semester of the academic year.

9.2.2 Examination Entry Form

A student to sit for an examination should submit an application in the prescribed form within the stipulated period. The eligible students will be issued an admission card to sit for the particular examination.

Late application will not be entertined.

9.2.3 Attendance for Lectures

Eighty per-cent (80%) attendance is compulsory for both theory and practical sessions. A student, who has less than 80% attendance for a particular course, may not be allowed to sit for the end-semester written examination of that course. Such candidates will have to sit for that particular examination at the next available opportunity. Medical certificate for not attending the lecture sessions should be produced before commencement of study leave. Late submission of the medical certificate will not be entertained.

9.2.4 Sick during Academic Session

If a student who falls sick during the academic session, he/she or his/her guardian should inform it to the Registrar of the Faculty. This information should be confirmed within a period of two weeks with a valid medical supporting document.
If a student is unable to attend lectures continuously for 08 weeks in a semester, the student is deemed to be withdrawn from the particular academic year and need to commence his/her studies from the next academic year

in which semester he/she stopped in the previous year.

9.2.5 Disciplinary Ground during Academic Session

Student who has been punished under disciplinary ground during the entire semester, he/she will be treated as a repeat candidate.

A student who is absent from the entire lecture for first semester of the academic programme without any information, he/she will be treated as a repeat candidate.

A student who is absent for more than one semester of the academic programme without any information, he/she will be treated as a repeat candidate for that period.

Note: - Above decisions subject to the availability of the stipulated period of study programme.

9.2.6 Postponement of the Study Programme

A registered student has provision to postpone his/her study programme by written request under valid medical or poverty endorsed by relevant Grama Sewaka (GS) & Divisional Secretary (DS) initially one year. The second request will be entertained upon the recommendation through the Faculty Board upon the Senate approval based on the availability of the stipulated period of the study programme. The minimum period for the postponement will be one year. If any special case, it will be decided case by case by the Faculty Board.

9.3 Repeat Candidates

9.3.1 The Candidate Missed the First Attempt

A student who does not appear for an end-semester written examination of a particular course at the first opportunity available without a valid medical certificate and/or the approval of the Faculty Board and the Senate, shall forfeit the chance of sitting as a fresh candidate and will have to sit as a repeat candidate at the next available opportunity.

9.3.2 The Candidate Missed the First Semester of the Academic Year

Student who hasn't required attendance for lecture programme of the first semester of the academic year due to the valid medical reasons, the candidate can sit the particular exam as a fresh candidate and can continue the second semester. The percentage of the attendance of the particular candidate decided by Faculty Board upon the recommendation of the Head of the Departments.

9.3.3 Sick during the Examination

If a student who falls sick during the examinations, he/she or his/her guardian should inform this to the faculty Registrar within a period of 48 hours in writing. This information should be confirmed with a valid medical supporting document within a period of two weeks from the last date of the particular semester examination. However, the Senate will take the final decision. If the Senate approves the medical certificate, the student has to sit for the course in the next immediately available examination.

This re-sit examination with the approval of the Faculty Board and the Senate shall be considered as the first attempt.

9.3.4 Maximum Repeating Time

A candidate cannot repeat an examination more than **three times**. A grace chance may be permitted with the approval of the Faculty Board and the Senate. But during the period of repeating the examination, student's registration should be valid.

9.3.5 Regulations pertaining to acceptance of Medical Certificate submitted by students.

9.3.5.1 Student are required to support their absence for lectures, practical classes, field works, study tours, field visits, etc. and Examinations due to illness by a valid medical certificate confirming to the format of a medical certificate issued by a government hospital. Such medical certificate should be obtained from the following persons:

University Medical Officer
District Medical Officer
Consultant Specialist in the particular field
Head of Government Base Hospital
Medical Superintend of a Provincial Ayurvedic / Homeopathic Government Hospital

Medical certificates issued by private hospitals of registered private practitioners could be considered by the University Medical Board.

9.3.5.2 Students who fall ill during semester or examination time should contact the University Medical Officer at the University Medical Board.

9.3.5.3 If a student falls sick at home or elsewhere during semester or examination time the student or his/ her guardian should inform the Dean of the respective Faculty within seven (07) days by tele-mail/ fax/ email or other means followed by a letter indicating the nature of the illness and the name of the doctor attending to illness. A medical certificate supporting the illness also should be sent to the Dean. If a student could not submit the medical certificate within 7 days, he/ she may appeal to the Faculty Board with a medical certificate within two weeks in case of a private medical certificate and within one month in case of a government medical certificate.

Upon receipt of the medical certificate(s), the Dean should follow the following procedures:

9.3.5.3.1 In case of a Western Medical Certificate is submitted

a) The medical certificate should be referred to the University Medical Officer for his/ her observation and recommendation.
b) The University Medical Officer if wishes may summon the student for examination and thereafter send his/ her observation and recommendation to the Dean.

c) In cases where the University Medical Officer wishes to convince the Western Medical Board he/ she may take arrangements to convince the Board and refer the recommendation of the Board to the Dean.
d) The Dean upon receipt of the recommendations, should forward it to the Faculty Board for ratification.

9.3.5.3.2 In case of an Ayurvedic Medical Certificate is submitted

e) Ayurvedic medical certificate submitted by student(s) should be circulated among the members of the Ayurvedic Medical Board for their observations by the AR/ SAR of the Faculty under the guidance of the Dean of the respective Faculty.
f) Each member of the Ayurvedic Medical Board may send his/ her observations and recommendations on the face of the medical certificate to the Dean of the respective Faculty through the AR/ SAR of the faculty.
g) In case where the opinions of the members of the Board vary, the AR/ SAR of the Faculty with the consultation of the Dean of the Faculty may convince a meeting of the Board.
h) The Board may examine the documentary evidence provided or may summon the students and examine the student concerned.
i) Recommendation of the Board should be sent to the Faculty Board through the Dean of the Faculty for ratification.
j) The originals of the medical certificates submitted should be kept in the files in the Faculty while copies of the certificates should be sent to the University Medical Office for the purpose of records.

9.4 Resitting for Examination

9.4.1 Opportunity to Resit

Any examination conducted by the Faculty will not be repeated. Therefore, a student may re-sit for the examination of a particular course only at the next available opportunity.

A student can re-sit for examination, ifhe/she has obtained an **E** grade for a particular course, or if he/she could not appear for the end semester examination of a particular course at the 1st available opportunity.

9.4.2 Improving Lower Grades

A student who has obtained **C-, D+** or **D** for a particular course is advised to repeat it. However, if the grade obtained in the second sitting is less than that of the first sitting, he/she shall be entitled to his/her former grade. The maximum grade for a credit repeated shall be **C** or grade point 2.0.

A student, even with **E** grade may proceed to the following year of study. However, he/she should repeat that course at a subsequent examination.

9.4.3 Differently Able Students

The special needs students will be given 30 minutes extra time of total hours of the examination if prior approval is obtained from the Faculty Board and Senate based on the medical justification.

9.4.4 Releasing of Examination Results

When the results of the end-semester written examination of all the course of a particular semester are received by the Examination Branch, the Examination Branch will summon a Board of Examiners chaired by the Vice-Chancellor, Dean of the Faculty, Heads of Departments of the Faculty, all the Professors in the Faculty and Examiners of all the examinations conducted in that particular semester shall be the members of the Board of Examiners. The Board will release the overall performance of the students in that semester giving the GPA scored by the students and the overall GPA up to that Semester.

10. EVALUATION CRITERIA

10.1 End-semester Written Examination

A course is normally evaluated by two components: end-semester written examinations (WE) and continuous assessments (CA). Duration of a theory question paper for WE shall be 1-3 hours depending on the credit value of the course. The number of questions shall be 2 - 6 depending on the credits.

For one credit value courses, duration of a theory question paper for WE examination shall be 1 hour with answering all two questions as compulsory. For two credit value courses, duration of a theory question paper for WE examination shall be 2 hours and the candidate will be asked to answer all four questions as compulsory. For the courses having more than two credit values the duration of a theory question paper for WE shall be 3 hours and the candidate will be asked to answer five questions out of six questions of the paper.

The percentage of marks assigned for end-semester written examination for a course is defined 60%.

Note: Any Candidate who wishes to sit the examinations in Sinhala instead of Tamil, will be allowed with the recommendation of the Head of the Department and the approval of the Dean.

10.2 Continues Assessment (CA)

The continuous assessments (CA) component in a course normally carries a weightage of not less than 40% of the total marks except in dissertation and practical course etc. The continuous assessment of a student may be based on a specific combination including Laboratory works, tutorials, quizzes, presentations, open book examination, case studies, mid-semester examination, term papers, reflective papers, assignments etc.

The continuous assessments are held throughout the course of study and are **not repeated**. Therefore, regular attendance for lectures and practical sessions is very important. The Continuous assessment marks obtained during the season shall

be counted for the repeat examinations as well.

Assessment is vital to the higher education process in Universities. It may also serve a formative and summative assessment. The formative assessment plays an important function to assess the students' competencies during the process of teaching, learning and training in which it refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. The formative assessment approaches and techniques must be prepared to meet diverse students' needs through differentiation and adaptation of teaching to achieve intended learning outcomes. The principle of formative assessment is vital to ensure the students' outcome based on the intended learning outcome. The policy related to formative assessment is much more important to identify areas for improvement and to promote effective and constructive cultures of evaluation. Consistent practice of formative assessment based on the field of study may help the teachers to assess the students' performance in equal basis. This policy documents will guide the teachers to assess the students' performance periodically with greater equity of outcome, and improved learning to learn skills.

Policy Statement Formative Assessment must be:

- Aligned: Assessment activities are aligned with intended learning outcomes, University accreditation and relevant graduate attributes/profile. Assessment will fairly and reliably validate student attainment of these learning outcomes.
- Supportive: Assessment will support effective student learning & training and the transition to higher education.
- Guided: Feedback on assessment activities will be communicated to the students timely and informatively. This has to be done within three weeks of the submission date.
- Authentic: Assessment activities must reflect the circumstances and complexity of professional workplace environments which add authenticity to assessment.
- Criteria and standards-based: Assessment must be based on clearly established criteria and standards. These should be designed to sufficiently, fairly, validly and reliably measure student performance based on intended learning

outcomes of the course and maintains academic standards.

- Quality Assured: Quality assurance processes must be applied to ensure the appropriateness and quality of assessment meets the standards required by the University.
- Maintained proper documentation: All the activities related to formative assessment at least for 02 years must be packed and kept under the custodian of department head. Each subject of study programme must have:
- Assessable activities developed to collect evidence of student attainment of intended learning outcomes. The logic of the assessment tasks will be explained to the students in the form of a rationale. This must be included in the course manual/guide.
- Standards developed by applying professional judgements about expected levels of student performance on assessment criteria. Standards will be benchmarked against acceptable levels of performance within the discipline and/or profession.
- Clear criteria and standards of performance must be developed for each assessment activities.

Assessment criteria should be aligned with the intended learning outcomes for the subject. This must be communicated to students on what is important and what they must do in an assessment activities. Responsibility of Academic Staff The subject in-charge is responsible for ensuring that assessment activities assess the intended learning outcomes of the subject. Benchmarking and peer review of assessment should be used to assess this alignment and ensure that the nature of the assessment elements and learning outcomes are up to date with current University assessment practice. The Subject in-charge must ensure that the timing and requirements for assessment tasks are clearly communicated to students in the course manual and through the Learning Management System (LMS). Standards and criteria should be described in a marking scheme, where relevant. The Subject in-charge must ensure that the number and nature of assessment tasks.

A course should include at least four (04) types of activities. A variety of assessment tasks should be used, taking

into consideration student and staff workload. Feedback on assessment actively improve student learning by describing to students how to improve the quality of their work. Students should be told clearly when they will be receiving feedback on written assessment tasks. Academic staff should ensure that feedback on student work, either individually or in a group, provides enough detail to help students identify their strengths and areas for improvement, without discouraging self-reliance in learning and assessment.

Students Responsibility The formative assessment is designed to guide students through a comprehensive knowledge of theory and practice that will help students to understand the scope of the subjects at large. This offers the key to realizing tangible long term benefits from the investment they are making to earn their degree. While each assessment is design to guide the students in a systematic manner, it is their responsibility to complete the work and actively manage the activities.

The success hinges on:

- Active participation in and contribution to learning activities and timely completion of formative assessment.
- The continuous assessments which was conducted throughout the course of study will not repeated.

Therefore, regular attendance for lectures and practical sessions is very important. The students are requested to maintain consistent attendance (more than 80%). Late Policy Students are expected to submit all formative assessment on or before the specified deadline. To help prepare the world of work, all deadlines for formative assessment will be enforced. Only illness, personal emergency, or documented University activity will be accepted as excuses for not completing the tasks/activities on or before the designated deadline. Requests for extended deadlines should be submitted to the subject lecturer at least one week before the deadline, and documentation or verification of extending circumstances may be required. Academic Dishonesty Any instances of academic dishonesty can result in failure of the course and will be reported to the appropriate University authorities for further action (Please refer University Act.). Plagiarism is an offence under the

University regulation on examination and assessment offences. It refers as the representation of another person's work as your own without acknowledging the source. The submission of formative assessment must be free from the plagiarism. Students are requested to do their tasks/activities as their own creation.

Grading Rule All of the elements relating to Grading Rules should be clearly addressed in the course manual. Marks cannot be given solely for attendance. The weightages of end semester examination and the formative assessment will be 60% and 40% respectively for the final evaluation of a course. A candidate should obtain a **minimum of 24 marks or 40% in the end semester written examination** and **16 marks or 40% in the formative assessments**. The final marks for the formative assessment will be released to the students through head of the department before the final examination. The continuous assessment marks obtained during the session will be counted for the next sitting as fresh candidate. Types of Formative Assessment Formative assessment practice has greater impact on long term memory than re-study. Therefore, students should be provided with opportunities to apply skills and knowledge in different contexts and environments.

Formative assessment examples:

- Writing assignment
- Mid semester examination
- Quiz
- Debate
- Group/individual presentation
- Group project
- Case study
- Report submission
- Group discussion
- Practical examination
- Open book examination
- Book/research articles review
- Summarizing
- Oral examination
- Any other activities assigned by the subject in-charge

10.3 The Dissertation / Project / Portfolio

The honours degree students are required to undertake a Dissertation work during their final year of study. The students are expected to commence their research activities from the beginning of the final year of first semester.

a. Dissertation work contain three presentations.
   - Proposal presentation – during the first semester of final year.
   - Mid-progress presentation – during the second semester of final year.
   - Final Presentation (Viva Voce Examination) – After submitting the proof copy, a viva voce examination will be conducted two weeks before the deadline for the final dissertation submission. In order to cover the expenses related to this, each student will be required to pay a fee of Rs. 1000.00.

b. Students are requested to submit a progress report at the end of each month through their respective Supervisor (5 reports are required).

c. A proof copy of the dissertation, with scroll or roller binding, should be submitted to the relevant department two weeks before the final submission deadline. Additionally, softcopy should also be submitted.

d. The proof copy will be checked to ensure compliance with the dissertation guidelines.

The faculty will nominate suitable academic staff members who will be responsible for reviewing the proof copy of the dissertation.

The assessment of the dissertation is carried out continuously, and marks are allocated according to the following criteria:

- Proposal presentation - 10%
- Mid-progress presentation - 05%
- Progress report - 05%
- Final Presentation (viva voce) - 10%
- Dissertation - 70%

Note: The above assessment criteria will be applicable from 2018/2019 batch onwards. The following assessment criteria will be applicable for 2017/2018 batch.

- Proposal presentation - 04%
- Mid-progress presentation - 04%
- Student Attendance - 02%
- Colloquium Presentation (viva voce) - 10%
- Dissertation - 80%

Date of submission of the dissertation will be the day after the end semester over.

Effective date will be considered the next day of the submission.

10.4 Scheme of Grading

The marks obtained for each course will be assigned a grade and a grade point. The range of marks is partitioned into sequence of suitable sub-ranges and the sub ranges are represented by the Grades. These Grades are assigned Grade Points according to the following scheme.

Marks Range	Grade	Grade Point
75 and above	A+	4.00
70 – 74	A	4.00
65 - 69	A-	3.70
60 - 64	B+	3.30

55 - 59	B	3.00
50 - 54	B-	2.70
45 - 49	C+	2.30
40 - 44	C	2.00
35 - 39	C-	1.70
30 - 34	D+	1.30
25 - 29	D	1.00
00 - 24	E	0.00

10.5 Calculation of GPA

GPA is the credit-weighted arithmetic mean of all the Grade Points (GP) obtained by a student for the course he/she offered for a particular academic year. This will be calculated to the second decimal place according to the following formula.

$$GPA = \frac{\sum_{i=1}^{N}(\text{Credit Value}(\text{CV}i))\ \text{X}\ (\text{Grade Point Obtained}\ (\text{GP}i)}{\sum_{i=1}^{N}(\text{Credit Value}\ (\text{CV}))}$$

Where, G_i is the GP of the i^{th} course, N_i is the number of credits belonging to the i^{th} course.

11. DEGREE AWARDING CRITERIA

11.1 General Degree

To be eligible for the Bachelor of Arts (Islamic Studies), Bachelor of Arts (Arabic Language) a student should have completed **99 credits** and **95 credits** respectively and fulfilling the following requirements:

a. To be eligible, a candidate should have completed **99 credits** for Bachelor of Arts (Islamic Studies) and **95 credits** for Bachelor of Arts (Arabic Language) and should also have obtained the following;

   i. A minimum GPA of **2.00**

   ii. **C** grade or above in course units

   iii. Not more than one poor grade (**C- D+ or D**) per semester and total number of poor grades should not exceed 03 for the whole study programme

   iv. No fail grade (**E**)

   And

b. A candidate should have fulfilled all the above requirements within a maximum period of 06 academic years of original enrolment in the university excluding periods of absence caused by medical or other valid reasons acceptable by the Faculty Board and Senate.

11.2 BA Degree - Requirements for Class Awarding

11.2.1 First Class

Student who is eligible for the BA Degree may be awarded First Class if he or she;

a. Obtains grade of **C** or above in course units
b. Shall have earned an overall GPA of **3.70**
c. Completes the relevant requirements within three (03) consecutive academic years as well as six (06) semesters

11.2.2 Second Class (Upper Division)

A student who is eligible for the BA Degree may be awarded Second Class (Upper Division) if he or she;

a. Obtains grade of **C** or above in course units
b. Shall have earned an overall GPA of **3.30**
c. Completes the relevant requirements within three (03) academic years as well as six (06) semesters.

11.2.3 Second Class (Lower Division)

A student who is eligible for the BA General Degree may be awarded Second Class (Lower Division) if he or she;

a. Obtains grade of **C** or above in course units
b. Shall have earned an overall GPA of **3.00**
c. Completes the relevant requirements within three (03) consecutive academic years as well as six (06) semesters.

11.3 BA Honours Degree - Requirement for Class Awarding

11.3.1 First Class Honours

Student who is eligible for the BA Honours Degree may be awarded First Class Honours if he or she;

a. Obtains grade of **C** or above in course units
b. Shall have earned an overall GPA of **3.70**
c. Completes the relevant requirements within a period of four (04) consecutive academic years as well as eight (08) semesters.

11.3.2 Second Class (Upper Division) Honours

A student who is eligible for the BA Honours Degree may be awarded Second Class (Upper Division) Honours if he or she;

a. Obtains grade of **C** or above in course units
b. Shall have earned an overall GPA of **3.30**
c. Completes the relevant requirements within a period of four (04) consecutive academic years as well as eight (08) semesters.

11.3.3 Second Class (Lower Division) Honours

A student who is eligible for the BA Honours Degree may be awarded Second Class (Lower Division) Honours if he or she;

a. Obtains grade of C or above in course units
b. Shall have earned an overall GPA of **3.00**
c. Completes the relevant requirements within a period of four (04) consecutive academic years as well as eight (08) semesters

11.3.4 Scholarships and Awards

M.H. Abdul Cader (Qahiri) Memorial Medal for the Best Performance in Arabic Linguistics and Translation
Dr. MAM. Shukri Memorial Gold Medal for the Best Performance in Islamic Thought and Civilization.
Ismail Deen Marikar Award Medal for Best Achiever in Islamic Banking and Finance
Udumala Maraikkar Thaseen Nadwi Memorial Medal for the Overall Best Performance in Arabic Language (General Degree)
K.M.H. Kalideen Memorial Medal for the Overall Performance in Islamic Studies (General Degree)

12. EXAMINATIONS RULES AND PUNISHMENTS

12.1 By-Law No. 2 of 1996 for Conduct at Examinations

Prepared under section 135 of the Universities Act No. 16 of 1978 as Amended by the Universities Amendment Act No. 7 of 1985 andapproved by the University Council on 24.08.1996.

This By-Law may be cited as By-Law No. 2 and shall come into force on15th July, 1996.

Rules Pertaining to the Conduct of Examinations:

- A candidate shall have fulfilled the attendance requirement of 80% as prescribed in order to be eligible to sit the examination of a course. The candidates should submit a medical certificate in support of his/ her absence to lectures within two weeks after commencement of his/ her absence, the medical certificate shall confirmed to the regulations given under section 10.3.6.
- Candidates shall be present at the Examination Hall at least 15 minutes before the commencing of each paper and shall enter the Hall only when they are requested to do so by the Supervisor.
- On the admission to the Examination Hall, the candidates shall occupy the seats allocated to them.
- No candidate shall have in his person or in his clothes or on the admission card, time table and record book or on any other objects that is permitted to be brought to the examination hall any notes, signs, diagrams of formula or any other unauthorized materials. Books, notes, parcels, file covers, bags, mobile phones, electronic devices etc. which candidates has brought with him should be kept at a place indicated by the Supervisor or invigilators. A calculator may be allowed only for the subjects for which it is permitted.

- No candidates shall be admitted to the examination hall after the expire of half an hour from the commencement of the examination nor shall a candidate be allowed to leave the hall until half an hour has elapsed from the commencement of the examination or during the last 15 minutes of the paper.
- A candidate shall bring into the examination hall his/ her Student Record Book or his/ her University Identity Card which should bear the candidate's photography and his/ her signature duly certified by the Registrar or the Record book or the Authorized officer. If there is a discrepancy between the names indicated in the Record Book or the Identity Card and the name under which the candidate appears for the examination the candidates shall produce a certificate endorsed by the Registrar to the effect that both names refer to one and the same person. In the absence of the above proof of identity, a candidate may produce his/ her National Identity Card or recently taken photography duly certified by an authorized person. If a candidate fails to produce the student record book or the university identity card, he/ she shall sign a declaration in respect of the paper for which he/ she had not produced and produce the student record book or the university identity card within the next three working days. If a candidate has lost his/ her student record book or the university identity card during the examination period, he/ she shall obtain a duplicate of student record book or the university identity card as the case may be form the Registrar or Senior Assistant Registrar/ Academic for production at the examination hall.
- A candidate also shall bring the admission card on every occasion he/ she presents himself/ herself for a paper.
- A candidate may be requested by the Supervisor to declare any items in his/ her possession or person.
- No candidate can either lend or borrow any material form any other candidate or attempt to communicate in any manner with another candidate or copy from the script of any other candidate. No candidate shall attempt to help another candidate or conduct him/ her negligently so that another candidate has the opportunity of copying.
- No candidate shall copy or attempt to copy from any book or paper or notes of similar materials or from the scripts of another candidate. No candidate shall watch any practical examination performed by him/ her. No candidate shall use any other unfair means or obtain or render improper assistance at the examination.

- If any candidate was found to have copied from another candidate by an examiner at the time of marking, he/ she would be treated as having committed a punishable offence.
- Candidates shall write only on the writing paper issued during the current paper on that particular date and session.
- Examination stationary (i.e. writing paper, graph paper, drawing paper, ledger paper, precise paper etc.) will be supplied as and when necessary. No sheet of paper or answer book supplied to a candidate may be torn, crumpled, folded or otherwise mutilated. No papers other than those supplied to him/ she by the Supervisor/ Invigilator shall be used by candidates. Log tables or any other materials provided shall be used with care and left behind on the desk and not removed from the examination halls.
- Every candidate shall enter his/ her Index Number on the answer book and every continuation sheet, before using such answer book or continuation sheet. No candidate shall write his/ her names or any identification mark on the answer script. Any candidate who inserts on his script an Index Number other than his/ her own is liable to be regarded as having attempts to cheat.
- A script that bears no index number/ registration number of has an index number/ registration number which cannot be identified, is liable to be rejected. No candidate shall write his/ her name or any other identifying mark.
- All calculation and rough work shall be done only on paper supplied for the examination and shall be cancelled and attached to the answer script. Such works should not be done on admission cards, time table question paper, record books or any other papers. Any candidates who disregards these instructions runs the risk of dealing considered as having written notes or outline of answers with intention of copying.
- Every candidate shall conduct himself/ herself in the examination hall and its precincts so as not to course disturbance or inconvenient to the supervisor or his staff or to other candidates. In entering and leaving the hall he/ she shall conduct himself/ herself as quietly as possible. A candidate is liable to be concluded form the examination hall for disorderly conduct.

- No candidate shall submit a practical or field book, dissertation, Theses, project studies, model or product, a programme or software answer script or assignment which has been done wholly or partly by anyone other than the candidate himself or herself. In terms of group projects input from group members only are allowed.
- A candidate shall bring his/ her own pens, ink, mathematical instruments, draw instruments, erasers, pencils, or any other approved equipment or stationary which he/ she has been instructed to bring. No candidate shall bring a programmemable calculator in to the examination.
- No person shall impersonate a candidate at the examination nor shall any candidate allow himself/ herself to be impersonated by another person.
- The supervisor or invigilator is empowered to require any candidate to make a statement in writing on any matter which may have arisen during the course of the examination and such statement shall be signed by the candidate. No candidate shall refuse to make such statement or to sign it.
- Candidate shall stop work promptly when ordered by the Supervisor/ invigilator to do so.
- Absolute silence shall be maintained in the examination hall and its precincts. A candidate is not permitted to communicate or to have any dealing with any person other than the supervisor or invigilator(s). Attention of the supervisor / invigilator shall draw by a candidate by raising the hand from where he/ she is seated.
- During the course of answering a question paper no candidate shall be allowed to leave the examination hall temporarily. In case of any emergency the supervisor or invigilator may grand permission to do so but the candidate will be under his/ her surveillance.
- No candidate shall impersonate a candidate at the examination nor shall any candidate allow himself/ herself to be impersonated by another person.
- Any candidate receiving unauthorized assistance from any person shall be deemed to have committed an examination offence.

- No candidate shall contact any person other than the Vice Chancellor, Dean, Head of Department or AR/ SAR/ DR Examination regarding any matter concerning the examination.
- Every candidate shall hand over the answer script personally to the Supervisor/ Invigilator or remain in his/ her seat until it is collected. On no account shall a candidate hand over his/ her answer script to an attendant, a minor employee or another candidate.
- A candidate who is registered for a course unit shall sit for the examination unless he/ she has withdrawn the registration within the prescribed period for dropping course units. The candidate should submit a medical certificate in support of his/ her absence, prior to the commencement of the examination. If such a certificate cannot be submitted before the commencement of the examination in writing preferably by registered post to the Dean of the Faculty within two weeks after commencement of the examination with a valid medical certificate. The medical certificate shall confirm regulations given in respective sections.
- A student who is found guilty of an examination offence shall not be eligible for honours.
- No student shall sit an examination of a course of he/ she has exhausted the number of attempts that he/ she is allowed to sit that particular examination, unless he/ she has been granted special permission to do so by the Senate with the recommendation of the relevant Faculty Board.

12.2 Procedure for inquiry and determination of punishment due to those found guilty of examination offences

Examination offences shall be reported by the supervisor of the examination to Senior Assistant Registrar of the examinations. This will be inquired by the Examination Offences Committee appointed by the ViceChancellor. The findings of this Committee will be reported to the Senate. The Senate shall after consideration of the report, determine the punishments due to those found guilty of the examination offences.

12.3 Punishments for Examination Offences:

Type of Offences	Recommended Punishments
1. Name written on Answer Scripts	Written warning
2. Possession of bagetc. on or near desk	Written warning
3. Possession of Unauthorized materials a. Use any information devices in the Examination hall	Students will not be allowed to bringany electronic devices that can save/possess information or be used toget/transfer information. Cancellation of that particular paperand any other punishments recommended by the Senate
b. Possession of relevant materialon university stationary and/or on/in the human body and/or any other display material	Whenever found while sitting for aparticular paper, a. The admission card on which that particular exam paperfalls will be cancelled. This implies that the particular paper and all the other exam paper/s mentioned in the given admission with this particular paper will be cancelled.
c. Relevant material to relevant Subject	b. This candidate will not be eligible for class awarding.

d. Notes found in bags or near desk relevant to examination paper	c. These all cancelled exampapers will be considered as repeat papers in future. d. And any other punishments recommended by the Senate *Eg. Let a student sit for second year first semester proper subject under an admission card A and few Level One First semester repeat subjects under admission card B.* - *If* *This student is found guilty while sitting for a second year subjects, then all the exam papers come under admission card A will be cancelled.* - *If* *This student is found guilty while sitting for a level one subject, than all the exam papers come under admission card B will be cancelled.* *Note: there may be cases a second year student may write the Level one subjects under two admission cards. (One for repeat subjects and other for the proper due to some reasons). Here also same rules said above be applied considering two different admission cards.*
f. University lecture notes. Subjects based but not relevant to specific examination Paper found on/beside desk.	Written warning for first offence. Cancellation of that particular paper and any other punishments recommended by the Senate
g. Possession of unauthorized formulae etc. which are not relevant	Whenever found while sitting for aparticular paper, a. The admission card on which that particular paper falls will be cancelled. This implies that the particular paper and all the other paper/s mentioned inthe given admission with this particular paper will
4. Copying at examination (Refer conducting examination in together)	

	be cancelled. b. This candidate will not beeligible for class awarding. c. These all cancelled papers willbe considered as repeat papersin future. d. And any other punishments recommended by the Senate
5. Disruption of examination (Misconduct)	Written warning.
6. Impersonation	- Whenever found while sitting for aparticular paper and if it is by astudent a. Debarment for two years andto be referred to disciplinary action. If the student in final year, debarment period depends on duration on completion of degree programme. b. The admission card on which that particular paper falls willbe cancelled. This implies that the particular paper and all theother paper/s mentioned in the given admission with this particular paper will be cancelled. c. This candidate will not be eligible for class awarding. d. These all cancelled papers will be considered as repeat papersin future. e. And any other punishments recommended by the Senate - If by an outsider, prosecution to be initiated and any other

	punishments recommended by the Senate
7. Coping an assignment, project work	Assign zero marks and written warning And any other punishments recommended by the Senate
8. Aiding and abetting	Whenever found while sitting for a particular paper, a. The admission card on which that particular paper falls will be cancelled. This implies that the particular paper and all the other paper/s mentioned in the given admission with this particular paper will be cancelled. b. This candidate will not be eligible for class awarding. c. These all cancelled papers willbe considered as repeat papers in future. d. And any other punishments recommended by the Senate
9. Removal of University stationary and materials	Warning by the supervisor. If the candidate persists or any other punishments recommended by theSenate
10. Attempt to obtain improper assistance	Cancellation of paper and any other punishments recommended by the Senate
11. Not carrying out the Instructions of the Supervisor at the examination hall	Verbal Warning by the supervisor. If the candidate persists written warning by the supervisor and any other punishments recommended by the Senate

13. GENERAL INFORMATION

13.1 Student Registration

All students who are admitted to the university are required to register themselves before commencing their course of studies each academic year. Students are requested to submit duly completed registration form together with all documents requested to the Academic and Examination branch of the university on or before the date specified.

13.2 Subject Registration

Students who are admitted to the Faculty, requested to select courses available in the Departments and register the selected courses for every semester of every year. Students are advised to select the subject combination of their choices carefully before registration. Subject registration form should be submitted via online and/or by duly filled application form on or before the deadline.

13.3 Basic structure of the course of studies.

13.3.1 BAC course is compulsory and Non-GPA for students who are admitted to the Department of Islamic Studies without a Certificate in Arabic language from recognized institutions.

13.3.2 Students from both departments i.e. Arabic Language and Islamic Studies can select only two main courses from their discipline.

13.3.3 Third course must be within the minor courses introduced by faculty.

13.3.4 Any changes in a subject can be allowed within first two weeks from commencement of the semester.

13.3.5 Those who selected their programme as a honours degree should remain in the same programme. If any student wants to revert to general degree programme, can do so upon recommendation of the faculty board under exceptional circumstances.

13.3.6 Those who selected specified minor field of studies should remain in the same category. If any student wants to change his/her minor field of study can upon recommendation of the faculty board on any valid reasons. If a student wants to change the minor field of study, he/she should do so before the commencement of the first semester of level 2.

13.3.7 No special repeat examination for the student.

13.3.8 Types of courses are Major field of study, Minor field of study, compulsory, Non-GPA and elective

13.3.9 Elective courses are subject to availability in the faculty.

13.3.10 Any changes in details of contents of subjects can be done upon the Faculty Board approval.

13.4 Issue of Student Record Book and Identity Card

On completion of registration, the University will issue every student a Student's Record Book and an Identity Card bearing his / her photograph duly embossed with the seal of the University.

Every student shall carry his / her record book or identity card whilst in the University premises, and shall produce such record book or identity card when called upon to do so by any member of the academic, administrative or security staff of the University.

13.5 Renewal of Registration

All Students who continue their course of studies during their second and subsequent years are required to renew their registration at the commencement of each academic year on or before the date notified. Forms for renewal of registration are made available at Academic and Examination branch or the Office of the Dean. The form for renewal duly completed together with Paying in Voucher bearing the bank seal as proof for the payment for renewal of fees prescribed by the University should be submitted to the office of the Dean on or before the closing date specified.

13.6 Payments for Registration

Details of fee are given below and the payments should be credited to the South Eastern University of Sri Lanka, Account **No. 228- 100190001704,** People's Bank, and Addalaichenai through any branch of the People's Bank.

Payments for Initial Registration for All Students

Admission Fee (New Intake) to be revised

Registration Fees:	300/-
Library Fee:	250/-
Medical Fee:	250/-
Handbook:	300/-
Laboratory Deposit:	500/-
Sport Facilities Fee:	200/-
Student Identity Card Fee:	100/-
Student Charter Fee:	100/-
Total	**2000/-**
Convocation Fee:	As decided by the University

Those seeking Hostel Accommodation

Hostel Fees for 1st Year: 6100/= (Reg. Fee 1500/=, Key Deposit 1000/= & Hostel Fee (per year) 3600/=)

Hostel Fees for 2nd, 3rd, 4th Year (per year): 3600/=

Payments for Renewal of Registration for All Students

Renewal fees: 110/-
Medical fees: 50/-
Identity card: 100/-
Fees for repeat courses (per course): 100/-
Loss of Identity card: 300/-
Loss of Record Book: 300/-

13.7 Department of English Language Teaching

The DELT is operating at the main campus and a staff has been assigned to look after the need of the faculty. In addition, the staff will be conducting the English classes during the first, second and third year of the academic programme.

13.8 University Libraries and Museum

South Eastern University Library was established on 23rd October 1995, along with the establishment of the South Eastern University College. The main library is located at Oluvil and serves for Faculty of Arts & Culture, Faculty of Islamic Studies & Arabic Language, Faculty of Management & Commerce, Faculty of Engineering and Faculty of Technology. The collections and services of the library are designed to match the needs that range from basic support of the curricula to the advanced research requirements of library patrons.

The Library delivers customer focused quality information products, services and programmes, creatively adjusts to changing information needs and innovatively responds to new challenges at national & international level.

Digital Knowledge Center, and an American Corner are unique facilities of the Main Library and the Library has a special feature of having a Centre for Physically Challenged to facilitate the users with special needs.

The Cultural Museum is an integral part of the Library, established in 1997. It is a kind of "General Museum", depicting the heritage of Sri Lankan community viz Sinhalese, Tamils and Muslims. It stands to serve the public with the exhibition of artefacts and manuscripts to glorify the monumental heritage of the communities in Sri Lanka. This Museum foster cultural awareness and cross cultural understanding among the different communities of Sri Lanka.
Furthermore, the Faculty of Islamic Studies and Arabic Language has its own library which was established in 2017. The Faculty library is located at the faculty building. This library operates as reference library. The collections of the library are designed to match the needs of basic support of the curricula.

13.9 Student Support Service and Welfare System

The Student Support Service and Welfare System (SSS&WS) is a central entity, which located at the main campus to which the students and others could bring their grievances and issues and seek solutions andreliefs. Similarly, it oversees the coordination and cohesion among severalservice divisions and units to ensure smooth functioning of the system, to remedy shortcomings and deficiencies, and to extend assistance forthe students in need.

SSS&WS encompasses six broader areas, namely Student services, Student accommodation and cafeteria services, Common amenities andservices such as recreational and sports facilities, curative and preventivehealth care services and facilities for social, cultural, creative andaesthetic pursuits, Student welfare, grievance redress and counselling system that will coordinate with university authorities and faculty levelstudent Counselling system, Career Guidance Services,

and Marshal and Security services. Further, SSS&WS will entertain any complaints/problems/grievances from students as regard to food and lodging and financial, education andhealth matters etc., and provides assistance to needy students in liaison with relevant divisions / units.

13.10 Facilities and Services

The students have facilities in the campus such as Library, Computer unit, Health Centre, student's common room, Places of worship, Multi shop, Sporting facilities, Canteen, Students' Unions, Societies, Hostels, Shroff's Office etc. Officers can be met by prior appointment.

13.11 Career Guidance Unit

As part of educational reform proposals, Career Guidance has beenidentified as a priority since 1998; practically every university has started some activities in this regard.

Career Guidance Unit at main campus conducts career related programmes in the following focal areas: Counselling and advising on careers, employability skills enhancement, career-related information provision, networking with the industries, availing work experience, graduate placement, entrepreneurship skills development and conducting seminars, conferences, workshops, exhibitions, festivals, industry days, career fairs, out bound training, etc.

13.12 Field Trip

Students of FIA have a provision to organize field trips in their academic programme. The applications for the field trips should be submitted by a permanent academic staff member with the recommendation of the Head of the Department to

the Academic Division within the first two weeks of the academic year for all the field trips intended during both the semesters of the respective academic year. Field trips should not be planned during study leave, examination period and semester vacations.

The proposal should be forwarded to the Vice Chancellor with the recommendation of Dean of the Faculty and Head of the Department respectively. The applications will be tabled at a special meeting of the Research and Development Committee for the evaluation and approval. The proposal should show relevancy to the course with proper justification, objective and outcome. The budgetary provisions will only be provided for fuel and for hiring a vehicle if the university vehicles are not available. The obtained budget or advances should be spent according to the financial regulations and the advances should be settled immediately after the field trip by the applicant. The report submitted by the student who participated in the field trip will be counted as a continuous assessment.

Any field trips organised must meet the requirements of the guidelines on field trips which was placed at the 91st Meeting of the Faculty Board held on 10th July 2017.

COMPILED & EDITED BY:

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