



**Bachelor of Social Sciences in Environmental  
and Development Studies (General) External Degree**

# **Detailed Course Outline 2022**

**Department of Geography  
Faculty of Humanities and Social Sciences  
University of Sri Jayewardenepura**



## **Detailed Course Outline**

**2022**

**Bachelor of Social Sciences (General) External  
Degree in Environmental and Development Studies**

**Department of Geography**

**Faculty of Humanities and Social Sciences**

**University of Sri Jayewardenepura**

# Content

## Topic

Curriculum of the degree Programme

### **Degree Year I**

GEDS 1001	Physical Environment
GEDS 1002	Human landscape
GEDS 1003	Spatial Organization of Economic activities
GEDS 1004	Human Resource Planning
GEDS 1005	Development Concepts
GEDS1006	Regional Development
ENGE 1005	Compulsory English
SOSE 1006	Information Technology

### **Degree Year II**

GEDS 2001	Cartography for Development Planning
GEDS 2002	Natural Resource Management
GEDS 2003	Rural Development and Planning
GEDS 2004	Statistics for Development Studies
GEDS 2005	Contemporary Development Issues
GEDS 2006	Development Communication
SOFT 2001	Sri Lankan Society
SOFT 2002	Leadership and Personality Development

### **Degree Year III**

GEDS 3001	Disaster Management
GEDS 3002	Environmental Policies & Legislations
GEDS 3003	Regional Planning & Inter-Sectoral Coordination
GEDS 3004	Urban Planning & Development
GEDS 3005	Geographic Information Systems for Planning
GEDS 3006	Social Welfare and Community Development

UNIVERSITY OF SRI JAYEWARDENEPURA

Department of Geography

Bachelor of Social Sciences (General) External Degree in Environmental and Development Studies

**Course Structure**

Course Code	Course Title	Credit Value
<b>FIRST YEAR</b>		
GEDS 1001	Physical Environment	05
GEDS 1002	Human landscape	05
GEDS 1003	Spatial Organization of Economic Activities	05
GEDS 1004	Human Resource Planning	05
GEDS 1005	Development Concepts	05
GEDS1006	Regional Development	05
ENGE 1005	English	02
SOSE 1006	Information Technology	02
<b>SECOND YEAR</b>		
GEDS 2001	Cartography for Development Planning	05
GEDS 2002	Natural Resource Management	05
GEDS 2003	Rural Development and Planning	05
GEDS 2004	Statistics for Development Studies	05
GEDS 2005	Contemporary Development Issues	05
GEDS 2006	Development Communication	05
SOFT2001	Sri Lankan Society	02
SOFT 2002	Leadership and Personality Development	02
<b>THIRD YEAR</b>		
GEDS 3001	Disaster Management	05
GEDS 3002	Environmental Policies & Legislations	05
GEDS 3003	Regional Planning & Inter-sectoral Coordination	05
GEDS 3004	Urban Planning & Development	05
GEDS 3005	Geographic Information Systems for Planning	05
GEDS 3006	Social Welfare and community Development	05
<b>Total Credits</b>		<b>98</b>

## First Year

### 1. Physical Environment

<b>1</b>	<b>Course Code</b>	GEDS 1001	
<b>2</b>	<b>Course Title</b>	Physical Environment	
<b>3</b>	<b>Number of Credits</b>	05	
<b>4</b>	<b>Year</b>	First Year	
<b>5</b>	<b>Rationale (Introductory Notes)</b>	<p>This course is an introduction to the world's physical environment including weather, climate, landforms, natural vegetation, mineral and water resources. Physical geography is the study of relationships between the various Earth systems of the natural landscape. The inter-disciplinary science of geography examines the world from the perspective of location; that is, why the Earth's features are located where they are and how does this locational aspects influence the Earth.</p> <p>The course unit aims to give a basic knowledge on major physical systems and processes, and to study the interactions of physical processes both at global and regional levels. As there are many models and theories available in each of these topics, only very prominent key models and theories will be chosen for study. Other than the above criteria adopted to confine the contents of lectures, high priorities have been given the examples from tropical environment to elaborate the theories because such environment is familiar to us and there are memories left over in our own life history connected to this environment.</p>	
<b>6</b>	<b>Pre-requisites</b>	None	
<b>7</b>	<b>Course Objectives (Instructional)</b>	<p>The principle objective of this course unit is to furnish student's both theoretical knowledge on basic physical geography and secondly to encourage students, through this theoretical knowledge, to comprehend the environment that they live in.</p> <p>Specific Objectives are</p> <ul style="list-style-type: none"> <li>• To acquaint students with the geographer's approach to studying physical landscapes, especially principles governing their locations</li> <li>• To make students aware of global environmental regions and the inter-relationships between weather, climate, soil, natural vegetation and landforms</li> <li>• To better understand the relationships between humans and their natural environments</li> </ul>	
<b>8</b>	<b>Expected Main Teaching Outcomes (By Students)</b>	<ul style="list-style-type: none"> <li>• Students will be able to gain a theoretical knowledge about physical geography and will be able to interpret and identify specific features pertaining to the physical geography</li> <li>• It is expected to provide instructional opportunities designed to help students read, view, reasons and synthesize information from varied sources; to develop methods of inquiry through problem-solving as distinguished from the storing of facts</li> <li>• Students will be able to solve problems and challenges through real world examples.</li> <li>• Students will be able to use this knowledge to their daily life through inquiry, reading, media and travel</li> <li>• Students will be able to generate data out of analytical interpretation of scientific literature of physical geography</li> </ul>	

9	Content		
Main theme	Sub-theme	No. of hours	
1. Introduction to Physical geography	i. What is physical geography? ii. its content and scope iii. Approaches	03	
2. Earth interior	i. Different layers ii. Events and consequences. Earth quakes. Plate tectonics • movements and results • vertical and horizontal movements and related landforms	06	
3. Earth surface. Landforms	i. Different landforms and their forming factors ii. Weathering and deposition process iii. Landscape of Sri Lanka	06	
4. Rock and minerals	i. Different rock types and their formation ii. Composition of minerals iii. Structure and properties iv. Rock and mineral in Sri Lanka	04	
5. Biological environment	i. Soil ii. Physical properties iii. Different types  iv. Vegetation. plant succession v. Biomes their distribution. Ecosystems	03    05	
6. Climate and water	i. Weather and Climate ii. Climatic elements iii. Climatic factors iv. Climatic phenomena  v. Climatic types vi. Climatic variations in the Sri Lankan context  vii. Water. Surface water, soil water and ground water in Sri Lanka	04     03  03	
7. Natural hazards. Sri Lankan context	i. Flood and drought ii. Landslides iii. Soil, vegetation and land degradation	01 01 01	
8. Combined field study.	i. Landscape and land use study in selected area in Sri Lanka	20	

<b>10</b>	<b>Mode of delivery</b>	Lectures, Discussions
<b>11</b>	<b>Evaluation and Assessment</b>	
	<b>In Course Evaluation (Team Work, Presentation, Conference Type Presentation, Projects)</b>	
	Mode of Evaluation	Assignment – 20%
	<b>End of Course Evaluation (Year-end evaluation – 80 Marks)</b>	
	Mode of Evaluation	Written Examination – 80%
<b>12</b>	<p><b>Recommended Reading</b></p> <p>Bradshaw, M. &amp; Weaver, R. (1993). Physical Geography: An Introduction to Earth Environments, Mossby, London.</p> <p>Christopherson, R. W. (2000). Geosystems: An Introduction to Physical Geography, Prentice Hall, New York.</p> <p>McKnight, T.L. (1996). Physical Geography: A Landscape Appreciation. Prentice Hall, New York.</p> <p>Strahler, A.H. &amp; Strahler, A.N. (2000). Introducing Physical Geography, John Wiley &amp; Son, New York.</p> <p>Cooray, P.G. (1984). An Introduction to Geology of Sri Lanka. National Museums of Sri Lanka Publication.</p> <p>Mahapatra, G.B. (1994). Text Book of Physical Geology, CBS Publishers &amp; Distributors Pvt.Ltd.</p> <p>Plummer, McGeary (1982). Physical Geology, Study Guide. W.M.C. Brown Company publishers.</p> <p>Ronald Louis Bonewitz (2005). Rock and Minerals – The Definitive visual Guide.</p> <p>Thomas, J.A.G. (1966). An Introduction to Geological Maps: Thomas Murby &amp; Company, London.</p> <p>Spencer E.W, (1983). Physical Geology, Addison- Wesley Publishing Company.</p> <p>Zumberge, J.H.R. Nelson, A.C. (1972). Elements of Physical Geology. John Wiley &amp; Sons, Inc.</p>	

## 2. Human Landscape

1	<b>Course Code</b>	GEDS 1002	
2	<b>Course Title</b>	Human Landscape	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	First Year	
5	<b>Rationale (Introductory Notes)</b>		
	<p>The major purpose of this course is to introduce students to the nature of human landscape as an academic discipline and as a body of useful knowledge through a survey of some of the field's central problems, concepts, methods and applications. Human landscape provides a critical interpretation of the human inhabitation of the earth and the differences between, and the similarities amongst, people and the places and landscapes they create. By examining the cultural, economic, historical and social processes that create the spatial patterns and spatial relationships that modify the natural and built environments, both a foundation for subsequent human geography courses will be laid, and an ability to inspect more critically the student's own place in the world.</p>		
6	<b>Pre-requisites</b>	NO	
7	<b>Course Objectives (Instructional)</b>		
	<p><i>The precise goal</i> of this course unit is to;</p> <ul style="list-style-type: none"> <li>• Internalize in students both the theoretical and practical knowledge on various human and cultural processes and systems with holistic discipline</li> <li>• Encourage students to understand human landscape that they live in.</li> </ul>		
8	<b>Expected Main Teaching Outcomes (By Students)</b>		
	<ul style="list-style-type: none"> <li>• On successful completion of this course unit, students will be able to;</li> <li>• Appraise the importance of theoretical perspectives in human landscape</li> <li>• Identify several human, cultural, social and economic issues due to its holistic perspective.</li> <li>• Apply gained knowledge for development processes namely policy making in aforementioned areas, administrative work and also for general awareness of students themselves.</li> <li>• Employ skills in researching, analysing and presenting on various aspects of society.</li> </ul>		
9	<b>Content</b>		
	<b>Main Themes</b>	<b>Sub Themes</b>	<b>No. of Hours</b>
	1. <b>Introduction to human landscape</b>	i. Definitions	02
	2. <b>World population</b>	i. Temporal and Spatial distribution of world population ii. Population density and Factors influencing iii. Population structure/Pyramids	04



3. <b>Aging population</b>	<ul style="list-style-type: none"> <li>i. Major determinants of aging population</li> <li>ii. Spatial patterns of aging population</li> <li>iii. Problem of aging population</li> </ul>	04
4. <b>Landscape of primary activities - Agriculture</b>	<ul style="list-style-type: none"> <li>i. Classifications</li> <li>ii. Impacts of Agricultural Technologies</li> <li>iii. Green Revolution</li> <li>iv. Gene Technology</li> <li>v. Post harvest technology</li> </ul>	03
5. <b>Settlements</b>	<ul style="list-style-type: none"> <li>i. What is a settlement</li> <li>ii. Classification of settlements</li> <li>iii. Differences among various patterns of settlement and their dynamics</li> </ul>	02
6. <b>Urbanization</b>	<ul style="list-style-type: none"> <li>i. Urbanization and urbanism</li> <li>ii. Criteria used to identify urbanization</li> <li>iii. Emerging socio- economic and environmental problems of urbanization</li> <li>iv. Models in urban area analysis</li> </ul>	03
7. <b>Landscape of secondary activities- Industries</b>	<ul style="list-style-type: none"> <li>i. Major industrial zones in the world</li> <li>ii. Modern industrialization <ul style="list-style-type: none"> <li>• Types of industry</li> <li>• Locational factors</li> <li>• High technology used in industries</li> </ul> </li> </ul>	02
8. <b>Globalization</b>	<ul style="list-style-type: none"> <li>i. Definitions</li> <li>ii. Characteristics &amp; driving forces of globalization</li> <li>iii. Impacts of globalization</li> </ul>	04
9. <b>Eco-tourism</b>	<ul style="list-style-type: none"> <li>i. Definitions</li> <li>ii. Types of tourism</li> <li>iii. Dimensions and Impacts of eco- tourism</li> <li>iv. Eco-tourism and regional development</li> </ul>	04
10. <b>Eco-strategies</b>	<ul style="list-style-type: none"> <li>i. What are eco strategies?</li> <li>ii. Active and passive adaptation</li> <li>iii. Knowledge and methods used in Agriculture, irrigation, food Security and Resource Management</li> </ul>	04

<b>11. Livelihood Assets and Life Path Changes</b>	i. Livelihood Framework of Assets i. Five capital Assets and strategies ii. Concept of life path changes iii. Factors influencing for life path changes	04		
<b>12. Social networks</b>	i. Definitions ii. Types of social networks iii. Importance of social networks in various development activities iv. Social networks and post disasters	04		
<b>13. Assignment</b>	Assignment Discussion/Data collection for field based assignment/Data analysis/preparation of assignment report	20		
<b>10</b>	<b>Mode of delivery</b>	Lectures	Group Discussions	Group work
<b>11</b>	<b>Evaluation and Assessment  In Course Evaluation(Team Work, Poster Presentation, Field based Report writing</b>			
Mode of Evaluation		Assignment (20%)		
<b>End of Course Evaluation (Year-end evaluation– 80 Marks)</b>				
Mode of Evaluation		Written Examination (80%)		
<b>12</b>	<b>Recommended Reading</b>  Getis, A., Getis, J. and Fellman, J.D. (2008). Introduction to Geography. Eleventh edition. Mcgrow-hill higher education.  Hammond, C.W. (1979). Elements of human geography. George Allen &Anwin Ltd.  Huntington, E. (1956). Principles of human geography. Sixth edition. John Wiley Sons Inc. USA.  Jhonston, R.J., Gregory, D. and Davis, M.S. (1986). The dictionary of human geography. Oxford Blackwell.  Keinth, C. (1979). An introduction to human geography: People, pattern and process. Halsted.  Smith, D.M. (1977). Human geography: A welfare approach. Edward Arnold.  White, C.L. and Renner, G.T. (1948). Human geography: An ecological study of society. Appleton, New York.  සුනේත්‍රා තෙන්නකෝන් (2019), මානව භූ දර්ශනය සංහිද ප්‍රකාශකයෝ, ගංගොඩවිල.			

### 3. Spatial Organization of Economic Activities

1	<b>Course Code</b>	GEDS 1003	
2	<b>Course Title</b>	Spatial Organization of Economic Activities	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	First Year	
5	<b>Rationale (Introductory Notes)</b>	<p>Spatial organization of economic activities is the study of spatial behavior of the activities related to production, distribution and consumption of goods and services. This subject, also known as Economic Geography, mainly analyses spatial organization of different economic activities by questioning how and why different economic activities organize in various spaces in different manner. Particularly, since 1960s this subject has significantly developed with the quantitative revolution by developing theories and models.</p> <p>Contemporary this course examines the nature and causes of development and underdevelopment and it considers the link between economic systems and geography. It particularly attempts to interpret the spatial impact of capitalism and its role in the development of world economy. In addition, it analyses the nature of predominant economic views by emphasizing the dimensions of class and inequalities, race, gender and welfare in different economic systems. It also studies the impact of technological change and the construction of new economic spaces.</p>	
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b>	<ul style="list-style-type: none"> <li>• To provide knowledge to the students to understand spatial arrangement of economic activities in a geographic perspective.</li> <li>• To provide some background knowledge about theories and models in economic geography.</li> <li>• To train them to see and understand spatial difference of economic activities and to emphasize such spatial difference is a product of different geographic factors combined with time, space and processes.</li> <li>• To train the students to think about the importance of geographic aspects in spatial economic planning.</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b>	<ul style="list-style-type: none"> <li>• Students will understand what economic geography is and be able to explain the spatial division of economic activities.</li> <li>• They will understand how its subject matters have been constructed theoretically and practically.</li> <li>• They will be able to analyze spatial arrangement of economic activities in an economic geographic perspective.</li> <li>• They will also understand the importance and the role of economic geographer in spatial economic planning.</li> <li>• Expect that they will apply such knowledge in their future research and studies.</li> </ul>	

9	Content		
	Main Themes	Sub Themes	No. of Hours
	<b>1. What is Spatial Organization of Economic Activities (SOEA)?</b>	<ul style="list-style-type: none"> <li>i. Introduction to SOEA</li> <li>ii. Its scope</li> <li>iii. Content</li> </ul>	02
	<b>2. Understanding SOEA through economic geography</b>	<ul style="list-style-type: none"> <li>i. What is economic geography?</li> <li>ii. Definitions of economic geography</li> <li>iii. SOEA and economic geography</li> </ul>	03
	<b>3. Economic decision making and SOEA</b>	<ul style="list-style-type: none"> <li>i. What is economic decision making?</li> <li>ii. Allocation, Production and Distribution decisions</li> <li>iii. The importance of decision making for SOEA</li> </ul>	03
	<b>4. Price, demand and supply in a spatial perspective</b>	<ul style="list-style-type: none"> <li>i. Introduction to price, demand and supply</li> <li>i. Analysis of price, demand and supply</li> <li>ii. Understanding the concepts of market range and threshold</li> <li>iii. Introduction to economies of scale</li> </ul>	03
	<b>5. Economies of scale</b>	<ul style="list-style-type: none"> <li>i. Introduction to internal economies of scale</li> <li>ii. Analysis of external economies of scale</li> <li>iii. The importance of economies of scale for SOEA</li> </ul>	03
	<b>6. Economic Systems</b>	<ul style="list-style-type: none"> <li>i. What is an economic system?</li> <li>ii. Identification of economic systems</li> <li>iii. Economic systems and spatial economic organization</li> </ul>	03
	<b>7. Manufacturing Regions</b>	<ul style="list-style-type: none"> <li>i. Major manufacturing regions</li> <li>ii. Causes for their spatial organization</li> <li>iii. Future trends of their spatial organization</li> </ul>	02

<p><b>8. Labour market</b></p>	<ul style="list-style-type: none"> <li>i. Introduction to labour market</li> <li>ii. Spatial division of labour</li> <li>iii. The importance of labour for SOEA</li> </ul>	<p>02</p>
<p><b>9. Spatial behaviour of world food and agriculture</b></p>	<ul style="list-style-type: none"> <li>i. Distribution of world food and agriculture</li> <li>ii. Causes for such distribution</li> <li>iii. Future trends in world food and agriculture</li> </ul>	<p>03</p>
<p><b>10. Multinational Companies</b></p>	<ul style="list-style-type: none"> <li>i. Introduction to multinational companies</li> <li>ii. Spatial behavior of multinational companies</li> <li>iii. Their advantages and disadvantages for SOEA</li> </ul>	<p>02</p>
<p><b>11. Global Trade</b></p>	<ul style="list-style-type: none"> <li>i. Global trade patterns</li> <li>ii. Dynamics of world trade</li> <li>iii. Problems and issues in world trade</li> </ul>	<p>03</p>
<p><b>12. World Monetary Structure</b></p>	<ul style="list-style-type: none"> <li>i. World monetary structure</li> <li>ii. Trends in world financial market</li> <li>iii. World and regional financial crisis</li> </ul>	<p>03</p>
<p><b>13. E-commerce and its issues</b></p>	<ul style="list-style-type: none"> <li>i. Introduction to E-commerce</li> <li>ii. Advantages and disadvantages of e-commerce</li> <li>iii. Problems and issues faced by developing countries in e-commerce</li> </ul>	<p>03</p>
<p><b>14. Technology and its global impact</b></p>	<ul style="list-style-type: none"> <li>i. History of world technology</li> <li>ii. Technological change</li> <li>iii. Its impact on food, agriculture and industry</li> </ul>	<p>02</p>
<p><b>15. Economic policies at global level</b></p>	<ul style="list-style-type: none"> <li>i. Introduction to economic policy</li> <li>ii. Different economic policies at global level</li> <li>iii. Their impact on SOEA</li> </ul>	<p>03</p>

<b>10</b>	<b>Mode of delivery</b>		
<b>11</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation(Project through Team Work, and Presentation)</b>		
	Mode of Evaluation		
	<b>End of Course Evaluation (End Semester evaluation 80 Marks)</b>		
	Mode of Evaluation: <b>End semester exam – 80 Marks</b>	<b>Team work project – 20 Marks</b>	
<b>12</b>	<b>Recommended Readings:</b>		
	Aoyama, Y., Murphy, J., and Hanson, S. (2010) <i>Key Concepts in Economic Geography</i> . London: Sage		
	Barnes, T., Peck, J., Sheppard, E. and Tickell, A. (Eds) (2003) <i>Reading Economic Geography</i> . London: Wiley-Blackwell		
	Berry B.J.L., Conkling E.C. and Ray D.M. (1993) <i>The Global Economy: Resource Use, Locational Choice and International Trade</i> . New Jersey: A Simon & Schuster Company		
	Christopherson, S. and Clark, J. (2009) <i>Remarking the Regional Economies: Power, Labour and Firm Strategies in the Knowledge Economy</i> .		
	Clark, G., Gertler, M. and Feldman, M.(eds) (2003) <i>The Oxford Handbook of Economic Geography</i> . Oxford: Oxford University Press		
	Coe, N. and Jones, A., (eds) (2010) <i>The Economic Geography of the UK</i> . London: Sage		
	Coe, N., Kelly, P., and Yeung, H. (2007) <i>Economic Geography: A Contemporary Introduction</i> . London: John Wiley & Sons		
	Hodder B.W. & Lee R. (1974) <i>Economic Geography</i> . London: Methuen & Co. Ltd		
	Hudson, R., (2005) <i>Economic Geographies: Circuits, Flows and Spaces</i> . London: Sage		
	Mackinnon, D. and Cumbers, A. (2008) <i>An Introduction to Economic Geography: Globalization, Uneven Development and Place</i> . London: John Wiley & Sons		
	Leyshon, A., Lee, R., McDowell, L and Sunley, P. (eds) (2011) <i>The Sage Handbook of Economic Geography</i> . London: Sage		
	Polenske, K. (ed) (2007) <i>The Economic Geography of Innovation</i> . Cambridge University Press: Cambridge		

## 4. Human Resource Planning

1	<b>Course Code</b>	GEDS 1004	
2	<b>Course Title</b>	Human Resource Planning	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	First Year	
5	<b>Rationale (Introductory Notes)</b>	<p>Human resource planning (HRP) is the process of reviewing human resource requirements to ensure that any country has the necessary human resources to meet both its operational and strategic goals. HRP is forward looking discipline and it involves planning of future human resource requirements and developing strategies to meet necessary requirements according to country needs. Thus, in this course you will mainly learn about the HRP process. In addition, you will also analyze alternative human resource strategies and critically assess their relationship to operational and strategic plans of the country.</p>	
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b>	<ul style="list-style-type: none"> <li>• To provide an understanding of the essential elements of Human Resource Planning.</li> <li>• To emphasize the central position that man holds in the quest for development.</li> <li>• To emphasize the importance of HRP in the process of development.</li> <li>• To guide them how to plan human resources for the development in Sri Lanka.</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b>	<ul style="list-style-type: none"> <li>• Students will understand essential elements that should be taken into consideration in HRP.</li> <li>• They will understand the importance of HRP for development.</li> <li>• They will acquire the knowledge for the analysis, assessment and planning of human resource requirements for the development in Sri Lanka.</li> </ul>	

9	Content		
	Main Theme	Sub Themes	No. of Hours
	<b>1. Introduction to HRP</b>	<ul style="list-style-type: none"> <li>i. Defining HRP</li> <li>ii. History of HRP</li> <li>iii. HRP beyond HRM</li> <li>iv. The need of HRP</li> <li>v. Relationship between HRP &amp; Development</li> </ul>	03
	<b>2. Spiritual aspects of HRP</b>	<ul style="list-style-type: none"> <li>i. Basic nature of human being</li> <li>ii. Meaning and the importance of spiritualism</li> <li>iii. Nature of human being in leading and management</li> </ul>	03
	<b>3. Models in HRP</b>	<ul style="list-style-type: none"> <li>i. Introduction to HRP model</li> <li>ii. Importance of HRP model</li> <li>iii. Outline and the application of HRP model</li> </ul>	03
	<b>4. Bargaining power of labour</b>	<ul style="list-style-type: none"> <li>i. What is bargaining power?</li> <li>ii. The need of bargaining power</li> <li>iii. How to achieve bargaining power</li> </ul>	03
	<b>5. Leadership development</b>	<ul style="list-style-type: none"> <li>i. Introduction to leadership</li> <li>ii. The concept of leadership development</li> <li>iii. Theories of leadership and leadership development</li> </ul>	03
	<b>6. HRP and Gender</b>	<ul style="list-style-type: none"> <li>i. Introduction to gender</li> <li>ii. Changing role of gender</li> <li>iii. Consequences of changing roles</li> <li>iv. The need of HR planning for gender</li> </ul>	04
	<b>7. Empowering people</b>	<ul style="list-style-type: none"> <li>i. What is empowerment?</li> <li>ii. Why need empowerment?</li> <li>iii. How to empower for HR planning</li> </ul>	04



	<p><b>8. Talent and Career Development</b></p>	<ul style="list-style-type: none"> <li>i. Defining talent and career development</li> <li>ii. Importance of talent and career development</li> <li>iii. How to develop talent and career</li> <li>iv. Challenges and opportunities in talent and career development</li> </ul>	03
	<p><b>9. Human Development Index (HDI)</b></p>	<ul style="list-style-type: none"> <li>i. Defining development and human development</li> <li>ii. Defining HDI</li> <li>iii. Theories behind human poverty and development</li> </ul>	03
	<p><b>10. Human Resource Information System (HRIS)</b></p>	<ul style="list-style-type: none"> <li>i. Introduction to HRIS</li> <li>ii. The need of HRIS</li> <li>iii. Models of HRIS</li> </ul>	03
	<p><b>11. HR planning at national level</b></p>	<ul style="list-style-type: none"> <li>i. The role of government in HR planning</li> <li>ii. The importance of education and skill development</li> <li>iii. Country HR planning as a development strategy</li> </ul>	04
	<p><b>12. Globalization and Human Development Issues</b></p>	<ul style="list-style-type: none"> <li>i. What is globalization</li> <li>ii. Human development issues in globalization</li> <li>iii. Challenges faced by Sri Lanka in HR planning</li> </ul>	04
	<p><b>Combined field study and assignment</b></p>		20

<b>10</b>	<b>Mode of delivery</b>		
<b>11</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation(Project on HR Planning through Team Work, and Presentation)</b>		
	<b>Mode of Evaluation</b>		
	<b>End of Course Evaluation (End Semester evaluation 60 – 80 Marks)</b>		
	Mode of Evaluation: <b>End semester exam – 80 Marks</b>		<b>Team work project – 20 Marks</b>
<b>12</b>	<b>Recommended Readings:</b>		
	Belcourt, M. and McBey, K. (2013) <i>Strategic Human Resource Planning</i> . Toronto: ThompsonNelson		
	Boudreau, J. W. (2007) <i>Beyond HR: The New Science of Human Capital</i> . Harvard Business School Press		
	Cascio, W. F. (1995) <i>Managing Human Resources</i> . New York: McGraw Hill		
	Dychtwald, K., Erickson, T. J. and Morison, R. (2006) <i>Workforce Crisis: How to Beat the Coming Shortage of Skills and Talents</i> . USA: Harvard Business School Press		
	Nadler, L. and Nadler, Z. (1990) <i>The Handbook of Human resource Development</i> . NY: John Wiley and Sons		
	Nankervis, A. R. and Compton, R.I. (1997) <i>Readings in Strategic Human Resources</i> . Melbourne: Nelson		
	Sparrow, P., Brewster, C. and Harris, H. (2004) <i>Globalizing Human Resource Management</i> . London: Rutledge		
	Stone, J. R. (1998) <i>Human Resource Management</i> . Australia: John Wiley and Sons		
	Storey, J. (1992) <i>Developments in the Management of Human Resources</i> . Oxford: Blackwell		
	Thong, G. (1990) <i>Human Resource Issues in Singapore</i> . Singapore: Addison Wesley		
	Ulrich, D. (2008) <i>HR Competencies: Mastery at the Intersection of People and Business</i> . Society for Human Resource Management		

## 5. Development Concepts

1	<b>Course Code</b>	GEDS 1005
2	<b>Course Title</b>	Development Concepts
3	<b>Number of Credits</b>	05
4	<b>Year</b>	First Year
5	<b>Rationale (Introductory Notes)</b> This course builds knowledge on development theories, concepts, policies, indicators, indexes, norms and planning approaches as a guide to achieve economically feasible, socially acceptable and environmentally caring sustainable development. Through readings, lectures, seminar discussions, and assignments, students will further develop an understanding on development strategies, approaches and programmes implemented by various countries including Sri Lanka, and the lessons that can be learnt of their past experiences from the regional and national development perspectives.	
6	<b>Pre-requisites</b>	None
7	<b>Course Objectives (Instructional)</b> <ul style="list-style-type: none"> <li>• To offer a wider theoretical and conceptual construct on Regional and National Development with adequate exposure to relevant definitions, indexes and models of Development.</li> <li>• To expose the students to study and understand development strategies and approaches adopted by different countries in the past.</li> <li>• To examine some of the pressing development challenges faced by the international and national (Sri Lankan) communities in the context of Globalization and Market Economy in this century.</li> <li>• To widen the horizons of critical understanding on issues of Development disparities in Global, International and National contexts.</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b> <ul style="list-style-type: none"> <li>• Analyzes and interprets primary and secondary source materials to increase understanding of the Development Theories, Concepts, Policies, Strategies and Planning and Implementation Approaches.</li> <li>• Enable to measure and analyze developments levels and disparities using development indicators, indexes and norms in Global, International and National contexts.</li> <li>• Distinguishes between relevant and irrelevant information.</li> <li>• Evaluates information for accuracy, separating facts from opinions.</li> <li>• Selects and defends positions in writing, discussion, and debate.</li> <li>• Participates in interviews, debates and interact with agencies and community personnel including field exposures.</li> <li>• Accesses and uses electronic databases and communication network of all types.</li> <li>• Plans, designs, and develops projects relative to the ongoing discourse of the Development Concepts.</li> <li>• Student understanding of Development as an economic and social process with an environmentally friendly approach shall be increased and the degree to which the factors discussed in class will be interrelated while learning use variety of measurement tools and methods.</li> </ul>	

<b>9. CONTENT</b>		
<b>Main Themes</b>	<b>Sub Themes</b>	<b>No. of Hours</b>
<b>1. Introduction and Overview of Development Theories</b>	i. Development Definitions ii. Economic Development Theories iii. Social Development Theories	03
<b>2. Introduction and Overview of Development Concepts</b>	i. Economic Development Concepts ii. Social Development Concepts	03
<b>3. Regional Development Concepts</b>	i. Introduction to Regional Development ii. Concepts and Approaches	03
<b>4. Development Approaches</b>	i. National Development Approaches ii. Regional Development Approaches	02
<b>5. Development Strategies</b>	i. National Development ii. Rural Development iii. Integrated Rural Development	02
<b>6. Global Development Strategies</b>	i. Introduction to Globalization ii. Impact of Globalization on the Developing Countries iii. Implications of Globalization Policies on Food Security and poverty.	03
<b>7. Global Development Strategies</b>	i. Introduction to Market Economy ii. Impacts of Globalization on Free Trade and Agriculture	03
<b>8. Global Development Strategies</b>	i. Sustainable Development Strategy ii. Millennium Development Agenda	03
<b>9. Development Measuring Tools and Indicators</b>	i. Introduction ii. Economic Development Indicators	03
<b>10. Development Measuring Tools and Indicators</b>	i. Social Development Indicators ii. Poverty Measurement Indexes iii. Environmental Indicators	02
<b>11. Development Imbalances</b>	i. Global Imbalances ii. Regional Imbalances iii. National Imbalances (Sri Lanka)	02
<b>12. 21 Century Development Challenges of Sri Lanka</b>	i. Poverty ii. Rural Development	03
<b>13. Sri Lanka's Post Conflict Development Strategy</b>	i. Rebuilding Sri Programme: Challenges and Constraints	03
<b>14. Sri Lanka's Post war Development Strategy</b>	i. Regional Development Strategies: Gama Neguma, Divinaguma, MagaNeguma etc.	03

10	<b>Mode of delivery</b>	Lectures, Online Communication, Seminars
11	<b>Evaluation and Assessment:</b> End Semester Examination	
12	<p data-bbox="240 365 571 400"><b>Recommended Reading</b></p> <p data-bbox="240 439 1530 555">Ake, Claude. 1995. "The New World Order: A view from Africa". In Holm-Henrik and Aorensem, Georg Eds., <i>Whose World Order: Uneven Globalization and the End of the Cald War</i>, Boulder: Westview.</p> <p data-bbox="240 562 1386 598">ESCAP (2007), <i>Statistical Yearbook for Asia and the Pacific</i>, UN Publication, Thailand.</p> <p data-bbox="240 604 1198 640">Hunger in a Global Economy (1998), Bread for the World Institute, USA.</p> <p data-bbox="240 647 1530 728">Muricken A. (1997), <i>Globalization and SAP: Trends &amp; Impact – An Overview</i>, VikasAdhyayan Kendra, Mumbai.</p> <p data-bbox="240 734 1530 815">IFAD-International Fund for Agricultural Development (1992), <i>The state of World rural poverty: An Inquiry into its Causes and Consequences</i>, IFAD, London.</p> <p data-bbox="240 822 1453 857">Ray Hammond (2007), <i>The World in 2030</i>, Printed by Itxaropena SA, 20800 Zarautz (Spain).</p> <p data-bbox="240 864 608 900"><a href="mailto:itxaropena@itxaropena.net">itxaropena@itxaropena.net</a>.</p> <p data-bbox="240 907 620 943">World Development Report,</p>	

## 6. Regional Development

1	<b>Course Code</b>	GEDS 1006
2	<b>Course Title</b>	Regional Development
3	<b>Number of Credits</b>	05
4	<b>Year</b>	First Year
5	<b>Rationale (Introductory Notes)</b>	
	<p>The study of regional development emerged in the 1950s with a strong economics basis and a focus on what firms did in regions and how their performance influenced a range of economic indicators such as employment, profit, GDP and growth. Towards the end of the 20th century, regional development became far more multi-disciplinary in its approach. Political science, public policy and sociology became critical disciplines, alongside economics, focusing more on the notion of what a region might be and how a range of factors shaped the idea of a region. In the 21st Century, economic geography has joined the discipline, and the focus of regional development is more on the spatial dynamics of regions. New theories of regional development focus on human and social capital, innovation and spatial dynamics as key components in understanding how often small peripheral economies are challenged to respond to the pressures from a global economy. In the light of this background this course unit focuses the theoretical and applied knowledge of the field of regional development.</p>	
6	<b>Pre-requisites</b>	None
7	<b>Course Objectives (Instructional)</b>	
	<ul style="list-style-type: none"> <li>• To enhance the knowledge on Regions and their development process through different aspects</li> <li>• To build a wide array of theoretical and applied knowledge on Regional growth and development at Global, National and Local levels</li> <li>• To Train students to identify regional development issues and challenges and to design regional development policies and planning</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b>	
	<p>By the completion of this course unit students will be able to</p> <ul style="list-style-type: none"> <li>• Understanding of the role of regional development in economic and community development.</li> <li>• Understanding of regions and how regions are defined.</li> <li>• Students will deepen their understanding for regional development theories, policies, and practice through in-depth study and analysis of several regional development case studies</li> </ul>	

9	Content		No. of Hours
	Main Themes	Sub Themes	
	<b>1. Introduction to Regional Development</b>	i. Definitions ii. Focal points in Regional Development a. Definitions b. Regional and Economic Development c. Sustainable Development iii. Significance of Regional Development	04
	<b>2. Basic characteristics of a region</b>	i. The concept of region a. Definitions of Region b. Characteristics of a region c. Hierarchy of regions d. Regional identity and diversity ii. Principles of Regional Division iii. Types of Regions	04
	<b>3. Theoretical Framework for Regional Development</b>	i. Regional Location a. Theories and Models ii. Regional Growth a. What is regional growth b. Theories and models c. Limitations iii. Regional Development a. Theories and practices iv. Revisiting models	04
	<b>4. Disparities of Regional Development</b>	i. Introduction ii. Measuring disparities iii. Global and Local perspectives	04
	<b>5. Regional Development Policies</b>	i. What is a regional development policy? ii. Regional development policy design iii. Urban and Rural development policies	04
	<b>6. Regional Planning</b>	i. Fundamentals of Regional Planning ii. Decentralization, periphery development, poverty alleviation iii. Regional Planning in different fields; irrigation, natural resources etc iv. Land use planning for Urban and rural development	04
	<b>7. Regional Development Strategies</b>	i. Local regional development strategies ii. Regional attraction strategies iii. Rural-urban linkages iv. International cooperation	04

	<b>8. Regional Development Issues in South Asia</b>	<ul style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Uneven Development</li> <li>iii. Economic and social marginalization</li> <li>iv. Impact of Globalization on regional development</li> <li>v. Centralization of Technology and Education</li> </ul> Demographic challenges	04
	<b>9. Regional Development in Sri Lanka</b>	<ul style="list-style-type: none"> <li>i. History of Regional Development</li> <li>ii. Contemporary regional disparities</li> <li>iii. Government policies and Programmes</li> </ul>	04
	<b>10. Issues and Challenges of Regional Development in Sri Lanka</b>	<ul style="list-style-type: none"> <li>i. Uneven distribution</li> <li>ii. Socio cultural challenges</li> <li>iii. External forces</li> <li>iv. Future prospectus</li> </ul>	04
	<b>In Course Evaluation</b>	<b>Discussion, report writing and Presentation</b>	20
	Total student contact hours		<b>60</b>
<b>10</b>	<b>Mode of delivery</b>	Lectures, Online Communication, Seminars	
<b>11</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation (Team Work, Presentation, Conference Type Presentation, Projects)</b>		
	Mode of Evaluation	Assignment – 20 Marks	
	<b>End of Course Evaluation (End Semester evaluation 80 Marks)</b>		
	Mode of Evaluation	Written Examination – 80 marks	
<b>12</b>	<b>Recommended Reading</b>		
	Andrew Herod, (2009), <i>Geographies of Globalization</i> , Wiley-Blackwell.		
	Andrew Wood and Susan Roberts, (2011), <i>Economic Geography: Places, Networks and Flows</i> , Routledge		
	Brakman, Steven, Harry Garretsen, and Charles van Marrewijk. (2009), <i>The New Introduction to Geographical Economics</i> (Cambridge, UK, Cambridge University Press). Chapter 2: Geography and economic theory,32-78		
	Friedmann, John. (2001), <i>Regional development and planning: The story of collaboration. InternationalRegional Science Review</i> 24: 386-95.		
	Fujita, M. and J.-F. Thisse. (2002). <i>Economics of Agglomeration: Cities, Industrial Location, and Regional Growth</i> . Cambridge, UK: Cambridge University Press.		
	Hansen, Niles M. (1965), Unbalanced growth and regional development. <i>Western Economic Journal</i> 4: 3-14.		
	Malizia, Emil E, and Edward J Feser. (1999), <i>Understanding Local Economic Development</i> (New Brunswick,NJ, CUPR Press). Chapter 6: Regional growth theory, 123-149.		



- Morgan, Kevin. (1997), The learning region: Institutions, innovation and regional renewal. *Regional Studies* 31: 491-503.
- North, Douglass C. (1955), Location theory and regional economic growth. *Journal of Political Economy* 63: 243-258.
- Parr, John B. (1999), Regional economic development: An export stages framework. *Land Economics* 75: 94-114.
- Parr, John B. (1999). Growth-pole strategies in regional economic planning, a retrospective view, Part 2.
- Rey, S. J., and M. V. Janikas. (2005), Regional convergence, inequality, and space. *Journal of Economic Geography* 5 (2): 155-176.
- Solow, Robert M. (1994), Perspectives on growth theory. *Journal of Economic Perspectives* 8: 45-54.

## Second Year

### 1. Cartography for Development Planning

<b>1</b>	<b>Course Code</b>	GEDS 2001
<b>2</b>	<b>Course Title</b>	Cartography for Development Planning
<b>3</b>	<b>Number of Credits</b>	05
<b>4</b>	<b>Year</b>	Second Year
<b>5</b>	<p><b>Rationale (Introductory Notes)</b></p> <p>This course is initially a “cartography oriented” and demonstrating the relevance and applicability of cartographic theories and techniques in environmental and development studies. The course examines the processing, compilation and symbolization of spatial data and the application of related statistical techniques. The course content covers basic principles of cartography, interpretation and application of creating and interpreting both manual and digital maps as well as application of cartographic techniques into the real world. Emphasis is placed on the technology of mapping, particularly the digital mapping, geographic information systems, remote sensing and Global positioning system. The course prepares students for further course work in geographic information science and technology.</p>	
<b>6</b>	<b>Pre-requisites</b>	None
<b>7</b>	<p><b>Course Objectives (Instructional)</b></p> <ul style="list-style-type: none"> <li>• To offer a wider theoretical and practical knowledge and skill in mapping</li> <li>• To help students become knowledgeable and critical users of maps, able to examine the advantages and considerable limitations of geospatial data and map products</li> <li>• To improve the cartographic thinking and cartographic communication in addressing environmental and development issues holistically.</li> </ul>	
<b>8</b>	<p><b>Expected Main Teaching Outcomes (By Students)</b></p> <ul style="list-style-type: none"> <li>• Students will attain actionable knowledge of cartography and geo-visualization</li> <li>• Students will develop an understanding of how maps are created and how geospatial information is represented and conveyed through the use of maps.</li> <li>• Students will also develop a basic understanding of modern geospatial technologies and an ability to critically evaluate data, maps and spatial forms of representation.</li> <li>• Students are expected to identify, analyze and predict the development pattern and processes through their ability to create, store, manipulate and visualize geo-reference data.</li> </ul>	

9	Content		No. of Hours
	Main Themes	Sub Themes	
	1. Introduction to Mapping	i. Introduction to Cartography ii. The map as a graphical representation of the earth surface iii. Evolution of Cartography iv. Modern Cartography and its application	04
	2. Fundamentals of Cartography	i. Elements of a map ii. Scaling iii. Symbolizing iv. Spatial reference systems v. Map Projections	04
	3. Layout Designing	i. Organizing map elements ii. Cartographic traditions for layout designing	02
	4. Reading and Interpreting Topographic Maps	i. Types of Maps ii. Sri Lanka Topographic Maps iii. Contour interpretation, Slopes and profiles	06
	5. Measuring , Ranking and Zonation	i. Measuring an area, line and polygon ii. Demarcation of features: Catchment area iii. Ordering and ranking features: Streams and service centres	04
	6. Practicing Cartographic Techniques	i. Creating profiles ii. Slope gradient iii. Zonation	04
	7. Reading and Interpreting Charts	i. Types of Chart ii. Interpreting information depicted on charts	02
	8. Analyzing Map data	i. Analyzing landuse changes through maps	04

	9. Aerial Photo Interpretation	<ul style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Process of Aerial Photographing</li> <li>iii. Practicing stereoscopic view of Aerial Photograph</li> <li>iv. Preparing landuse maps based on Air Photos</li> </ul>	06
	10. Weather Maps and Synoptic Charts	<ul style="list-style-type: none"> <li>i. Introduction to weather mapping</li> <li>ii. Identifying symbols for weather maps</li> <li>iii. Preparing synoptic charts</li> </ul>	04
	Continuous Assessment	Practical exercises	20
	Total student contact hours		<b>60</b>
<b>10</b>	<b>Mode of delivery</b>	The course is made of two components: lectures and practical in cartography and computer labs. In the lectures, the conceptual elements of the above topics will be explained. The labs are designed in such a way that students will gain first-hand experience in data input, data management, data analyses, and visualization.	
<b>11</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation (Team Work, Presentation, Conference Type Presentation, Projects)</b>		
	Mode of Evaluation	Continuous Assessment – 20 Marks	
	<b>End of Course Evaluation (End Semester evaluation 80 Marks)</b>		
	Mode of Evaluation	Written Examination – 80 marks	
<b>12</b>	<b>Recommended Reading</b>		
	<p>චන්ද්‍රසේකරඑම්. ජී. (1963), සිතියම් ප්‍රකේෂණය, ලංකාවේ සීමාසහිත එක්සත් ප්‍රවෘත්ති පත්‍ර සමාගම, ලේක්හවුස්, කොළඹ.</p> <p>විතාරණ, කේ.එම්. (2007), සිතියම් විද්‍යාව, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ.</p> <p>උපාලි වීරක්කොඩි (1996), ප්‍රායෝගික භූගෝල විද්‍යාව, කර්තෘප්‍රකාශන.</p> <p>උපාලිවීරක්කොඩි (2004), දුරස්ථ සංවේදය, කර්තෘප්‍රකාශන.</p> <p>මොන්ක්වුස් එෆ්. ජේ සහ විල්කින්සන් එච්. ආර්. (1967), සිතියම් සහ රේඛාසටහන්, අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව, ශ්‍රී ලංකාව</p> <p>Alvi, Z. (1999), A Text Book of Practical Geography, Vikas Publishing House Pvt. Ltd.</p>		

Aronoff, Stan, 1989. Geographic Information Systems: A Management Perspective, WDL

Back house, D.G (1974), Fundamentals of Aerial Photography MSc, AITP.

Brown, Lloyd A. (1977), The Story of Maps, Dover Publications, New York.

Campbell, J.(1998), Map Use and Analysis, 3rd ed. Dubuque. JowaWCB/ McGraw-Hill

Chang, K.T., 2008. Introduction to Geographic Information Systems. McGraw Hill, New York.

Dent BD, TorgusonJS, and Hodler TW (2009) Cartography: Thematic Map Design, 6th Edition, McGraw-Hill.

Lillesand, T.M. and Kiefer, R.W. (1994), Remote sensing and Image Interpretation, John Wiley & Sons, Inc,

Lo,C.P. and Yeung, A.K.W. (2005), Concepts and Techniques of Geog<sup>3</sup>/<sub>4</sub>phic Information Systems Prentice-Hall< New Delhi.

Longley P.A., M.F. Goodchild, D.J. Maguire, D.W. Rhind, 2011. Geographic Information Systems and Science. John Wiley and Sons, New Jersey.

Monmonier M (1998) How to Lie with Maps, 2nd edition. University of Chicago Press.

Peterson, G.N.(2009), GIS Cartography: A guide to Effective Map Design, Taylor and Francis Group, New York. Publications, Ottawa.

Robinson, A. (1960), Elements of Cartography, John Willey & Sons, New York.

Slocum TA, McMaster RB, Kessler FC & Howard HH (2009) Thematic Cartography and

## 2 Natural Resources Management

1	<b>Course Code</b>	GEDS 2002	
2	<b>Course Title</b>	Natural Resources Management	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	Second Year	
5	<b>Rationale (Introductory Notes)</b>	<p>Natural resources are the entities made naturally or the things freely available in the world. When these things are used by man or if there is a potential to use, they called Resources. Some natural things will be depleted due to continues utilization but some are constantly available. The use of resources depends on the requirement or demand of the human society and their culture and the technical ability. However in the present world, due to growing population and the development of technical knowledge, the uses of natural resources are being rapidly increased. Thus most resources are being subject to depletion, decrease, and quality changes and some natural resources are adversely affecting the man causing hazards. Thus the proper management of resources is being focused urgent attention of the present world. Sri Lanka already uses and still has a great potential of using a wide range of natural resources but there is a lack of basic understanding of what is a proper management and how can it do?. This course will be a useful attempt to fill that gap giving basic understanding and knowledge to the graduate level</p>	
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b>	<ul style="list-style-type: none"> <li>• To scientifically understand the physical resources of the world from a geographical perspective</li> <li>• To give better understanding of the relationship between man and natural resources</li> <li>• To give knowledge on various management systems of natural resources in the world</li> <li>• To give awareness on natural resource utilization problems of Sri Lanka concerned with weakness and constrains based on field work</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b>	<ul style="list-style-type: none"> <li>• Students will be able to get an clear understanding of natural resources distribution of the world</li> <li>• It will be possible to gain a good knowledge on man–resources relationship</li> </ul>	

	<ul style="list-style-type: none"> <li>• Student will have awareness on concept of management and its different applications in the world.</li> <li>• They can gain a broad knowledge on what are the natural resources that are actually used in Sri Lanka with and without a proper management</li> <li>• Students are finally have knowledge of how natural resources in Sri Lanka are used with a proper management for the future development of our country</li> </ul>		
<b>9</b>	<b>Content</b>		
	<b>Main Themes</b>	<b>Sub Themes</b>	<b>No. of Hours</b>
	<b>1. Physical resources of the world</b>	i. Geographical distribution of natural resources in the world. ii. Their origin	08
	<b>2. Relationship of man and resources</b>	i. Differences in the past and present ii. Primitive relationship from a historical perspective. iii. Modern relationship	06
	<b>3. What is natural resources management?</b>	i. Concepts ii. Applications	05
	<b>4. Natural resources in Sri Lanka</b>	i. Land, soil, water, rocks & mineral, flora & fauna, climate, coastal region, landscape etc.	08
	<b>5. Resource management of Sri Lanka</b>	i. Contemporary conceptual situation ii. Weakness, constrains, problems of natural resource management.	10
	<b>6. Proper management of Natural Resources</b>	i. Concepts, planning and implementation	05
	<b>7. Field study</b>	i. Observation of two sites where resources are traditionally used and where modern methods are used	20
			<b>60</b>
<b>10</b>	<b>Mode of delivery</b>	Lectures and field study	
<b>11</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation(Team Work, Presentation, Conference Type Presentation, Projects)</b>		
	Written examination and <b>two</b> assignments		
	Mode of Evaluation.	field based assignment – 30 + literature based assignment – 10 = 40	
	<b>End of Course Evaluation (End Semester evaluation 60 – 80 Marks)</b>		
	Mode of Evaluation	Written paper = 60	

12

**Recommended Reading**

Aluthwattha R.G.S.T. (2009). Non nectar feeding behavior of Sri Lankan butterflies: An essential study for habitat conservation and restoration, First National Symposium on Natural Resources Management

Gamini Ranasinghe, Wu Chunming Proceedings of International Conference on Business Management <http://journals.sjp.ac.lk/index.php/icbm/article/view/307>

Wijedasa. K H.J.(1994). Towards sustainable Growth .The Sri Lankan experiences. Central Environmental Authority Colombo

Michael, L., M.Mckinney, Robert M Schoch, (2003). Natural Resources and Environmental Science. Jones and Bartlett Publishers. London

<http://www.tradingeconomics.com/sri-lanka/total-natural-resources-rents-percent-of-gdp-wb-data.html>

<http://www.srilankalaw.lk/revised-statutes/volume-vi/840-naval-and-victualling-stores-ordinance.html>

Journal of Tropical Forestry and Environment Department of Forestry and Environmental Science, University of Sri Jayewardenepura, Nugegoda, Sri Lanka



### 3. Rural Development and Planning

1	<b>Course Code</b>	GEDS 2003	
2	<b>Course Title</b>	Rural Development and Planning	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	Second Year	
5	<b>Rationale (Introductory Notes)</b> The course is focused on three major components of land use planning, rural development planning and agricultural planning which are vital in development and planning process. It provides the theoretical, field based practical knowledge and discusses the planning and management issues with relevant to above areas.		
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b> <ul style="list-style-type: none"> <li>a) To give an understanding on planning in land use management with special emphasis on environmental aspects and human and land use interaction which will affect the development process</li> <li>b) Internalize in students both the theoretical and practical knowledge on development rural development</li> <li>c) Encourage students to understand spatial patterns of rural development issues with reference to global and Sri Lankan contexts and evaluate the effectiveness of rural policies, planning and development initiatives.</li> <li>d) To build up ability to apply theoretical and practical aspects of planning process for agriculture development</li> </ul>		
8	<b>Expected Main Teaching Outcomes (By Students)</b> <ul style="list-style-type: none"> <li>a) Students will be able to understand the significance of land use analysis, land use planning and apply their practical skills acquired for the development activities in contemporary environment.</li> <li>b) Evaluate the impacts of changes on different groups of people in rural space.</li> <li>c) Employ skills in researching, analyzing and presenting on aspects of development and planning.</li> <li>d) Familiarized with formulation of plans for implementation of agriculture development strategies</li> </ul>		
9	<b>Content</b>		
	<b>Main Themes</b>	<b>Sub Themes</b>	<b>No. of Hours</b>
	<b>1. Rural development within the context of development</b>	<ul style="list-style-type: none"> <li>i. Definitions of Rural Development</li> <li>ii. Objectives</li> <li>iii. Why rural development?</li> <li>iv. Important sections in Rural Development</li> <li>v. Reasons for less achievements of RD</li> </ul>	04

<b>2. Rural development approaches and strategies in Sri Lanka</b>	<ul style="list-style-type: none"> <li>i. Rural development approaches</li> <li>ii. Rural development strategies</li> </ul>	03
<b>3. Rural Development planning</b>	Preparation of Village Development plans (Institutional training at RDTRI)	04
<b>4. Rural development issues and challenges</b>	Economic, social and environmental issues	04
<b>5. Introduction to Land Use Planning and Analysis</b>	<ul style="list-style-type: none"> <li>i. What is Land Use Dynamics?</li> <li>ii. What is Land Use Planning?</li> <li>iii. What is Land Use Analysis?</li> </ul>	03
<b>6. Institutional and Legal Environment of land Use Planning</b>	<ul style="list-style-type: none"> <li>i. Institutional Mechanism in relation to Land Use Planning</li> <li>ii. Land Use Policies In Sri Lanka</li> </ul>	03
<b>7. Application of Land Use Analysis and Planning</b>	Environmental Management, Natural Disasters, Infrastructure Development, Regional Development and Urban Development	04
<b>8. Exposure on Real World Best Practices in Land Use Policy Planning and Natural Physical Planning</b>	<ul style="list-style-type: none"> <li>i. Exposure to the Land Use Policy Planning Division</li> <li>ii. Exposure to the National Physical Planning Department</li> </ul>	02
<b>9. Introduction to Agriculture Planning and development</b>	<ul style="list-style-type: none"> <li>i. What is Planning and Development?</li> <li>ii. Types of agriculture plans</li> </ul>	02
<b>10. An overview agricultural planning and development</b>	<ul style="list-style-type: none"> <li>i. Importance and benefits of Agriculture Planning</li> <li>ii. Agricultural planning in developing countries</li> </ul>	02
<b>11. Agriculture Planning Process</b>	<ul style="list-style-type: none"> <li>i. Information gathering</li> <li>ii. Goal setting and prioritization</li> <li>iii. Identification of strategies</li> </ul>	03

		iv. Plan implementation v. Challenges in plan implementation	
	<b>12. Strategies and policies for agriculture planning and development</b>	i. General Strategies of agriculture planning ii. Policies in agriculture planning iii. Agriculture planning in Sri Lanka	03
	<b>13. Planning for sustainable agriculture</b>	i. What is sustainable agriculture ii. Benefits of sustainable agriculture iii. Methods and tools for sustainable agriculture planning	02
	<b>14. Assignment</b>	Assignment Discussion/Data collection for field based assignment/Data analysis/preparation of assignment report	20
<b>11</b>	<b>Mode of delivery</b>	Lectures, discussions, Tutorials, Field visit	
<b>12</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation(Team Work, Presentation, Conference Type Presentation, Projects)</b>		
	Mode of Evaluation	Assignment – 20%	
	<b>End of Course Evaluation (End Semester evaluation – 80 Marks)</b>		
	Mode of Evaluation	Written Examination – 80%	
<b>13</b>	<b>Recommended Reading</b>		
	<p>a. Albrecht, D. and Eller, E., 1996, ‘Experiences of Land Use Planning in Asian Projects’, The Asian Working Group on Land Use Planning for the Asian - Pacific Region - Selected Insights, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH.</p> <p>b. Gautam, A.P., and et al., (2002). “Land Use Dynamics and Landscape Change Pattern in a Mountain Watershed in Nepal”. GISdevelopment.net, Environment.</p> <p>c. Simonsson, L., (2003). “Landscape as an Arena for Applied Environmental Studies”. Norwegian Journal of Geography. 57: 40 – 48.</p>		

- d. Simonsson, L., (2004). "Environmental Assessments of Landscape Changes". *Interdisciplinary Studies in Rural Tanzania*. 11 – 52 p
- e. Dixon, C. J. (1990). *Rural Development in South Asia*. Routledge, London.
- f. Karunanayake, M.M. (2001) *People, Space and Resources: Perspectives on Development Issues in Rural Sri Lanka*. Sida/SAREC Research Co-operation Project. Department of Geography, University of Sri Jayewardenepura.
- g. Molinga, P.P. (2000). *Water for Food and Rural Development: Approaches and initiatives in South Asia*. Sage Publications, New Delhi.
- h. Ellis, Frank. (1992) *Agricultural Policies in Developing Countries*. Cambridge: Cambridge University Press.
- i. FAO (1984) *Planning Agriculture*. Policy Analysis Division. Rome.
- j. FAO (1985) *Toward Improved Multilevel Planning for Agricultural and Rural Development in Asia and the Pacific*. Economic and Social Development Paper #52. Rome.
- k. FAO (1986) *Guide for Training in the Formulation of Agricultural and Rural Investment Projects*. 5 volumes. Development Policy Studies and Training Service, Policy Analysis Division. Rome.

#### 4. Statistics for Development Studies

1	<b>Course Code</b>	GEDS 2004
2	<b>Course Title</b>	Statistics for Development Studies
3	<b>Number of Credits</b>	05
4	<b>Year</b>	Second Year
5	<b>Rationale (Introductory Notes)</b>	
	<p>It is evident that various types of quantitative techniques have developed in the field of development studies with the quantitative revolution and model building movement which particularly initiated in early 1960s. These quantitative techniques assist to measure and analyze various types of data and information of development in more scientific and logical manner. These techniques are particular to development studies and essential for the analysis of development indicators and to understand different relationships among development related variables. A course unit based on these quantitative techniques is essential as the statistical techniques can play a vital in measuring, analyzing and understanding the nature of development of any country or region.</p>	
6	<b>Pre-requisites</b>	None
7	<b>Course Objectives (Instructional)</b>	
	<ul style="list-style-type: none"> <li>• To provide sufficient knowledge to the students about the quantitative techniques applied in development studies.</li> <li>• To guide them to apply these techniques in their independent assignment and research.</li> <li>• To train them to think analytical and logical manner by following the positivist's approach.</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b>	
	<ul style="list-style-type: none"> <li>• Expect that the student will get the knowledge about different statistical techniques and will understand the nature of development by measuring and analyzing quantitatively.</li> <li>• Expect that they will apply statistical techniques in their assignment and research.</li> <li>• They will get knowledge on how to construct a quantitative research model.</li> <li>• They will see the objective reality of the world by measuring different relationships among variables relating to development.</li> </ul>	

9	Content		
	Main Theme	Sub Themes	No. of Hours
	<b>1. Introduction to Statistics and Development Studies</b>	<ul style="list-style-type: none"> <li>i. What is statistics?</li> <li>ii. Functions of statistics</li> <li>iii. The need of statistics for development studies</li> </ul>	02
	<b>2. Analysis of ungrouped and grouped data</b>	<ul style="list-style-type: none"> <li>i. Introduction to ungrouped and group data</li> <li>ii. Frequency Distribution</li> <li>iii. Basic analysis of frequency distribution</li> <li>iv. Different forms of frequency distribution</li> </ul>	03
	<b>3. Measures of Central Tendency</b>	<ul style="list-style-type: none"> <li>i. Introduction to measures of central tendency</li> <li>ii. Measuring central tendency for grouped and ungrouped data</li> <li>iii. Application of central tendency for development studies</li> </ul>	03
	<b>4. Measures of Dispersion</b>	<ul style="list-style-type: none"> <li>i. Introduction to dispersion</li> <li>ii. Different measures of dispersion</li> <li>iii. Application of dispersion in development studies</li> </ul>	03
	<b>5. Measures of Skewness and Kurtosis</b>	<ul style="list-style-type: none"> <li>i. Introduction to skewness and kurtosis</li> <li>ii. Measures of skewness and kurtosis</li> <li>iii. Their applications in development studies</li> </ul>	02
	<b>6. Levels of Measurement</b>	<ul style="list-style-type: none"> <li>i. Introduction to levels of measurement</li> <li>ii. Different levels of measurement</li> </ul>	02

		<ul style="list-style-type: none"> <li>iii. The importance of levels of measurement in statistics and development studies</li> </ul>	
	<b>7. Inductive Statistics and Probability</b>	<ul style="list-style-type: none"> <li>i. Introduction to inductive statistics and probability</li> <li>ii. The importance of probability</li> <li>iii. Probability applications in development studies</li> </ul>	02
	<b>8. Probability Distributions</b>	<ul style="list-style-type: none"> <li>i. Introduction to probability distributions</li> <li>ii. Different types of probability distributions</li> <li>iii. The use of probability distributions in development studies</li> </ul>	02
	<b>9. Normal Distribution</b>	<ul style="list-style-type: none"> <li>i. Introduction to normal distribution</li> <li>ii. The importance and the analysis of normal distribution</li> <li>iii. Its applications in development studies</li> </ul>	03
	<b>10. Testing of Hypothesis</b>	<ul style="list-style-type: none"> <li>i. Introduction to hypothesis</li> <li>ii. Testing of hypothesis relating to development studies</li> </ul>	03
	<b>11. Regression and Correlation</b>	<ul style="list-style-type: none"> <li>i. Introduction to regression and correlation</li> <li>ii. Regression and correlation analysis of development related variables</li> </ul>	03
	<b>12. Quantification of Qualitative Information</b>	<ul style="list-style-type: none"> <li>i. The way of quantifying qualitative data</li> <li>ii. Techniques to analyze qualitative variables of development</li> </ul>	03

	<b>13. Analysis of Variance</b>	<ul style="list-style-type: none"> <li>i. Introduction to Analysis of Variance</li> <li>ii. Its applications in development studies</li> </ul>	03
	<b>14. Time Series Analysis</b>	<ul style="list-style-type: none"> <li>i. Introduction to time series analysis</li> <li>ii. Trend and seasonal analysis of development related variables</li> </ul>	03
	<b>15. Time Management in Development Research Projects</b>	<ul style="list-style-type: none"> <li>i. Introduction to network analysis</li> <li>ii. Budgeting and managing time with network analysis</li> </ul>	03
	<b>Combined Field Study and Assignment</b>		20
<b>10</b>	<b>Mode of delivery</b>		
<b>11</b>	<b>Evaluation and Assessment In Course Evaluation(Individual Project)</b>		
	Mode of Evaluation		
	<b>End of Course Evaluation (End Semester evaluation 80 Marks)</b>		
	Mode of Evaluation: <b>End semester exam – 80 Marks</b>	<b>Individual project – 20 Marks</b>	
<b>12</b>	<b>Recommended Readings:</b>		
	Berry, G.C. (2007) <i>Business Statistics</i> . New Delhi: Tata McGraw-Hill Publishing Comapany		
	Cliff, A.D. and Ord, J.K. (1973) <i>Spatial Autocorrelation</i> . London		
	Cole, J.P. and King, C.A.M. (1968) <i>Quantitative Geography</i> . London		
	Ebdon, E. (1987) <i>Statistics in Geography</i> . UK: Basil Blackwell Ltd.		
	Hubert M., Blalock, Jr. (1972) <i>Social Statistics</i> . New York: McGraw Hill Book Company		
	Hammond, R. and McCullagh, P.S. (1978) <i>Quantitative Techniques in Geography: An Introduction</i> . Oxford University Press		



Karunaratna, K. R. M. T. (2009) *Quantitative Methods for Management*. Maharagama: Tharanjee Prints

King, L.J. (1969) *Statistical Analysis in Geography*. Englewood Cliffs

Neft, D.S. (1966) 'Statistical Analysis for Spatial Distributions'. *Philadelphia Regional Science Research Institute Monograph Series*, No.2

Panneerselvam, R. (2009) *Research Methodology*. New Delhi: PHI Learning Private Limited

Taylor, P.J. (1971) 'Distances within Shapes: An Introduction to a Family of Finite Frequency Distributions'. *Geographiska Annaler*, B, 53, pp. 40 – 53

## 5. Contemporary Development Issues

1	<b>Course Code</b>	GEDS 2005
2	<b>Course Title</b>	Contemporary Development Issues
3	<b>Number of Credits</b>	05
4	<b>Year</b>	Second Year
5	<b>Rationale (Introductory Notes)</b> <p>This course is essentially to provide the student with an initial overview of contemporary development issues. This will enable students to update with the latest issues of environment and development that have already completed in other course units, while not imposing opinions on them. It will look at opposing points of view on the same issues and assess their relative merits. Accordingly this course will provide the analytical tools needed to study the issues in more depth on their own by the students. This course will focus to study of issues relating to environmental, economic, political, social, legal and development matters at the local, national, and international levels. Students study current problems and use method of investigation, research, and discussion which is an integral part of modern teaching and learning of environment and development studies.</p>	
6	<b>Pre-requisites</b>	None
7	<b>Course Objectives (Instructional)</b> <ul style="list-style-type: none"> <li>• To offer a wider theoretical and conceptual construct in with adequate exposure to the students in addressing contemporary development Issues.</li> <li>• To examine some of the pressing development problems faced by the global and Sri Lankan communities as they are preparing for the next several decades including challenges and prospects in good governance, peace and reconciliation, sustainable development, international trade and political relations etc. in an increasing globalizing world where governments, international organizations, and individuals to address those problems through cooperation, competition, or conflict.</li> <li>• To widen the horizons of critical understanding on issues of international and regional interests.</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b> <ul style="list-style-type: none"> <li>• Analyzes and interprets primary and secondary source materials to increase understanding of the structure of society, its groups, institutional and culture.</li> <li>• Distinguishes between relevant and irrelevant information.</li> <li>• Evaluates information for accuracy, separating facts from opinions.</li> <li>• Selects and defends positions in writing, discussion, and debate.</li> <li>• Plans, designs, and develop</li> <li>• ps projects relative to the study of ongoing contemporary development Issues.</li> <li>• Participates in interviews, debates and interact with agencies and community personnel including field exposures.</li> <li>• Student understanding of Contemporary Development Issues shall be increased and the degree to which the factors discussed in class will be interrelated while learning use variety of measurement tools and methods.</li> </ul>	

9	Content		
	Main Themes	Sub Themes	No. of Hours
	<b>1. Introduction to contemporary development Issues.</b>	i. Introduction and Overview ii. Key Global Issues in the 21 Century	04
	<b>2. Global Climatic Change.</b>	i. What is Climate Change ii. Impacts of Climate Change (Global) iii. Regional and Local Impacts of Climate Change.	04
	<b>3. Global Political Issues</b>	i. Introduction to political issues ii. Conflicts and development iii. Impact of global terrorism	02
	<b>4. Global economic issues</b>	i. Introduction to global economic issues. ii. In-depth analysis of selected economic issues at local and global level	05
	<b>5. Global Poverty Issues</b>	i. Defining poverty ii. Dimensions of Poverty iii. An Overview of global poverty iv. Strategies for Poverty Alleviation	04
	<b>6. Natural Disasters</b>	i. Definitions and Introduction ii. Types and causes of natural hazards iii. Disaster Management for development	03
	<b>7. Food insecurity and Hunger</b>	i. Conceptual framework on Food Security ii. Dimensions of food insecurity and Hunger iii. Causes for food insecurity iv. Impact of food insecurity on socioeconomic development at global and local level	04
	<b>8. Forced migration issues</b>	i. Defining forced migration ii. Global refugee crisis iii. Issues of internal displacement iv. Impact of forced migration on development	06
	<b>9. Urban – Rural Settlement Issues</b>	i. Introduction to Settlement Development Perspectives ii. Issues of Urban and Rural Settlements iii. Settlement development Policies and constraints	04
	<b>10. Development policy issues</b>	i. Introduction to development policies ii. Contemporary development policy issues	04
	<b>In Course Evaluation</b>	<b>Discussion, Report writing and Presentation</b>	20
	Total student contact hours		<b>60</b>

<b>10</b>	<b>Mode of delivery</b>	Lectures, Online Communication, Seminars
<b>11</b>	<b>Evaluation and Assessment</b> <b>In Course Evaluation (Team Work, Presentation, Conference Type Presentation, Projects)</b>	
	Mode of Evaluation	Assignment – 20 Marks
	<b>End of Course Evaluation (End Semester evaluation 80 Marks)</b>	
	Mode of Evaluation	Written Examination – 80 marks
<b>12</b>	<b>Recommended Reading</b>	
	<p>(2012), Hazard Profiles of Sri Lanka, Disaster management Centre, Colombo.</p> <p>(2011 November), Report of the Commission of Inquiry on Lessons Learnt and Reconciliation, Government of Sri Lanka.</p> <p>Alexander, D. (1999), Natural Disasters, Kluwer Academic Publishers, London. displacement and resettlement, www.zedbooks.co.uk.</p> <p>Food and Agricultural Organization (2010). Annual Report.</p> <p>Marie Hoadley (2003), development-induced displacement and Resettlement– impoverishment or sustainable Development? ACMER.</p> <p>Michel T, Sinarr and D. Neil Snarr (2002), Introducing Global Issues, Lynne Rienner Publishers, Inc., Colorado, USA.</p> <p>Millennium Development Goals - MDG (2010)</p> <p>Ray Hammond (2007),The World in 2030, Printed by Itxaropena SA, 20800 Zarautz (Spain) itxaropena@itxaropena.net</p> <p>Robert Muggah (2008), Relocation failures in Sri Lanka: a short history of internal State of Food Insecurity –SOFI (2010)</p> <p>Rev. Sangasumana, P. (2010), Conflict and Displacement: A leading Social Problem of Sri Lanka, In: Huhua Cao (ed), Ethnic Minorities and Regional Development in Asia, Amsterdam University Press, Netherlands.</p> <p>Rev. Sangasumana, P. (2014), The Children Left Behind by International Migrants from Sri Lanka: Victims or Beneficiaries of Globalization?, In; Veale, A. and Dona, G. (eds), Child and Youth Migration, Palgrave Macmillan, 162-185 pp.</p> <p>Robbert, B., Tony Binns, Jennifer, A., David Smith (2004), Geographies of Development, Person Education Limited, England.</p>	

## 6. Development Communication

1	<b>Course Code</b>	GEDS 2006
2	<b>Course Title</b>	Development Communication
3	<b>Number of Credits</b>	05
4	<b>Year</b>	Second Year
5	<b>Rationale (Introductory Notes)</b> <p>Development Communication is the process of intervening in a systematic or strategic manner with either media (print and electronic) or education for the purpose of positive social change. The change can be economic, personal, as in spiritual, social, cultural or political. It is the application of the processes of communication to the development process. In a very broad sense, development communication is the art and science of human communication applied to the speedy transformation of a country (economic growth, modernization, industrialization) and the mass of its people.</p>	
6	<b>Pre-requisites</b>	None
7	<b>Course Objective</b> <p>In this course, students will study major theories and their applications concerning the use of communication and media to promote economic development and social change. They will examine the theories and models (such as modernization) that led to the failure of early development programmes and the emergence of alternative models. Students will also explore the influence of culture on communication in a development context and various approaches to viewing the role of culture on human progress. The course concludes with the integration of these approaches in support of an equitable and sustainable development process.</p>	
8	<b>Course Outcomes and Expectations</b> <p>The course content is designed to help students become more aware and knowledgeable about development issues worldwide, especially the historical and cultural context to development and communication. These will be determined through class discussions, small group work and individual assignments with some basic research approaches. In general, students' learning outcomes should be the ability to:</p> <ul style="list-style-type: none"> <li>• Define and describe the field of development communication</li> <li>• Understand the facts, key theories and approaches and be able to apply their knowledge to the real world</li> <li>• Identify and discuss the various actors and issues in development communication, and</li> <li>• Facilitate discussion and present topics in development communication, and</li> <li>• Determine (if appropriate) future directions of study in order to implement knowledge obtained in the course.</li> </ul>	

9.

Content:

### **WEEK 1 - The Meaning of Development Communication**

Concepts of development; The concept of development communication; The meaning of development communication in India; Cultural nationalism and development; Social issues for development communication; Exposing corruption and right to information in development; Media globalization and economic growth

### **WEEK 2 -Theories of Development Communication**

The dominant paradigm of development; Modernization theory; Dependency theory; Diffusion of innovations theory; Globalization theory; Alternative development; Participatory communication; Social marketing theory; Media advocacy

### **WEEK 3-Communication Policy for Development: An Analytical Framework and Conceptual Model**

Conceptual model; Political system; Legal and constitutional framework; Cultural and social factors; Economic and industrial policy; Communication technology infrastructure; International agencies; Media industry

- One hour group discussion

### **WEEK 4-Communication Strategies for Rural Development**

Rural development: Origin and growth; Print media in development journalism; Radio in development communication; Community radio; New media in rural development

### **WEEK 5-Communication Strategies in Social Movements and Development: Voice for the Voiceless**

Social movements; Folk Media for social mobilization; Theatre for development; Right to information movement;; Women's movement

### **WEEK 6-Information and Communication Technologies for Development**

Satellite instructional television experiment; IT communication projects; Training and development communication channel; Community radio; Communication convergence and development policy; Information and education; Telemedicine; E-governance; Internet radio; Internet television; Geographic information systems; Implications for development, social media

- One hour group discussion

## **WEEK 7-Digital Divide and Digital Opportunities: Issues and Challenges for ICT Policies in Development**

Development divide in South Asia; Communications gap in international policy interventions; from digital divide to digital opportunities: ICT policies for development; ICTs, economic policies and development agendas; Measurement of effects of ICTs on development

## **WEEK 8 - MID-TERM TEST**

## **WEEK 9-Political Economy of Mass Media and Development**

Political economy and the news media; Capitalism and the media; Foreign direct investment in media; Sources, approaches and skills in business investigative reporting; Investigating business in the news media; Public sector and the disinvestment battle; The private sector; Power sector and telecommunications; Education, employment and labour reforms; Corporate corruption; Corporate social responsibility of business.

## **WEEK 10-Communication for Women's Development and Empowerment**

Feminist policy perspectives for development; From women's welfare to women's empowerment; National policy for empowerment of women; Mass media and women's empowerment; Gender inequality and its sources; Health and women's empowerment; Education and social empowerment of women; Employment and economic empowerment of women; Women and politics; Violence against women; Mass media images of women; Implications for national communication policy and women's empowerment

- One hour group discussion

## **WEEK 11-Health Communication**

Women's health status and child survival; Communication strategies in child survival; A conceptual model of health communication for child survival; Innovative child health programmes; Communication strategies for AIDS prevention; Implications for health communication policies

## **WEEK 12-Ecological Conservation, Communication and Development**

Asian tradition of ecological protection; Eco-religion; Buddhism and Jainism: Oral tradition: Powerful communication in ancient India; Environment and development; Effects of development on environment; Communication for sustainable development

**WEEK 13-Development Communication Ethics in the South Asian Mass Media**

Ethics in the mass media; Goals of the mass media; Commitment in South Asian mass communication; Reform movements and mass Communication; Exposing corruption; Development communication ethics in South Asia

**WEEK 14** -Project presentation

**WEEK 15** - Project presentation

<b>10</b>	<b>Evaluation and Assessment</b>	
	<b>In Course Evaluation (Team Work, Presentation, Conference Type Presentation, Projects)</b>	
	Mode of Evaluation	Practical – 20 Marks and Project – 20 Marks (40%)
	<b>End of Course Evaluation (End Semester evaluation 60 – 80 Marks)</b>	
	Mode of Evaluation	Written Examination – 60 marks (60%)
<b>11</b>	<b>Recommended Readings</b>	
	<ol style="list-style-type: none"> <li>1. Approaches to Development Communication: UNESCO, Ed. Jan Servaes, 2002</li> <li>2. Communication for Development and Social Change, Ed. Jan Servaes, UNESCO publication, 2008</li> <li>3. Communication for Development: Strengthening the Effectiveness of the United Nations, Unicef, UNDP, FAO, WHO and ILO, 2011</li> <li>4. Communication for Development: Reinventing Theory and Action, Kiran Prasad, 2009</li> <li>5. Development Communication: Information, agriculture and nutrition in the Third World, Robert C. Hornic. 1993</li> <li>6. Development Communication Sourcebook: Broadening the Boundaries of Communication, Paolo Mefalopulos, 2008</li> <li>7. Environmental Communication: Applying Communication Tools towards Sustainable Development, OECD Working Paper, 1999</li> <li>8. Framework on EFFECTIVE RURAL COMMUNICATION FOR DEVELOPMENT, FAO publication, Edited by Reccardo Del Castello and Paul Matthias Braun, 2006</li> <li>9. Introduction to Development Communication: Its Philosophy and Approach , Fr. Cornelio Lagerwey, 1990</li> <li>10. Strategic Communication for Development Projects, Cecilia Cabanero-Verzosa, World Bank publication, 2003</li> </ol>	



## Third Year

### 1. Disaster Management

1	<b>Course Code</b>	GEDS 3001	
2	<b>Course Title</b>	Disaster Management	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	Third Year	
5	<b>Rationale</b>	<p>Disaster Management course unit is designed to provide students with graduate level knowledge and associated ability to understand disasters from development perspective and critical thinking for decision making involved in planning, management, relief and recovery management in disasters. As a core of the study, students will be exposed to concepts, theory and planning, management, response, relief, recovery, economics and specific cases associated with public emergencies in disasters. The course content also concerns to provide an accurate and rational description about the mechanism, issues and challenges of disaster management in Sri Lanka.</p>	
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b>	<ul style="list-style-type: none"> <li>• Promote the understanding of applicability of disaster management through the knowledge of interrelationship between the environment and development.</li> <li>• Create a critical understanding on the all types of disasters.</li> <li>• Create awareness on all aspects on Disaster Management planning and implementation.</li> <li>• Enhance the capability of applying disaster management skills for the development purpose</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b>	<p>By the completion of this course unit students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the importance of disaster management while imbibing the sense of hazards and their impacts</li> <li>• Train to assess the impact of hazards for managing disasters and emergency situation and to prepare research projects and proposals.</li> <li>• Actively participate to the regional events of disaster management while familiarizing the functions and activities on preparedness, mitigation, response and recovery phases.</li> </ul>	
9	<b>Content</b>		
	<b>Main Themes</b>	<b>Sub Themes</b>	<b>No. of Hours</b>
	<b>1. Introduction to Disaster Management</b>	<ul style="list-style-type: none"> <li>i. Definitions of Hazards and Disasters</li> <li>ii. Principles of Disaster Management</li> </ul>	04
	<b>2. Natural disasters</b>	<ul style="list-style-type: none"> <li>i. Defining natural hazards</li> <li>ii. Types and characteristics</li> <li>iii. Short and Long-term impact</li> </ul>	04
	<b>3. Anthropogenic disasters:</b>	<ul style="list-style-type: none"> <li>i. Definition</li> <li>ii. Types and characteristics</li> <li>iii. Short and Long-term impact</li> </ul>	04

	<b>4. Disaster management cycle</b>	<ul style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Significance</li> <li>iii. Main phases</li> </ul>	04
	<b>5. Pre disaster management strategies</b>	<ul style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Structural Methods for Disaster Mitigation</li> <li>iii. Non-Structural Methods for Disaster Mitigation</li> <li>iv. Preparedness for a disaster</li> <li>v. Issues and challenges</li> </ul>	04
	<b>6. Disaster Response</b>	<ul style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Pre-disaster response</li> <li>iii. Emergency response</li> </ul>	04
	<b>7. Post-Disaster Management Strategies</b>	<ul style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Principles of recovery</li> <li>iii. Strategies for recovery</li> </ul>	04
	<b>8. Disaster Risk Assessment and Risk Mapping</b>	<ul style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Contribution of modern technology on disaster management</li> <li>iii. Risk assessment</li> <li>iv. Risk mapping</li> </ul>	04
	<b>9. Disaster Management mechanism of Sri Lanka</b>	<ul style="list-style-type: none"> <li>i. Major disasters in Sri Lanka</li> <li>ii. Institutional framework of Disaster Management in Sri Lanka</li> <li>iii. Issues and challenges</li> </ul>	08
	<b>In Course Evaluation</b>	<ul style="list-style-type: none"> <li>i. Teamwork</li> <li>ii. Institutional visit</li> <li>iii. Report writing</li> <li>iv. Presentation</li> </ul>	20
	Total student contact hours		<b>60</b>
<b>10</b>	<b>Mode of delivery</b>	<ul style="list-style-type: none"> <li>Lectures (80%)</li> <li>In Course Evaluation (20%)</li> </ul>	
<b>11</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation</b>		
	Mode of Evaluation	Report writing and presentation– 20%	
	<b>End of Course Evaluation (End Semester evaluation – 80 Marks)</b>		
	Mode of Evaluation	Written Examination - 80%	

<b>12</b>	<p><b>Recommended Reading</b></p> <p>සංසඃුමන හිමි, පී. (2015), ආපදා කළමනාකරණය පාඨමාලා අත්පොත, බාහිර විභාග සහ විස්තාරිත පාඨමාලා ඒකකය, ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලය.</p> <p>ධනපාල, ඒ.එච්. (2012), ආපදා කළමනාකරණය, සරසවි ප්‍රකාශකයෝ, නුගේගොඩ.</p> <p>වික්ටර් පෙරේරා, (2014), ආපදා සහ ආපදා කළමනාකරණය, සීමාසහිත ඇස් ගොඩගේ සහ සහෝදරයෝ, කොළඹ.</p> <p>විජේරත්න, එස්. (2009), සුනාමි ව්‍යසනය, කර්තෘ ප්‍රකාශන.</p> <p>සරත් කුමාර, එල්.(2010), ශ්‍රී ලංකාවේ ආපදා කළමනාකරණය, කර්තෘ ප්‍රකාශන.</p> <p>ශකුර්, අයි.එම්. (2005), ගෝලීය පාරිසරික වෙනස්වීම් සහ මානව ලෙඩ රෝග උරිය ප්‍රකාශකයෝ, වරකාපොල (1991).</p> <p>Disaster Mitigation in Asia and Pacific, Asian Development Bank, Manila.(1994).</p> <p>Disaster Management in Metropolitan Areas for the 21<sup>st</sup> Century, UNCRD, New York, United nations Secretariat.(2012), Hazard Profiles of Sri Lanka, Disaster management Centre, Colombo.</p> <p>Alexander, D. (1999), Natural Disasters, Kluwer Academic Publishers, London.</p> <p>Himayatullah KHAN (2014), Disaster maígement Cycle: A theoretical Approach <a href="http://www.mnmk.ro/documents/2008/2008-6.pdf">http://www.mnmk.ro/documents/2008/2008-6.pdf</a></p> <p>Pramanic, M.A.H. (1993), Impact of Disasters on environment and Development INCEDE report No. 3, 1993. Tokyo.</p> <p>Quarantelli, E. L. 1999. The Disaster Recovery Process: What We Know and Do Not Know from Research. Disaster Research Center. Newark: University of Delaware, available from <a href="http://www.udel.edu/DRC/preliminary/pp286.pdf">http://www.udel.edu/DRC/preliminary/pp286.pdf</a>.</p> <p>Tennakoon, M.U.A. (1986) Drought Hazards and Rural development, Central Bank of Sri Lanka.</p> <p>White, G.F. (1974) Natural Hazards: Local, National, Global, New York: Oxford University Press.</p>
-----------	---

## 2. Environment Policies & Legislation

1	<b>Course Code</b>	GEDS 3002	
2	<b>Course Title</b>	Environment Policies & Legislations	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	Third Year	
5	<b>Rationale (Introductory Notes)</b>	<p>To promote economic growth in a sound environmental context requires objective efforts to integrate environmental concerns in development decision making. Environmental policy and legislation course unit is designed to provide students with undergraduate level to understand the current major environmental issues prevailed in the country and to make them aware the evolution of environmental policy, legislation and regulatory mechanism in the country implemented and the implementation procedure in different administrative level to overcome environmental problems and to achieve sustainable development. This course also explores the other national and international commitments regarding safeguard the environmental and their strengths and issues in implementation.</p>	
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b>	<ul style="list-style-type: none"> <li>• Create awareness on the rationale behind environment policy development and formation of legislation.</li> <li>• Create a critical understanding of the relevance of major pieces of legislations adapted to safe guard the natural resources in the country and to achieve sustainable development goals.</li> <li>• Create awareness on acts, ordinance of state relevance to environmental protection as well as conventions and treaties adopted internationally.</li> </ul>	
8	<b>Expected Main Teaching Outcomes (By Students)</b>	<p>At the end of this course, students are be able to :</p> <ul style="list-style-type: none"> <li>• Present an overview of the rationale behind the development of environmental policy in the country and relevance of the legislation.</li> <li>• Explain fundamental concepts in environmental law and policy</li> <li>• Describe the existing environmental policy and the legislations of the country at the state and local levels in order to safeguard land, air, water, biodiversity etc.</li> <li>• Examine and analyze legal approaches to pollution control, environmental planning and natural resource management.</li> <li>• Critically examine implementation issues associated with environmental regulation and adapting international environmental laws, agreements, conventions and treaties.</li> </ul>	

9	Content		
	Main Themes	Sub Themes	No. of Hours
	<b>1. Introduction to Environmental Policy and Legislation</b>	i. What is Environmental Policy ii. What is Environment Legislation iii. Importance of Environment Policy and Legislation for a country iv. Concept of sustainable development and environmental protection	03
	<b>2. Overview of the development process of environmental policy in Sri Lanka.</b>	i. Rationale of the development of environmental policy ii. National environmental Act iii. Concepts related to the development of environmental policy	03
	<b>3. Development of Environmental regulations in Sri Lanka</b>	iv. The administrative structure v. The political setting vi. Legislative process vii. Background of Environment concerns in legislative process	03
	<b>4. An overview of Environmental legislations in Sri Lanka</b>	i. Ordinances ii. Acts iii. Laws iv. Examples for Ordinances <ul style="list-style-type: none"> <li>• Crown Land Ordinance</li> <li>• Land Development Ordinance</li> <li>• Forest Ordinance</li> <li>• Fauna and flora protection ordinance</li> </ul>	03
	<b>5. An overview of various Acts and Laws related to environmental protection</b>	i. Mines and Minerals Law ii. Soil conservation Act iii. Coast Conservation Act iv. National Environment Act v. Marine pollution prevention Act	03
	<b>6. Current environment Regulations in Sri Lanka</b>	i. Regulations for Environmental Protection ii. Regulations for Air Quality Maintenance iii. Regulations for Noise Control iv. Regulations for Waste Management	03
	<b>7. Environmental Impact Assessments Regulations</b>	i. what is EIA? ii. EIA in NEA iii. EIA in Coast Conservation Act	03

		iv. EIA in Fauna and Flora Protection Ordinance v. Existing Legal framework for EIA	
	<b>8. EIA process in Sri Lanka</b>	i. Determining whether IEE or EIA ii. Approving procedure for Projects/ prescribed projects iii. Role of Project Approving Agencies iv. Environmental Scoping v. Preparation of EIA Report vi. Incorporation of Social Impact assessment	03
	<b>9. EIA process in Sri Lanka cont.</b>	i. Extended Cost Benefit Analysis ii. Analysis of Alternatives iii. Public Participation iv. Appeal procedure v. Constraints in EIA process	02
	<b>10. International regulations for environmental protection</b>	i. International Conventions, Protocols and treaties ii. Framework Convention on Climate Change iii. Ramzar Agreement iv. Biodiversity Convention v. BASEL convention vi. Viana Convention	02
	<b>11. Combined Field Study</b>	Based on a Case study on a Specific Environmental issue	20
<b>10</b>	<b>Mode of delivery</b>	Lectures, discussions, Tutorials, Field visit	
<b>11</b>	<b>Evaluation and Assessment In Course Evaluation(Team Work, Presentation, Conference Type Presentation, Projects)</b>		
	Mode of Evaluation	Assignment – 20%	
	<b>End of Course Evaluation (End Semester evaluation – 80 Marks)</b>		
	Mode of Evaluation	Written Examination – 80%	
<b>12</b>	<b>Recommended Readings</b> හේරත්, එච්. එම්. බී. එස්.(2015), පාරිසරික ප්‍රතිපත්ති හා නීති පාඨමාලා අත්පොත, බාහිර විභාග සහ විස්තාරිත පාඨමාලාඒකකය, ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලය Central Environmental Authority, Review of Environmental Legislation in Sri Lanka S Hennayake et al (eds), Environmental Impact Assessment: The Sri Lanka experience		

McCormick, John (2001). *Environmental Policy in the European Union. The European Series.*

South Asia Co – operative Environment Programme, Compendium of Summaries of Judicial Decisions in Environment Related Cases

South Asia Co – operative Environment Programme, Report of the Regional Symposium on the Role of the Judiciary in Promoting the Rule of Law in the Area of Sustainable Development  
The South Asian Environmental Law Reports, Vol. 2(1), March 1995

National Environmental Act (NEA) No. 47 of 1980

National Environmental (Amendment) Act, No. 56 of 1988

National Environmental Act. Order made by Minister of Environment under Section 23 Z specifying "prescribed" projects.

National Environmental ( Procedure for the Approval of Projects) Regulations No.1 of 1993.

Central Environmental Authority : Guidance for Implementing the Environmental Impact Assessment (EIA) Process, 1995

Solow R. (1992) *An Almost Practical Step Toward Sustainability*, Resources for the Future, Washington D.C.

Fiorino, D. J. 1995, *Making Environmental Policy*, Berkeley, Los Angeles, London, University of California Press.

Dasman, R.F. (1984) "An Introduction to World Conservation" In *Sustaining Tomorrow*, F.R. Thibodena and H.H. Field (eds.) pp 16-24.

World Commission on Environment and Development (1987). *Our Common Future*. Oxford: Oxford University Press.

Eccleston C. and March F., *Global Environmental Policy: Principles, Concepts And Practice*, CRC Press Inc.

<http://www.earthsystemgovernance.net/conceptual-foundatins>

### 3. Regional Planning and Inter-sectoral Coordination

1	<b>Course Code</b>	GEDS 3003	
2	<b>Course Title</b>	Regional Planning & Inter-sectoral Coordination	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	Third Year	
5	<b>Rationale (Introductory Notes)</b> The course is focused on broad theoretical and practical knowledge on Regional Planning and Inter-sectoral Coordination which connects the development and planning process in achieving indicators, targets and goals in national and international levels. It addresses the regional variations and of needs, essentials of prioritization, mechanism of implementation, monitoring and evaluation and inter-sectoral coordination.		
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b> <ul style="list-style-type: none"> <li>• To give a theoretical and practical knowledge on regional planning towards a sustainable development.</li> <li>• To give an insight on regional variations, mechanisms of implementation, monitoring and evaluation of regional planning.</li> <li>• To provide a knowledge on inter-sectoral coordination where all stakeholders connects together to achieve developmental indicators, targets and goals in national and international levels.</li> </ul>		
8	<b>Expected Main Teaching Outcomes (By Students)</b> <ul style="list-style-type: none"> <li>• Students will be able to apply their practical skills acquired from the course for prospective development activities.</li> <li>• Students will be able to identify the regional imbalances. Prioritization of regional needs for designing and implementation of regional planning activities and the significance of inter sectoral coordination.</li> <li>• Students will be able to apply their skills acquired from the course for development activities in the future</li> </ul>		
9	<b>Content</b>		
	<b>Main Themes</b>	<b>Sub Themes</b>	<b>No. of Hours</b>
	<b>1. Introduction to Regional Planning</b>	<ul style="list-style-type: none"> <li>i. What is Regionalization?</li> <li>ii. What is Regional Planning?</li> <li>iii. Major Components of Regional Planning</li> </ul>	04
	<b>2. The Need of Regional Planning</b>	<ul style="list-style-type: none"> <li>i. Inequalities of Regions</li> <li>ii. Complex Interactions</li> </ul>	04



	<b>3. Principles of Regional planning</b>	<ul style="list-style-type: none"> <li>iii. Regional Planning and Environmental Sustainability</li> <li>iv. Synergic Approach in Regional Planning</li> </ul>	04
	<b>4. Constraints for Regional Planning</b>	<ul style="list-style-type: none"> <li>i. Lack of Target Group and Gender Approach</li> <li>ii. Lack of People’s participation</li> <li>iii. Demand and Resource Limitations</li> <li>iv. Interference of Powerful Interest Groups</li> </ul>	04
	<b>5. Different Approaches of Regional Planning</b>	<ul style="list-style-type: none"> <li>i. The Blank State Approach</li> <li>ii. The Problem-oriented Approach</li> <li>iii. The Strategic Issues Approach</li> <li>iv. The Blue-sky Approach</li> <li>v. The Asset-based Planning Approach</li> </ul>	04
	<b>6. Regional Variations</b>	<ul style="list-style-type: none"> <li>i. Regional Variations in Physical and Human resources</li> <li>ii. Prioritizing the Regional Requirements</li> </ul>	04
	<b>7. Process of Regional Planning</b>	<ul style="list-style-type: none"> <li>i. Designing,</li> <li>ii. Budgeting,</li> <li>iii. Implementation,</li> <li>iv. Monitoring and Evaluation</li> </ul>	04
	<b>8. Stakeholder Analysis</b>	<ul style="list-style-type: none"> <li>i. Mechanism in Identifying key stakeholders</li> <li>ii. Importance of stakeholder Analysis</li> </ul>	04
	<b>9. Inter-sectoral Coordination</b>	<ul style="list-style-type: none"> <li>i. Introduction,</li> <li>ii. Mechanism</li> <li>iii. Constraints</li> <li>iv.</li> </ul>	04

	<b>10. Involvement of different sectors in Inter-sectoral Coordination</b>	i. Health, Agriculture, Education, Social Services, Security, Local Government and Public Administration	04
	<b>11. Combined Field Study</b>		20
<b>10</b>	<b>Mode of delivery</b>	Lectures, discussions, Tutorials	
<b>11</b>	<b>Evaluation and Assessment</b>		
	<b>In Course Evaluation(Team Work, Presentation, Conference Type Presentation, Projects)</b>		
	Mode of Evaluation	Assignment – 20%	
	<b>End of Course Evaluation (End Semester evaluation – 80 Marks)</b>		
	Mode of Evaluation	Examination – 80%	
<b>12</b>	<b>Recommended Reading</b>		
	<p>Cole, J. (1996). Geography of the World's Major Regions.</p> <p>Rowntree, L., Lewi, M., Price, M. and Wyckoff, W. (2003), Diversity amid Globalization: World Regions, Environment, Development, Prentice Hall, New Jersey.</p> <p>Economic Development and Social Change in Sri Lanka: A Spatial and Policy Analysis. (Ed) Paul A. Groves, Manohar Publishers &amp; Distributors, New Delhi, (1996)</p> <p>Herington, J. (1989). Planning Processes: An Introduction for Geographers.</p> <p>Geographies of Development (Second Edition), Robert B. Potter, Tony Binns, Jennifer A. Elliott, David Smith - Pearson Education Limited, England, (1999)</p>		

#### 4. Urban Planning and Development

1	Course Code	GEGE 3004	
2	Course Title	Urban Planning and Development	
3	Number of Credits	05	
4	Year	Third Year	
5	<b>Rationale (Introductory Notes)</b> This course is designed as a survey of ideas and issues in urban geography. Because urban geographers focus on a placether than on a particular topics relevant to development of the country, region and the world.		
6	Pre-requisites	No	
7	<b>Course Objectives (Instructional)</b> <ul style="list-style-type: none"> <li>• Understand and be able to explain major concepts and theories from urban geography</li> <li>• Understand and to able to explain major approaches to and perspective on urban geography</li> <li>• Be able to recognize and critically analyze the geographical dimensions of urban issues they encounter in their future studies</li> <li>• Describe the effects of urbanization on the environment - pollution (air, water, visual and noise), the results of urban sprawl on surrounding areas, the growth of out-of-town urban activities - shopping areas, sports facilities, etc.</li> <li>• To understand the development planning of the country.</li> </ul>		
8	<b>Expected Main Teaching Outcomes (By Students)</b> <ul style="list-style-type: none"> <li>• Students will examine the major concepts and Theoretical frameworks in Urbanization and Development</li> <li>• Student will discuss basic historical, social, political and economical processes that shape of urban landscape.</li> <li>• Student will explain and compare the differences on the spatial dimensions of urban phenomena and how they impact people.</li> </ul>		
9	Content	No. of hours	
	Main Themes	Sub Themes	(60)
	1. Introduction to urbanization and the development	Development concepts Urbanization	01 01
	2. Origin of Economic Development, Settlements and Cities.	Economic Development Settlements and Cities	02 04
	3. Identification of Service Centres and their Periphery	Service Centres and their Periphery	02

	<b>4. Globalization of the urban system and Development</b>	Development Trends Global Urbanization Urbanization impact of the Development	02 02 02
	<b>5. Urban Land Use</b>	Urban Land use Changing pattern of the Land use	02 02
	<b>6. Urban Issues</b>	Urban Issues	04
	<b>7. The Role of Solve the urban Issues</b>	The Plan to Reduce Urban Issues	04
	<b>8. Urbanization in third world</b>	Urbanization in Third world Urban Trends in Third World Urbanization	02 02
	<b>9. Urbanization and new trends in Sri Lanka</b>	Urbanization in Sri Lanka Urban trends in Sri Lanka	04 04
	<b>10. Urban Issues and Planning in SL</b>	The Impact of Urban Issues in SL Methods of Reduce the Urban Issues in SL	02 02
	<b>11. Urban Impact of the Environment</b>	Urban Impact of the Environment	04
	<b>12. Urban Function and Service Area</b>	Urban Morphology Urban Morphology for Third world Countries	04 02
	<b>13. The Relationship between Urbanization and the Development</b>	Development Inequalities Identification of Reasons for development Inequalities The Role of Towns for development	02 02
<b>10</b>	<b>Mode of delivery</b>	Lectures and Group Activities	Group Discussions
<b>11</b>	<b>Evaluation and Assessment – Continues assessment and Written Exam</b>		
	<b>In Course Evaluation - Group Assignment and Individual Presentation</b>		
	Mode of Evaluation	<b>Group assignment and Presentation (20 marks)</b>	
	<b>End of Course Evaluation - Written Exam</b>		
	Mode of Evaluation	<b>Written Examination (80 Marks)</b>	

**12 Recommended Reading**

Tim Hall (1998) Urban Geography, Routledge, London.. ISBN 0 415 14084 6

Pacione.M, (1998), Urban Geography; A global perspective (2<sup>nd</sup> Edition), Routledge, London, ISBN 0 415 34306 2

Ratnayake.R.M.K., (2007), **Rural – Urban Linkages in Regional Development; the experiences of North Central Sri Lanka**, (Author Publication) Piyasiri Printers, Malabe, Colombo. ISBN 978 955 50519 0 3

ආර්.එම්.කේ. රත්නායක, 2008., *නාගරික දිළිණ්දන් හා පාරිසරික සෞඛ්‍යය* ., එස් ගොඩගේ සහ සහෝදරයෝ ., කොළඹ 10.

ආර්.එම්., කේ., රත්නායක, 2009, *ජනාවාස අධ්‍යයනය* ., කර්තෘ ප්‍රකාශන ., කොළඹ.

## 5. Geographic Information Systems for Planning

1	<b>Course Code</b>	GEDS3005		
2	<b>Course Title</b>	GIS for Planning		
3	<b>Number of Credits</b>	05		
4	<b>Year</b>	Third Year		
5	<b>Rationale (Introductory Notes)</b> The analysis functions use the spatial and non-spatial attributes in the database to answer questions about the real world. Geographic analysis facilitates the study of real-world processes by developing and applying models. Such models illuminate the underlying trends in geographic data and thus make new information available. Results of geographic analysis can be communicated with the help of maps, or both for planning.			
6	<b>Pre-requisites</b>	GEDS 2001		
7	<b>Course Objectives (Instructional)</b> <ul style="list-style-type: none"> <li>• To provide a background to the fundamental principles of computer cartography, map design and production.</li> <li>• To expose students to a variety of thematic mapping techniques.</li> <li>• To gain a practical understanding use of GIS for Planning in different purposes</li> </ul>			
8	<b>Expected Main Teaching Outcomes (By Students)</b> While following the concept and techniques and the practical secessions, student are familiarize the computer cartography and the GIS software. In addition to understand basic GIS analysis concepts and application of GIS for Planning purposes			
9	<b>Content (Main Themes)</b>	<b>No. of Hours</b>	<b>Sub Heading</b>	<b>No. of Hours</b>
	<b>1. Introduction to fundamental concept and digital mapping</b>	10	i. What is GIS ii. Component of the GIS iii. GIS Users iv. History of GIS	02 02 03 03
	<b>2. Introduction to GIS software</b>	06	Practical Session	06
	<b>3. Working on in class projects (Lab Exercises)</b>	10	Familiarize the basic tools	10
	<b>4. Practice different types of Thematic Maps</b>	10	i. Density Map ii. Dot Maps iii. Chart	03 03 06
	<b>5. Types Analysis</b>	14	i. Mapping ii. Spatial Measurement iii. Tabular Analysis	02 02 02

			iv. Proximity Analysis v. Overlay	04 04
	<b>6. An Analysis of application of GIS for Planning</b>	10	i. Land use Analysis ii. Application of Agriculture iii. Urban Planning	04 02 04
<b>10</b>	<b>Mode of delivery</b>	<b>Lectures</b>	<b>Group discussions</b>	
<b>11</b>	<b>Evaluation and Assessment In Course Evaluation(Mid Semester Evaluation)</b>			
	Project 01 (20 Marks)	Mid Term Text or Project 02 (20 Marks)		
	<b>End of Course Evaluation (End Semester evaluation)(60 Marks)</b>			
	Mode of Evaluation	One third written text (20)	Two Third Particles (40)	
<b>12</b>	<b>Recommended Reading</b>			
	<ol style="list-style-type: none"> <li>1. ESRI, 2004, Introduction to ArcGIS Desktop ii, United State of America.</li> <li>2. ESRI, 1996, Arc View GIS, United State of America.</li> <li>3. Burrough.P.A. and McDonnell.R.A, 1998, Principles of Geographical Information Systems, Oxford University Press, Oxford, Ney York.</li> <li>4. Lo.C.P and Yeung.A.K.W., 2002, Concepts and Techniques of Geographic Information Systems, New Jersey, USA.</li> <li>5. <a href="http://www.esri.com/About.com, Inc. http://gis.about.com/science/gis">http://www.esri.com/About.com, Inc. http://gis.about.com/science/gis</a></li> <li>6. <a href="http://www.colorado.edu/geography/gcraft/notes/datacon/datacon">http://www.colorado.edu/geography/gcraft/notes/datacon/datacon</a></li> <li>7. <a href="http://www.king.ac.uk/geog/gis/intro.htm">http://www.king.ac.uk/geog/gis/intro.htm</a></li> <li>8. <a href="http://oddens.geog.uu.nl/index.html">http://oddens.geog.uu.nl/index.html</a></li> <li>9. <a href="http://www.usgs.gov/education/learnweb/wvmaps.html">http://www.usgs.gov/education/learnweb/wvmaps.html</a></li> </ol>			

## 6. Social welfare and Community Development

1	<b>Course Code</b>	GEDS 3006	
2	<b>Course Title</b>	Social welfare and Community Development	
3	<b>Number of Credits</b>	05	
4	<b>Year</b>	Third Year	
5	<b>Rationale (Introductory Notes)</b>		
	In accordance with the central policy of higher education, enhancement of relevance and quality of degree programs to the extent that they are capable of developing the employability of graduates, this course unit of Social Welfare and Community Development has been designed.		
6	<b>Pre-requisites</b>	None	
7	<b>Course Objectives (Instructional)</b>		
	Learning Objective		
	<ul style="list-style-type: none"> <li>• To make students aware of the concepts and theories of social welfare and development</li> <li>• To make students aware of social welfare and community development policies and programs in Sri Lanka</li> <li>• To develop skills and attitudes required for active involvement in social welfare and community development practices.</li> </ul>		
8	<b>Expected Main Teaching Outcomes (By Students)</b>		
	<ul style="list-style-type: none"> <li>• By the completion of this module students would have a sufficient understanding of social welfare and community development theories and concepts required for working in those fields.</li> <li>• By the completion of the course unit students would have a proper awareness of social welfare and community development in programs in Sri Lanka</li> <li>• By completing the course students would possess the basic skills of social welfare and community development intervention.</li> </ul>		



<b>9</b>	<b>Course contents</b>	
	<b>Main Themes</b>	<b>Topic</b>
	<b>Hours</b>	
	<b>1. Introduction to social welfare and community development</b>	Concepts of social welfare and community development
	<b>2. Social welfare history</b>	Social welfare history of Sri Lanka
	<b>3. Social problems in Sri Lanka</b>	Social problems, disability, crime and deviance, ageing, problems related to social institutions
	<b>4. Social welfare policies and programs in Sri Lanka</b>	Social welfare policies and programs pertaining to education, health and care of people suffering from various problems
	<b>5. Social welfare institutions and organizations</b>	State sector institutions, private sector and non-governmental organizations
	<b>6. Social welfare and social work approaches</b>	Remedial, preventive, developmental and supportive approaches
	<b>7. Community</b>	Sociological concepts and theories of community
	<b>8. Community development theories</b>	Theory of community development, Social system theory in community development, Empowerment theory Communication theory
	<b>9. Community development activities</b>	Community capacity building, Social capital formation, economic development, community participation, community organization, Community awareness programs
	<b>10. Community development at various spaces</b>	Community development requirements in Rural, Estate and Urban Areas
	<b>11. Issues of community development and social welfare</b>	Issues of community development projects and their impacts Issues of social welfare programs
	<b>12. Assignment related lecture</b>	

<b>13. In Course Evaluation</b>	Data collection for field based assignment/Data analysis/preparation of assignment report or Self-review of social welfare and community development programs	20
<b>10</b>	<b>Mode of delivery</b>	A. Lectures B. Reading of prescribed books and other documents C. Self-review of social welfare and community development programs and project
<b>11</b>	<b>Evaluation and Assessment In Course Evaluation (Team Work, Presentation, Conference Type Presentation, Projects)</b>	
	Mode of Evaluation	In course evaluation – 20%
	<b>End of Course Evaluation (Year-end evaluation – 80 Marks)</b>	
	Mode of Evaluation	Written Examination – 80%
<b>12</b>	<p><b>Recommended Reading</b></p> <p>Johnson Butterfield, A. K., and Y. Korazim-Korosy. 2007. <i>Interdisciplinary community development: International perspectives</i>. Binghamton, NY: Haworth.</p> <p>DeFilippis, J., and S. Saegert, eds. 2007. <i>The community development reader</i>. New York: Routledge.</p> <p>Chaskin, R., P. Brown, S. Venkatesh, and A. Vidal. 2001. <i>Building community capacity</i>. New York: Aldine DeGruyter.</p> <p>Campfens, H., ed. 1997. <i>Community development around the world: Practice, theory, research, training</i>. Toronto: Univ. of Toronto Press.</p> <p>Brophy, C., and A. Shabecoff. 2001. <i>A guide to careers in community development</i>. Washington, DC: Island Press.</p> <p>Rachel Carroll-Larson, (2007) <i>Sustainable Rural Community Development: An Annotated Bibliography</i> Edited by Betsy H. Newman WRDC Writer/Editor/Designer, Western Rural Development Center Logan UT.</p>	



**External Degrees and Extension Courses Unit  
University of Sri Jayewardenepura  
Gangodawila  
Nugegoda**

**E.Mail: [info.ext@sjp.ac.lk](mailto:info.ext@sjp.ac.lk)  
Web- [www.external.sjp.ac.lk](http://www.external.sjp.ac.lk)  
Virtual Learning Platform - [learnext.sjp.ac.lk](http://learnext.sjp.ac.lk)**