



**UNIVERSITY OF JAFFNA
SRI LANKA**

**Master of Regional Planning
Syllabus**

**FACULTY OF GRADUATE STUDIES
2023**

Introduction

In recent times, higher studies in Regional Planning is highly emphasized as part of the capacity building in various reports of development organizations. The reason behind this is the inadequate trained personnel to study the problems and plan the society from spatial perspectives. Regional approach in national development efforts becomes vital as different regions of the countries face challenges of disparities, lack of competitiveness and lack of legal and institutional framework. As Sri Lanka enters into a multi-level governance approaches involving national, regional and local governments as well as third-party stakeholders (Private sector and NGOs), comprehensive regional policy approach is given due importance compared to previous approaches dominated by central government. Higher studies and academic research on regional planning is the need of the time in Sri Lanka to produce well trained human resources that work at grass-root level and bring out developmental potentialities of regions and suggest the strategies for their development. Given this context, the revised curriculum for the 'Master of Regional Planning' (MRP) by the Faculty of Graduate Studies, University of Jaffna is considered to train the participants necessary knowledge and skills to identify potential approaches that bring the high quality of life and development in the regions and society as a whole. This programme will give the opportunity to the University of Jaffna to respond the emerging issues and challenges of development of the present days that Sri Lanka faces. Regional studies and research on potential local resources, problem identification, factors of regional growth and function of agglomeration economies will develop innovative ideas and policies that would greatly contribute to benefit both the society and the country.

The curriculum of the revised degree follows multi-disciplinary approach with geospatial technical training, considering the past and current trends in the field and recommendations of the stakeholders. It includes the concepts and fundamentals of disciplines that interconnected with each other in contributing regional growth. Due importance are given to provide in-depth understanding of local resources, their potentialities, changing dynamics of the human settlements and its related challenges, environmental sustainability and

disaster resilient society. Additionally, the curriculum is revised covering important technical training in proposal planning and geo-information techniques using state-of-the-art facilities. Filed oriented training is given more importance so that candidates get the opportunity to compare the concepts and the ground reality and bring their new ideas and policy models that works at the regional levels.

The revision has been carried out in compliance with the requirements of Sri Lanka Qualifications Framework (SLQF-2015) and it aligns with the University Grants Commission's regulations to apply for the approval of postgraduate degree programmes revised in December 2021. This Master's Degree programme meets the requirements for Level 9 that is, 'Masters by Course Work'. It is of one academic year programme which will be conducted over a period of twelve months during the weekends. The academic programme is composed of 11 course units, 01 unit of Enhancement course and a research Project. Altogether 34 credits are allocated including 27 credits for 10 courses and 05 credits for research project. Moreover, 02 credits for enhancement course unit has also been included.

Preamble

Regional Planning is becoming an emerging field of study in the planning arena as countries of the world consider regional planning as a means to achieve national goals and objectives. This significance has made this field as one of the major higher level degree program in the world academic institutions. As Sri Lanka moves towards decentralizing development efforts at sub-national levels and it suffers shortage of human resources in regional planning, a Master Degree programme in Regional Planning at the University of Jaffna would fulfill the requirement at local and national level.

Earlier the Faculty of Graduate Studies, University of Jaffna had offered such a degree programme in regional planning at the postgraduate level during the period from 2005 to 2008. With the intention to continue the same programme as Master of Regional Planning, this revised curriculum is prepared and put forward accordingly. The main objective of this programme is to enhance the ability of the graduates to serve

efficiently in the field of regional planning. Graduates are expected to be able to assess the impact of plans and alternatives based on principles of equity and social justice, economic welfare and efficiency, environmental sustainability, and cultural heritage in the context of citizen involvement in decision making. The course units are designed to enrich the conceptual and theoretical knowledge and enhance the ability to integrate planning knowledge and skills in a variety of practical applications. The graduates will be qualified as effective regional planners in the government, non-government and private sectors. They will also be well prepared for graduate study in a variety of fields, including urban and rural planning, resource management, land use, geospatial applications, community planning, disaster management, historic preservation and policy making.

Graduate Profile

At the completion of the Master of Regional Planning degree programme in the Faculty of Graduate Studies of the University of Jaffna, graduates will demonstrate the skills in problem formulation, quantitative analysis, written/oral and graphic communications, and collaboration, and in synthesizing and applying knowledge to practice. The techniques applied in the programme provide graduates with a range of transferable skills with the ability of creative, critical, analytical and problem-solving proficiencies required by the present-day world of work and make them exhibit a responsible citizen of the country.

Generic Attributes

This programme aims to provide a comprehensive overview of concepts and issues related to regional planning with specific focus on regional disparities with special reference to Sri Lanka. Graduates of the Master of Regional Planning degree holds the ability to:

- define and interpret clearly theoretical and conceptual basics of regional planning comparing to the real world.
- develop conceptual framework of regional models through the learning process.
- identify problems of developments at various levels and scales with an interdisciplinary approach.

- evaluate regional potentials and opportunities and propose solutions targeting balanced regional development.
- utilize the appropriate techniques that enhance the capability in problem analysis, decision making, and execution using geospatial techniques and research methods.
- approach complex issues systematically and creatively and make sound judgment integrating all aspects of developments with the ground reality.
- advocate country's national planning goals and objectives within the balanced regional framework and work towards achieving the national development goals with equality.
- develop a partnership approach integrating multi stakeholders of development at national and regional level.

Subject Specific Attributes

Competence

A graduate of the Master of Regional Planning degree holds the ability to;

- attain the capacity in approaching development issues and problems with an interdisciplinary context that endorses the multi-dimensionality nature of regional development
- develop efficient and applicable planning frameworks incorporating state-of-the-art technologies that includes computer aided geospatial analysis and field research methods
- define the issues and problems with a strong regional perspectives that enhances the ability of critical thinking and evaluation of the local needs and requirements, important for a balanced development
- utilize inclusive and proactive measures that assert bottom-up approach in micro level planning
- disseminate the knowledge and skills in integrating spatial and non-spatial data and utilizing efficiently in regional plans at macro, meso and micro levels

Communication

A graduate of the Master of Regional Planning degree holds the ability to;

- demonstrate their creative, critical and analytical findings with robust spatial knowledge and experience
- develop an efficient communicative skills through various outreach and field observations that would build a strong professional rapport at the grass root level
- translate theoretical concepts and research evidence into practice without any preconception
- utilize the local perspectives to the fore and conceptualize regional aspirations and demands within their wider ecosystems, and societal and cultural realities

Social Response

A graduate of the Master of Regional Planning degree holds the ability to;

- demonstrate social responsibility and civic consciousness with high regard for equality, equity and ethics and adopt responsibility to serve for the well-being of the society with intellectual integrity and commitment
- commit with regard to environmental consciousness and engagement towards better safe and secured sustainable society and living space
- pose gender sensitivity and balance and maintain high social values and cross-cultural sensitivities
- respond to the needs of the society during crisis times like natural hazards and disasters

The Educational Objectives (EOs)

Educational Objective (EOs) of MRP programme is to enhance the capacity of graduates who pursue higher study in regional planning with an advanced knowledge, skill and attitude prescribed by the SLQF level 9. This qualification is to advance their knowledge and

investigating skills and other abilities relevant to areas in the field of regional planning and to enable them to form the basis of academic advancement and enhancing the managerial, administrative and technological capacity. A high level of theoretical engagement and guided independent study is expected to attain this level of qualification. The overall objective of the Master of Regional Planning is to ensure that the candidates acquire academic and professional background with advanced training in the field of regional planning. Thus the degree programme has the following EOs to:

- familiarize the graduates the conceptual and theoretical aspects of the subjects that are inter-disciplinary in nature with regional planning
- enhance the analytical and research skills of the graduates to understand, explain, describe, apply and evaluate the conceptual and practical issues of the regional development
- develop the ability and capacity to transfer the knowledge and skills to the communities and the nation
- develop the capacity and attitude towards a responsible citizen of the society and sensitive to the environment

Programme Learning Outcomes (PLOs)

On successful completion of Master of Regional Planning degree, the graduate will be able to:

- PLO 01: define and interpret the basic issues of development with an interdisciplinary context.
- PLO 02: explain the pattern of multi dimensionality of regional planning through theoretical and conceptual foundation.
- PLO 03: apply geospatial and research techniques in regional analysis
- PLO 04: apply theoretical models with the ground reality through field studies
- PLO 05: explore the differences between the concepts and ground truth
- PLO 06: develop regional planning frameworks through gained knowledge and skills.
- PLO 07: develop the capacity and skills to disseminate the knowledge to the society and the country

- PLO 08: build the capacity to create collaborative partnership framework encompassing all stakeholders of society
- PLO 09: develop the ability to make policies and strategies of regional development
- PLO 10: advocate aspirations and demands of the local communities specially marginalized and backward
- PLO 11: apply efficient communicative skills and techniques at micro level.
- PLO 12: express social responsibility and civic consciousness with high regard for equality and equity.
- PLO 13: build the ability to organize the community towards a sustainable and responsible society.
- PLO 14: engage in independent and life-long learning

Level of Qualification

This degree programme is designed to award the degree at SLQF 9.

Table 01:

Mapping of Programme Learning Outcomes (PLOs) with SLQF Learning Outcomes

Categories of Learning Outcomes According to the SLQF	Relevant PLO(s)
1. Subject / Theoretical Knowledge	PLO 1, PLO 2, PLO 4, PLO 5
2. Practical Knowledge and Application	PLO 3, PLO 4, PLO 6, PLO7, PLO 9
3. Communication	PLO 8, PLO 10, PLO 11, PLO 12, PLO 13
4. Teamwork and Leadership	PLO 3, PLO 7, PLO 8, PLO 10, PLO 13
5. Creativity and Problem Solving	PLO 5,PLO 6, PLO 8, PLO 9, PLO 10, PLO 13
6. Managerial and Entrepreneurship	PLO 6, PLO 7,PLO 8, PLO 9, PLO

	10, PLO 12, PLO 13
7. Information Usage and Management	PLO 4, PLO 8, PLO 9, PLO 13
8. Networking and Social Skills	PLO 8, PLO 10, PLO 11, PLO 12, PLO 13
9. Adaptability and Flexibility	PLO 8, PLO 10, PLO 11, PLO 12, PLO 13
10. Attitudes, Values and Professionalism	PLO 6, PLO 7, PLO 10, PLO 11, PLO 12
11. Vision for Life	PLO 8, PLO 10, PLO 12, PLO 13, PLO 14
12. Updating Self / Lifelong Learning	PLO 14

Selection Procedure

Eligibility

- a. A Bachelor's degree in Regional Planning from a recognized University / Institution

OR

- b. An honours or general degree in any discipline with prior learning / working experience for minimum of one year related to Regional Planning

OR

- c. Postgraduate Diploma (SLQF 8) from recognized University/Institution or an equivalent qualification acceptable to the Faculty Board of the Faculty of Graduate Studies and the Senate of the University of Jaffna

AND

- d. Professional qualification in Regional Planning from a recognized professional body with acceptable to the Faculty Board of the Faculty of Graduate Studies and the Senate of University of Jaffna with minimum of one year prior learning / work experience in Public Administration

Application Procedure

Applications to follow MRP programme will be called through Local/National printed media, social media and in the Faculty of Graduate Studies website. Prescribed application forms can be obtained from the office of the Faculty of Graduate Studies and can also be downloaded from the webpage of Faculty of Graduate studies, and should be submitted along with the receipt of the stipulated payment before the closing date. The formal application has to be forwarded to the Faculty of Graduate Studies of the University of Jaffna through normal procedures. Based on the scrutiny of the application, the qualified applicants have to face an interview conducted by the Faculty of Graduate Studies.

Registration

The selected candidates will be requested to register as postgraduate students on or before a stipulated date. At the registration, students will be requested to submit all necessary documents as notified in the letter of registration sent by Dean/Faculty of Graduate Studies, University of Jaffna.

Mode of Selection and Proposed Intake

Candidate selection will be based on an interview. Forty students will be admitted for an academic year. Candidates will be selected on merit basis through the interview. Successful candidate must register on admission within the stipulated dates. Any unregistered or vacancy/ vacancies will be filled from the reserve selection list.

Programme Layout

The proposed Master of Regional Planning Degree programme is 'Masters by Course Work' which meets Level 9 of the Sri Lanka Qualification Frame Work (SLQF-2015). It will be conducted on a credit based system, a total 34 credit values, with 27 credits for course work, and 05 credits for a research project with 4000-5000 words. It is of one academic year programme with 02 semesters which will be conducted over a period of twelve months (during weekends). The course units

shall comprise of coursework, seminar, assignment, presentation, discussion, research and field visits.

Medium

The medium of instruction and examination shall be in English/Tamil

Table 02:

Programme Structure for Semester I and II

Semester	Code	Title	Credits	Status
I				
	MRPC113	Regional Planning: Theories and Basics	3	C
	MRPC122	Urban Ecology and Development	2	C
	MRPC133	Development Administration and Planning	3	C
	MRPC142	Project Management	2	C
	MRPC153	Geo-Information Techniques and Applications	3	C
	MRPE162	Disaster Management	2	E
	MRPE172	Natural Resources and Sustainable Development	2	E
II				
	MRPC213	Regional Economic Development	3	C
	MRPC222	Land Use Planning and Management	2	C
	MRPC233	Community Development	3	C
	MRPC242	Statistical Applications in Regional Planning	2	C
	MRPC255	Research Project	5	Research
	MRPE262	Environmental Systems and Management	2	E
	MRPE272	Population and	2	E

		Development		
	MRPEn282	Personnel and Professional Development	2	*

***Enhancement course unit is not considered for calculation of GPA. However candidate should have obtained pass (C+) which is mandatory for awarding of degree**

Types of Course Units

The course units of the proposed postgraduate degree programme are divided into four: Core, Enhancement, Elective and Research.

Core course units provide the graduates with core aspects of the subject and guide them to acquire a body of knowledge, including an estimation of conceptual, theoretical and practical elements.

Elective course units provide the graduates elements aspect of the content and coach them to improve advance knowledge in Regional Planning theory and practice.

Enhancement course units provide the graduates theory and application of knowledge for their personal and professional development.

Research is to demonstrate a sound grasp of research methods and apply them for independent study of the subject area and creatively contribute to the current trends in Regional Planning theory and practices.

Course Code

The following diagram illustrates the details of the course code. A five digit number is assigned to each course, explaining thus: MRP - Master of Regional Planning;

C/E/En - core, elective, enhancement

1st digit refers to the Semester;

2nd refer to serial number of the course;

3rd digit denotes the credit value of the course.

Figure 01

Illustration of the Course Code

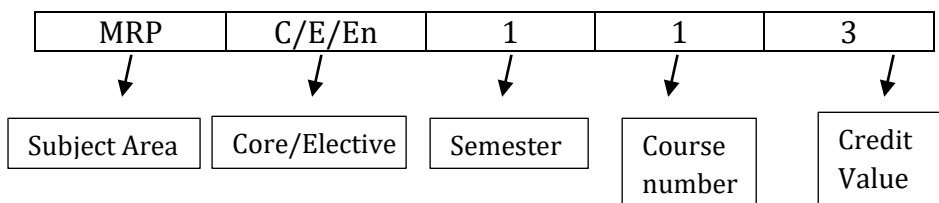


Table 03:

Details of Credits and Hours

Description	Credits	Notional Hours
02 Elective Course Units	04 Credits	200
09 Core Course Units	23 Credits	1150
01 Research Project	05 Credits	500
01 Enhancement Course Unit	02 Credits	100
Total	34 Credits	1950

Programme Delivery and Learner Support System

The programme will be delivered using blended teaching methods in order to assure student centered teaching and learning strategies to promote independent learning. The mode of programme delivery includes face to face interactive sessions, guest lectures, in-class and

take-home assignments, assisted tutorials, field study, research project and writing dissertation. Guest lectures will be provided during the study programme regularly. Candidates will be encouraged to participate in the relevant workshops and seminars which are available during the study programme.

Programme Assessment Procedures

The assessment procedures include both formative (continuous) and (final) summative. Each course unit shall be evaluated with formative and summative assessment components.

Eligibility to Appear for the End Semester Examination

Attendance

A minimum of 80% attendance is required for the completion of any course. Those who do not satisfy this requirement may not be allowed to appear for the examination.

Obtaining Minimum Score in the Formative Assessment

A minimum of 40 percent out of the total allocated for the in-course assessment (formative assessment) of each course unit is required to sit the end semester examination for a course unit. Those who do not adhere to this requirement may not be allowed to appear for the end semester examination.

Evaluation of a Course: Formative and Summative Assessment

Evaluation of each course shall be based on both formative (continuous) and summative (final).

Formative assessments are in-course assessments (may include assignments, case study, reflective report, reflection paper, presentation), which carry 40% marks. Summative assessments are end-course final written examinations, which carries 60%. (In some courses in could be 30% and 70% marks respectively)

End Course Assessment / Summative Assessment

The end course assessment will be a written examination for the taught courses. It will be of two hours duration for 02 credit course units, and 03 hours duration for 03 credit course units.

Evaluation of the Research Project

The research report is evaluated by both formative and summative assessments. The continuous assessment of formative assessment include proposal writing, presentation and ongoing assessment of the supervisor (attendance, corrections, participation in the relevant workshops, etc), which carry 40%. The final assessment of summative assessment includes the evaluation of the submitted report and the viva-voce which carry 60%.

Formative Assessment		
Proposal Writing and Presentation	20%	40%
Ongoing Assessment of the Moderator (Attendance, Corrections, Participation in the relevant workshops, etc)	20%	
Summative Assessment		
Viva-Voce	20%	60%
Final Submission of the Research Report	40%	

Scheme of Grading (Grades / Grade Points / Marks Ranges)

Mark Range	Grade	Grade Point Value (GPV)
80-100	A+	4.00
75-79	A	4.00
70-74	A-	3.70
65-69	B+	3.30
60-64	B	3.00
55-59	B-	2.70
50-54	C+	2.30

45-49	C	2.00
40-44	C-	1.70
35-39	D+	1.30
30-34	D	1.00
00-29	E	0.0

Calculation of Grade Point Average (GPA)

The grade point average (GPA) is a numerical representation of a candidate's academic achievement. It is a percentage obtained by dividing the total number of grade points by the total number of credits. Decimals beyond two numbers are abridged not rounded. The formula of the GPA calculation is given below:

Overall Grade Point Average (OGPA) will be calculated as

$$\text{OGPA} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Where C_i and G_i are the Credit value and the Grade Point Value respectively of the i^{th} Course Unit.

OGPA and GPA is calculated by rounding up to second decimal.

Award of Degree

A Student is deemed to have qualified for the award of a Master of Regional Planning if he/she satisfies the following requirements:

- Meeting the attendance and end of course examination requirements and sitting the end of course examination of all course units amounts to 32 credits
- Obtaining Overall Grade Point Average (OGPA) 2.50 or above
- Obtaining C + or above grade in the course units, research project (5 credits) and Personal Professional Development (2 credits)

- Does not obtain C - or below in any of the course unit
- Does not obtain C grade in more than one course unit
- Fulfill the above requirements within a maximum of 03 consecutive occurrence of the program from initial enrollment

A Student who is unable to fulfill the requirements for the award of Master of Regional Planning may be considered for an award of Postgraduate Diploma in Regional Planning if he/she satisfies:

- Earn a total of 25 credits including research project-Dissertation
- Obtained an Overall Grade Point Average (OGPA) of not less than 2.0
- Obtained minimum grade of C for all course units

A student who is unable to fulfill the requirements for the award of Master of Regional Planning or Postgraduate Diploma in Regional Planning may be considered for an award of Postgraduate Certificate in Regional Planning if he/she satisfies:

- Earn a total of 20 credits
- Obtained an Overall Grade Point Average (OGPA) of not less than 2.0
- Obtained minimum grade C for course units amounts to minimum of 20 credits

Awarding Class

A student who has fulfilled the criteria for the award of the degree and completed the programme within one academic year shall be awarded the degree with class as described in

Table: Summary of Award of Class

CGPA	Award
3.70 - 4.00	First Class
3.30 - 3.69	Second Class (Upper Division)

3.00 - 3.29	Second Class (Lower Division)
2.50 - 2.99	Pass

Repeat Examination

- Students who failed to sit for the end semester examination without authorization or valid reason shall be treated as failed candidates in the particular course unit.
- A student who has not reached the minimum requirements for the award of the degree may be allowed to repeat the course unit/s when during the next immediate occurrence of the programme.
- In any case, a candidate will be permitted to repeat twice only.
- A student who obtained more than one 'C' or below shall repeat the particular course unit/s by registering in that course/s in a subsequent semester of the next academic year. A repeat student must complete all requirement for that course in which it is repeated. When repeating, the maximum grade of 'B' can be obtained even though he/she may score higher marks.
- In the case of repeat candidates, marks obtained for in course assessment shall be carried forward for the subsequent end semester examination.
- A student who is absent for the end semester examination on medical reason/ any other valid reason shall submit a valid medical certificate/ evidence along with the request letter to repeat the exam. If the University Senate approves, such student could appear to the examination at the next earliest opportunity and this will be treated as first attempt.
- If a candidate is requested to re-submit the research dissertation by the panel of Viva Voce, she / he should re-submit within two months from the date of the Viva Voce.

Effective Date of Degree

- The effective date of the Degree shall be the last date of the written examination.

Detail Course of Master of Regional Planning (MRP)

Semester I

Course Code	MRPC 113
Course Title	Regional Planning: Theories and Basics
Credit Value	3 Credits (150 Notional Hours)
Notional Hours	150 Hours (Lectures: 30 hrs, Formative Assessment: 30 hrs , Group and Independent Learning: 90 hrs)
<p>Objective of the Course Provide students with core knowledge and comprehensive understanding of different regional growth theories and insight into basic concepts and foundations of regional planning.</p>	
<p>Intended Learning Outcomes At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • describe the scope and need for regional planning and development • expound the basics of regional growth theories and its applications • explain inter and intra-regional variations and different types of regions • examine the application of methods and techniques of regional analysis • critically analyse the programmes and policies of regional development in Sri Lanka 	
<p>Course Contents Scope and Need for Regional Planning and Development; Concept of Regions and Space; Typology of regions; Characteristics of Planning Regions; Inter and Intra Regional Variations; Theories of Regional Economic and Growth; Methods and techniques of regional analysis; Regional development programmes; Institutional framework and governmental policies towards balanced regional development and planning in Sri Lanka. Regional Development Case Study: India</p>	
<p>Teaching and Learning Methods Lectures, Audio-visual presentations, Problem Based Learning, and Group projects</p>	

Evaluation Methods		
1. Formative Assessment		
Assignments	20 %	40%
Group Discussion	10 %	
Group presentations	10 %	
2. Summative Assessment (Expected to answer Four questions out of Six questions in 03 hrs)		60 %
Types of Questions	Marks Assigned	
Part I: Structured Questions (Select any Two out of Three questions)	02x100=200	
Part II: Essay (Select any Two out of Three questions)	02x100=200	
Total Marks	400	
Recommended Readings		
<ul style="list-style-type: none"> • Chandna, R.C., (2017).<i>Regional Planning and Development</i>. India: Kalyani Publications. • Glasson and John.,(1978).<i>An Introduction to Regional Planning: Concepts, Theory and Practice</i> (2nd eds.). London: Hutchinson. • Hall, P. and Tewdwr- Jones, M., (2019).<i>Urban and Regional Planning</i> (6th Eds.). London: Routledge. • Misra, R.P., (1992). <i>Regional Planning: Concepts, Techniques, Policies and Case Studies</i> (2ndeds.).Concept Publishing Company, New Delhi. • Thakur, R.R. and Dutt,A.K., (2020). <i>Urban and Regional Planning and Development: 20th Century Forms and 21st Century Transformations</i>. Switzerland: Springer International Publishing. 		

Course Code	MRPC 122
Course Title	Urban Ecology and Development
Credit Value	2 Credits (100 Notional Hours)
Notional Hours	100 Hours (Lectures: 20hrs, Formative Assessment: 20hrs, Field study, Group and Independent learning: 60 hrs).
Objective of the Course	
The main objective of this course is to provide a basic conceptual and theoretical foundation of urban system and give a practical experience on identifying problems and challenges urban growth and development	
Intended Learning Outcomes	
At the end of the course, students will be able to:	
<ul style="list-style-type: none"> • explain the concepts, approaches and significance of urban systems • discuss the theories and models of internal structures of cities and urban system • illustrate the process of urbanization and the challenging issues • analyse the contemporary challenges and issues relating to urban growth • examine the necessity of sustainable urban planning and development with reference to Sri Lanka 	
Course Contents	
Introduction to concepts, approaches and significance of urban systems; Form and function of the urban systems; city structure, location and growth, city classification, internal structure, Central Business District, morphology, rural-urban fringe; Theories and models of urban internal structures; Central Place Theory, Primate City Concept, Rank Size Rule, Hierarchy of Urban Settlements; Urban Sociology, Process of urbanization, sub urbanization and its consequences; Geo-informatics in urban development; Urban Politics and Governance, Role of urban policy and planning in sustainable urban development; Institutional and organizational aspects of urban development in Sri Lanka. Problems and challenges in the urban environments.	

Teaching and Learning Methods Lectures, Audio-visual presentations, Team Based Learning, Field studies, Illustrations using models, Group projects		
Evaluation Methods		
1. Formative Assessment		
Assignments	10 %	40%
Field Observation/Presentation	10%	
Group Projects/ Presentations	20%	
2. Summative Assessment (Expected to answer <i>Four</i> questions out of <i>Six</i> questions in 02 hrs)		
Types of Questions	Marks Assigned	60 %
Part I: Structured Questions (Select any <i>Two</i> out of <i>Three</i> questions)	02x100=200	
Part II: Essay (Select any <i>Two</i> out of <i>Three</i> questions)	02x100=200	
Total Marks	400	
Recommended Readings		
<ul style="list-style-type: none"> • Jacobs, J., (1992). <i>The Death and Life of Great American Cities</i>. New York: Vintage Books. • Kaplan, D.H. and Holloway, S., (2014). <i>Urban Geography</i>. 3rd Ed. USA: <u>John Wiley & Sons, Inc.</u> • Latham, A. and McCormack, D., (2009). <i>Key Concepts in Urban Geography</i>. California: SAGE Publications Ltd. • Levy, J.M., (2016). <i>Contemporary Urban Planning</i>. 11th Ed. London: Routledge. • Wheeler, S.T., (2014). <i>The Sustainable Urban Development Reader</i>. 3rd Ed. London: Routledge. 		

Course Code	MRPC 133
Course Title	Development Administration and Planning
Credit Value	3 Credits (150 Notional Hours)
Notional Hours	150 Hours (Lecture: 30 hrs, Formative Assessments: 20 hrs , Field Study, Group and Independent Learning: 100 hrs)
Objective of the Course	
Provide students the basic concepts and knowledge in development administration and governance and give detailed insights into Sri Lanka's experience- Challenges and Issues of development administration in regional development.	
Intended Learning Outcomes	
At the end of the course, students will be able to:	
<ul style="list-style-type: none"> • describe the scope and definition of development administration • explain the basics, elements and key issues of development administration • explain the shifting pattern of development administration in Sri Lanka • examine the existing challenges and issues of development administration in regional development of Sri Lanka • critically analyse the opportunities of a better development administration framework for an efficient regional development in Sri Lanka 	
Course Contents	
Scope and definition of development governance, Theoretical background, Paradigm shift in Public Administration: Traditional Administration to Development Administration; Development Administration to Development Governance, Elements of Development Governance, Institutions and Actors of Development Governance, Key Issues and Concerns of Development Governance; Administrative System and Administrative Decentralization in Sri Lanka after Independence; Development Administrative Reforms and Decentralization; District Political Authority and District Administration; Challenges and Opportunities of development governance in Sri Lanka	

Teaching and Learning Methods		
Lectures, Audio-visual presentations, Problem Based Learning, Field study and Group projects		
Evaluation Methods		
1. Formative Assessment		
Assignments	20 %	40%
Group Discussion	10 %	
Group presentations	10 %	
2. Summative Assessment (Expected to answer Four questions out of Six questions in 03 hrs)		
Types of Questions	Marks Assigned	60 %
Part I: Structured Questions (Select any Two out of Three questions)	02x100=200	
Part II: Essay (Select any Two out of Three questions)	02x100=200	
Total Marks	400	
Recommended Readings		
<ul style="list-style-type: none"> • Anil Chaturvedi. (1988). <i>District Administration: The Dynamics of Discord</i>. New Delhi. Sage Publications. • Neetu Chadhury (2018). <i>Development Governance</i>. ResearchGate. https://www.researchgate.net/publication/325853208_Development_Governance • Ahmed Shafiqul Huque and Habib Zafarullah. (Eds.) (2005). <i>International Development Governance</i>. London. Routledge • S. Nazrul Islam., (2016). <i>Governance for Development: Political and Administrative Reforms in Bangladesh</i>. New York Palgrave Macmillan • Padma Ramachandran and Oommen, M. A. (Eds.). (1987) <i>Some Issues in Development Administration</i>. New Delhi. Oxford & IBH Publishing Co. Pvt. Ltd. • Ram Dharshan. (2019). <i>People's Participation in Governance for</i> 		

[Development. https://imbpd.com/product/peoples-participation-in-governance-for-development/.](https://imbpd.com/product/peoples-participation-in-governance-for-development/)

- Sapru. R. K. (1994). *Development Administration*. New Delhi. Sterling Publishers Pvt Ltd.
- [Anisur Rahman](#) and [Niharika Tiwari](#). (Eds) (2021). *Development, Governance and Gender in South Asia: Perspectives, Issues and Challenges*. (1st Ed). Springer.

Course Code	MRPC142
Course Title	Project Management
Credit Value	02 (100 Notional Hours)
Notional Hours	100 Hours (Lecture: 20 hrs, Formative Assessments: 30 hrs , Group and Independent Learning: 100 hrs)
Objective of the Course	
Objective of the course is to provide the students with the skills and competencies of the concepts of Project Management for planning to execution, managing and controlling of projects, and make them capable to analyze and appreciate contemporary project management tools and methodologies in Sri Lankan context.	
Intended Learning Outcomes	
At the end of the course, students will be able to:	
<ul style="list-style-type: none"> • Define meaning and scope of project and project management • Explain the project management knowledge areas, tools and techniques • Describe project management process groups and project life cycle • Discuss the methods of Project appraisal • Discuss the contract management, Project Procurement, Service level Agreement and productivity • Develop skills for preparation of feasibility study report • Prepare project proposal in various scenarios 	

Course Contents

Key concepts and framework of project management: meaning and scope of project and project management, project management framework, attributes of project management, project and operation, project constraints, project management knowledge areas, program and portfolio, project success and failure; Project management process groups: initiation, planning, executing, monitoring and controlling and closing out, process interaction and project management process mapping; Project life cycle: characteristics of project life cycle and project phases, project stakeholders and organizational structure; Project planning and scheduling techniques: work breakdown structure, Gantt chart, critical path method; Programme Evaluation Review Techniques (PERT), crashing, resource allocation; Project appraisal; Project risk management and Stakeholder engagement; Project team development and communication management; Project cost management; Budgeting the project; Contract management; Project feasibility study.

Teaching and Learning Methods

Interactive Lectures, Participatory learning activities, Problem-based Learning, Group Activities, Guest Lectures, Group Project, Project, and Students' Presentation.

Evaluation Methods**1. Formative Assessment**

Types of Assignment	Marks Assigned	40%
Assignments	10%	
Class Test	10%	
Group Presentation	10%	
Project Assignment	10%	

<p>2. Summative Assessment: End of course written examination is of two hour duration. Question paper contains two parts.</p> <p>Part I is compulsory. It contains 20 multiple choice questions for 20 marks.</p> <p>Part II: Students are expected to answer three questions out of five questions that may include several parts. Total marks for this part is 80 marks.</p>	<p>60 %</p>
<p>Recommended Readings</p> <ul style="list-style-type: none"> • Gupta, A. (2017). <i>Project Appraisal and Finance</i>. New Delhi, India: PHI Learning. • Heagney, J. (2016). <i>Fundamentals of Project Management</i> (5th ed.). New York, USA: AMACOM • Meredith, J.R., Shafer, S.M., & Mantel, J.S.(2017). <i>Project Management in Practice</i> (6th ed.). USA: John Wiley & Sons. • Pinto, J. K. (2013). <i>Project Management: Achieving Competitive Advantage</i> (13th ed.). Harlow, Essex, England : Pearson Education Limited. • Project Management Institute. (2017). <i>A Guide to the Project Management Body of Knowledge (PMBOK guide)</i> (6th ed.). Newton Square, PA: Project Management Institute. • Contract Management (2018). Practice. The World Bank – IBRD - IDA 	

Course Code	MRPC153
Course Title	Geo-Information Techniques and Applications
Credit Value	03 (150 Notional Hours)
Notional Hours	150: Classroom Lecture Hours (30), lab Hours (20), Formative Assessment Hours (40) Independent learning Hours (60),
Objective of the Course	
<p>The objective of the course is to introduce the concepts and applications of Geographic Information Systems (GIS). Students will learn how to store, retrieve, manipulate, analyze, and display spatial data derived from various sources. This course introduces a variety of geospatial technologies and tools, including geographic information systems (GIS), global positioning system (GPS), remote sensing (RS).</p>	
Intended Learning Outcomes	
<p>at the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • outline the characteristics and applications of a range of remote sensing systems • apply fundamental principles and techniques of visual and digital image interpretation • select suitable methods for representing spatial and attribute data and be aware of the strengths and limitations of such methods; • express the fundamental attributes of a geographic information system (GIS); • apply the key spatial and analytical functions of a GIS; • Integrate the internet and associated information technology to obtain information relevant to the study of remote sensing and GIS. • create a project independently based on geo-information technologies 	

Course Contents			
Physical basis of remote sensing, Review of the characteristics and applications of a variety of remote sensing systems and products; Principles and methods of visual and digital interpretation; Methods for presentation of spatial data; Fundamental structure and functions of a GIS; Fundamentals of attribute data; Basic inventory operation and analysis of GIS; GPS mapping; New development in geo-information technologies; Case studies involving the applications of remote sensing and GIS.			
Teaching and Learning Methods			
Interactive Lectures, lab Study, Team-based Learning, Group Discussions, Students' Presentation.			
Evaluation Methods			
1. Formative Assessment			
Types of Assignment	Marks Assigned	40%	
Take home individual essay	10		
Lab based Report	10		
Group Presentation	10		
Class test	10		
Total Marks	40		
2. Summative Assessment (Expected to answer Four questions out of Six questions in 03 hrs)		60 %	
Parts, Types and Number of Questions			Marks Assigned
Part I	Structured Questions (Select any Two out of Three questions)		02 x 100 =200
Part II	Structured / Essay Questions (Select any Two out of Three questions)		02 x 100 =200
Total Marks			400

Recommended Readings

- Bernhardsen, T., (1999). *Geographic Information System An Introduction*. USA: John Wiley and Sons.
- Bolstad, P., (2012). *GIS Fundamentals*. 4th ed. USA: Eider Press.
- Chang, K., (2015). *Introduction to Geographic Information Systems*. 8th ed. New Delhi: Tata McGraw-Hill Edition.
- Chandra, A.M. and Ghosh, S.K., (2006). *Remote Sensing and Geographical Information System*. Oxford: Alpha Science International Ltd.
- Heywood, I., Cornellus, S., Carver, S. and Raju, S., (2007). *An Introduction to Geographical Information System*. India: Dorling Kindersley Pvt. Ltd.
- Lillesand, T. M., Kiefer, R. W. and Chipman, J. W., (2015). *Remote Sensing and Image Interpretation*. 6th ed. USA: John Wiley and Sons.

Course Code	MRPE162
Course Title	Disaster Management
Credit Value	2 Credits (100 Notional Hours)
Notional Hours	100 Hours (Lecture: 20 hrs, Formative Assessment: 30 hrs , Group and Independent Learning: 50 hrs)
Objective of the Course	
Provide students with basic knowledge in the concept of disaster and disaster management and familiarise with appropriate methods and techniques related to disaster management	
Intended Learning Outcomes	
At the end of the course, students will be able to:	
<ul style="list-style-type: none"> • understand the types of disaster, process and effects of disasters, • explain the mechanisms for mitigation and disaster management • critically evaluate the nature of emergency and relief • analyse plans related to disaster preparedness, response and recovery • analyse the emergency situation • evaluate the probability and possibility of disaster using local data • formulate solutions for various on-site disasters 	
Course Contents	
Definition and Concept of Hazards, Risk, Vulnerability and disaster, Types and classification of disaster, Nature induced Disasters - <i>Earthquake, Volcanic eruption, Cyclones, Tsunami, Floods, Droughts, Landslides</i> , Human Induced Disasters- <i>Nuclear, Chemical and Industrial Disasters, Epidemics disasters, Biological Disasters, War</i> , Meaning, Concepts, Approaches, Principles, Objectives and Scope of Disaster Management; Disaster management Cycle, Introduction to disaster preparedness, Roles and Responsibilities of different agencies and the government, Technologies for disaster management, Disaster	

Mitigation, Disaster Response and management; Disaster recovery, rehabilitation and reconstruction; Disaster awareness education; Media and Disaster management; Disaster management and vulnerability analysis. Regional perspective of Disaster management: Northern region of Sri Lanka.		
Teaching and Learning Methods Lectures, Audio-visual presentations, Problem Based Learning, and Group projects		
Evaluation Methods		
1. Formative Assessment		
Assignments	10 %	40%
Field visit and Report	10%	
Group Discussion	10 %	
Group presentations	10 %	
2. Summative Assessment (Expected to answer Four questions out of Six questions in 02 hrs)		
Types of Questions	Marks Assigned	60 %
Part I: Structured Questions (Select any Two out of Three questions)	02x100=200	
Part II: Essay (Select any Two out of Three questions)	02x100=200	
Total Marks	400	

Recommended Readings

- Bryant Edwards. 2005. *Natural Hazards*. Cambridge University Press, U.K
- Chakraborty, S.C. 2007. *Natural Hazards and Disaster Management*. Pragatishil Prokashak. Kolkata
- Coppola P.Daman. 2006. *Introduction to International Disaster Management*. Elsevier, Oxford.U.K
- Levitt, Alan M. *Disaster Planning and Recovery*. John Valley and Sons. New York, U.S.A
- Monappa, K.C. 2004. *Disaster Preparedness*. Akshay Public Agencies, New Delhi
- Reddy.K.R. and others. 2009. *Natural Hazards and Disasters*. Department of Geography, Krishnadevaraya University, India.
- Sahni Pradeep et.al.2002. *Disaster Mitigation Experiences and Reflections*. Prentice Hall of India. New Delhi.
- Sharma, V.K. 1994. *Disaster Management*. Indian Institute of Public Administration, New Delhi. India
- Singh, R.B.2009. *Natural Hazards and Disaster Management*.Rawat Publication. Bangalore
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Course Code	MRPE172
Course Title	Natural Resources and Sustainable Development
Credit Value	2 Credits (100 Notional Hours)
Notional Hours	100 Hours (Lecture: 30 hrs, Formative Assessment: 20 hrs , Library study, Group learning, Independent learning: 50 hrs)
Objective of the Course	
To provide basic understandings of the natural resources of the earth and its challenging issues and conflicts with sustainable development perspective	
Intended Learning Outcomes	
At the end of the course, students will be able to:	
<ul style="list-style-type: none"> • define various types of natural resources of the earth • explain the importance, challenges and impacts of over exploitation of natural resources • compare the conflicts and needs of the natural resources for the growth • examine the needs of sustainable use of natural resources • analyse the natural resource conditions and its future prospects of Sri Lanka 	
Course Contents	
Definition; Natural Resources: Renewable and Non-Renewable; Types of Natural Resources; Land: Land as a resource, Land Degredation, Soil Erosion, Desertification; Forest & Wildlife: Significance, Over Exploitation, Deforestation, Timber Extraction, Mining; Water: Use of Water Resources, Over Exploitation, Water Conflicts, Dams-Benefits & Disadvantages; Energy: Global Scenario, Renewable & Non-Renewable, Alternative Energy Sources, Problems & Growing Needs; Mineral: Use & Over Extraction, Resource Conflicts; Environmental Impacts & Prospects; Coastal & Marine Resources; Resource Recovery, Sustainable use of Natural Resources and Sri Lankan conditions.	
Teaching and Learning Methods	
Illustrated lectures, Team Based Learning	
Evaluation Methods	

1. Formative Assessment		
Assignments	20 %	40%
Class tests	10 %	
Group presentations	10 %	
2. Summative Assessment (Expected to answer Four questions out of Six questions in 02 hrs)		60 %
Types of Questions	Marks Assigned	
Part I: Structured Questions (Select any Two out of Three questions)	02x100=200	
Part II: Essay (Select any Two out of Three questions)	02x100=200	
Total Marks	400	
Recommended Readings		
<ul style="list-style-type: none"> • Edward B. Barbier., (2019). <i>Natural Resources and Economic Development</i>. (2nd ed.). Cambridge University Press. • John Walther., (2014). <i>Earth's Natural Resources</i>. Jones & Bartlett Learning. • Manoj Jharia. (Ed.).(2021). <i>Natural Resources Conservation and Advances for Sustainability</i>. (1st ed). Elsevier. • Micheal J. Conroy & James T. Peterson. (2013). <i>Decision Making in Natural Resource Management: A Structured and Adaptive Approach</i>. Wiley-Blackwell. • Natural Resources, Energy and Science Authority of Sri Lanka. (1991).<i>Natural Resources of Sri Lanka: Conditions and Trends</i>. 		

Semester II

Course Code	MRPC 213
Course Title	Regional Economic Development
Credit Value	03 (150 Notional Hours)
Notional Hours	Classroom Lecture Hours (30), Field study Hours (20), Formative Assessment Hours (35), and Independent learning Hours (65).
Objective of the Course	
The objective of this course is to provide the components and structure of a regional economic development and policy impacts with special reference to Sri Lanka.	
Intended Learning Outcomes	
At the end of the course, students will be able to:	
<ul style="list-style-type: none"> • define the concept of regional economic development and its importance • explain the components of theories related to economic development • discuss the important components of the structure of a regional economy • analyse policy measures focusing on regional economic growth and development • examine regional economic development pattern and policy measures with special reference to Sri Lanka. 	
Course Contents	
Regional Economic Development Concept and Importance; Theories of Economic Growth and Development: Rostows Model: Stages of Economic Development , Harrod-Domar Growth Model , Solow's Growth Theory, Market Fundamentalism; Poverty and Vulnerability: Measuring Poverty, Characteristics of Extreme-Poverty Groups; Inequality and Social Welfare; Labour and Migration: Labour and Employment, Rural-Urban Migration and Its Impacts; Income inequality, Human Capital: Education and Health, Gender Gap; Agricultural	

Transformation and Rural Development, Empowerment of Women; Economics and the Environment; Development Policy Making: Roles of Market, State and Civil Society; Local Entrepreneurship; Finance and Fiscal Policy: Roles of Financial System, Informal Finance and the Rise of Microfinance, Formal Financial System and Reforms, Fiscal Policy for Development; State-Owned Enterprises and Privatisation; Regional Economic Development Policies and the experience of Sri Lanka.		
Teaching and Learning Methods Interactive Lectures, Field Study, Team-based Learning, Group Discussions, Students' Presentation.		
Evaluation Methods		
1. Formative Assessment		
Tutorials, Field study, Group Discussion, Group Presentation, Interviews, Class Room Test, Seminar and Workshop participation		40%
2. Summative Assessment (Expected to answer <i>Four</i> questions out of <i>Six</i> questions in 03 hrs)		
Parts, Types and Number of Questions		Marks Assigned
Part I	Structured Questions (Select any <i>Two</i> out of <i>Three</i> questions)	02 x 100 =200
Part II	Structured / Essay Questions (Select any <i>Two</i> out of <i>Three</i> questions)	02 x 100 =200
Total Marks		400
		60 %

Recommended Readings

- Alain De Janvry. and Elisabeth Sadoulet, (2016): *Development Economics: Theory and Practice*. London: Routledge.
- Ray, D,(1998). *Development Economics*. NJ: Princeton University Press.
- Andrea Ascani, Riccardo Crescenzi, and Simona Iammarino, (2012, January): *Regional Economic Development: A Review*. Retrieved from <http://projects.mcrit.com/foresightlibrary/attachments/article/1236/WP-1.3.pdf>
- Edgar M. Hoover, (2020). *An Introduction to Regional Economics*. Retrieved from <https://researchrepository.wvu.edu/cgi/viewcontent.cgi?article=1003&context=rri-web-book>
- Micheal P. Todaro and Stephen C. Smith, (2020): *Economic Development*. 13th Edition. London: Pearson.
- Richard M. McGahey : *Regional Economic Development in Theory and Practice*. Retrieved from https://www.brookings.edu/wp-content/uploads/2016/07/retoolingforgrowth_chapter.pdf

Course Code	MRPC 223
Course Title	Land Use Planning and Management
Credit Value	03 (150 Notional Hours)
Notional Hours	Classroom Lecture Hours (30), Field/lab Hours (20), Formative Assessment Hours (30), Independent learning Hours (70)
Objective of the Course	
The objective of the course is to teach students how public and private land can be used, developed, and preserved in the best interest of society's social, economic, and environmental needs.	
Intended Learning Outcomes	
at the end of the course, students will be able to:	
<ul style="list-style-type: none"> • explain the concepts of land use, land use planning and land use management • infer the principles of best practices and field of applications of land use planning • extract Sri Lankan experiences in land use planning and management • apply different techniques to inventories the land use information • analysis the land use data for identifying planning and management issues • evaluate the different approaches to land use planning • create sustainable land use plans 	
Course Contents	
Introduction to land use planning and management, Land use and land use inventory, Field of applications of land use planning, Principles of Best Practice in Land Use Planning, Land use planning procedures, Approaches of land use planning, Land use conflicts and management strategies, Contributions of Land Use Planning to Sustainable Land Use and Management, Land use planning and management in Sri Lanka.	
Teaching and Learning Methods	
Interactive Lectures, Field or lab Study, Team-based Learning, Group Discussions, Students' Presentation.	

Evaluation Methods			
1. Formative Assessment			
Types of Assignment		Marks Assigned	
Take home individual essay		10	
Field or lab based Report		10	
Group Presentation		10	
Class test		10	
Total Marks		40	
2. Summative Assessment (Expected to answer <i>Four</i> questions out of <i>Six</i> questions in 03 hrs)			
Parts, Types and Number of Questions			Marks Assigned
Part I	Structured Questions (Select any <i>Two</i> out of <i>Three</i> questions)	Three	02 x 100 =200
Part II	Structured / Essay Questions (Select any <i>Two</i> out of <i>Three</i> questions)	Three	02 x 100 =200
Total Marks			400

Recommended Readings

- Briassoulis, H., (2000). *Analysis of Land Use Change: Theoretical and Modelling Approaches*. Morgantown: Regional Research Institute, West Virginia University. Available at <http://www.rri.wvu.edu/WebBook/Briassoulis/contents.htm>.
- FAO., (1996). *Guidelines for land-use planning*. Rome: Food and Agriculture Organization of the United Nations.
- GIZ, (2012). *Land Use Planning: Concept, Tools and Applications*. Namibia: GIZ.
- Platt, R.C., (2014). *Land Use and Society (Third Edition)*. Washington: Island Press.
- Randolph, J., (2012). *Environmental Land Use Planning and Management (2nd eds.)*. New York: Island Press (ELUPM).
- Zwick, P.D., Pattern, I.E. & Arafat, A., (2019). *Advanced Land Use Analysis*. New York: Esri Press.

Course Code	MRPC233
Course Title	Community Planning
Credit Value	03 (150 Notional Hours)
Notional Hours	150 Hours (Lectures: 30hrs, Field Study: 20hrs, Formative Assessment 40hrs, Independent learning: 60hrs)
<p>Objective of the Course</p> <p>The objective of this course is to provide the basics and importance of the community planning that would enhance the student's knowledge and skills to plan for a safer community</p>	
<p>Intended Learning Outcomes</p> <p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • define the terms Community and Society • apply tools and techniques that would build the capacity, empower and mobilize the community • assess the social impacts of projects and plans that affect the community • develop an integrated grass-root level initiatives to involve all members of the community • assess the community based groups and their potentials for a sustainable community • examine the challenges and issues that affect the community through field observations 	
<p>Course Contents</p> <p>Introduction to Community and Society; Social Phenomena and Social Capital; Community Planning Theories and Approaches; Community Planning Process; Community Planning Tools and Techniques; Stakeholders' Identification; Community Engagement; Capacity Building and Training; Community Resources and Communication; Community Mentoring, Empowerment and Mobilization; Social Impact Assessment;</p>	

Community Based Organizations; Social Action Research and Project; Social Ethics and Transitional Justices; Resilient Communities.		
Teaching and Learning Methods		
Interactive Lectures, Field Study, Team-based Learning, Group Discussions, Students' Presentation.		
Evaluation Methods		
1. Formative Assessment		
Tutorial Assignment		05%
Class Test		10%
Group Presentation and Discussion		10%
Field Study Assignment		15%
		40%
2. Summative Assessment (Expected to answer <i>Four</i> out of <i>Six</i> questions in 03 hrs)		
Types of Questions		Marks Assigned
Part I	Structured Questions (Select <i>Two</i> questions out of <i>Four</i> questions)	02 x 100 =200
Part II	Essay Questions (Select any <i>Two</i> out of <i>Four</i> questions)	02 x 100 =200
Total Marks		400
		60 %

Recommended Readings

- Craig, G, And Mayo, M, (1995). Community Empowerment A Reader in Participation and Development – Experiences of Grassroots Development. Zed Books.
- Eardley, A, and Vincent, P (2011). Making the Most of Community Led Planning: A Best Practice Guide for Local Authorities. ACRE & AMT.
- Iqbal Shah (2017). A Practical Guide to Community Mobilization Techniques: managing non-profit.
- Kelly, E, D, (2009). Community Planning: An Introduction to the Comprehensive Plan. Second Edition. Island Press.
- Kumar, S, (2002). Methods for Community Participation: A Complete Guide for Practitioners. ITDG Publishing.
- Phillips, R, and Kraeger, P, (2017). Community Planning and Development. Taylor & Francis Ltd.
- Silverman, R, M, Patterson, K, L, (2021). Qualitative Research Methods for Community Development. Routledge.
- Wates, N, (2000). The Community Planning Handbook: How People Can Shape Their Cities, Towns, Villages in Any Part of the World – Earthscan Tools for Community Planning. Earthscan Publications.

Course Code	MRPC242
Course Title	Statistical Applications in Regional Planning
Credit Value	02 (100 Notional Hours)
Notional Hours	Classroom Lecture Hours (20), Field/lab Hours (20), Formative Assessment Hours (20), Independent learning Hours (40)
<p>Objective of the Course The aim of this course unit is to equip students with theoretical and practical skills to analyse the data to address the contemporary problems in regional planning.</p>	
<p>Intended Learning Outcomes at the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • describe the concepts of Census, Survey and Statistics • Discuss the probability and nonprobability sampling techniques • Discuss the types of data collection techniques • explain techniques for preparation of Questionnaire and Interviews, • apply techniques for data cleaning • apply fundamental statistical tools for data analysis • analyse the techniques of presenting statistical analysis of data 	
<p>Course Contents Concepts of Census, Survey and Statistics, Reliable Sources of Statistics in Sri Lanka and International, Sampling: probability sampling and nonprobability sampling techniques, determining sampling size; Data collection: types of data collection methods, questionnaire, interview, observation, types of secondary data;, Techniques for preparation of Questionnaire and Interviews, Techniques for Data Cleaning, Data analysis: types of scales, rating scales, reliability and validity, descriptive statistics, hypothesis testing, data analysis with SPSS, Techniques of presenting Statistical Data.</p>	

Teaching and Learning Methods Interactive Lectures, Field or lab Study, Team-based Learning, Group Discussions, Students' Presentation, participatory learning activities, virtual learning, use of video recording, individual assignments, case study.	
Evaluation Methods	
1. Formative assessment (In-course): 40% – At least three assessments for 40 Marks – The assessments could take any forms such as classroom assignment, take-home assignment, quiz, presentations.	40%
2. Summative Assessment: 60% – End of course written examination is of two hour duration – Question paper contains two parts: ○ Part I: It contains structured questions. Students are expected to answer two questions out of three questions ○ Part II: It contains structured / Essay questions. Students are expected to answer two questions out of three questions	60 %
Recommended Readings	
<ul style="list-style-type: none"> • Morgan, G. A., Barrett, K. C., Leech, N. L., & Gloeckner, G. W. (2019). <i>IBM SPSS for Introductory Statistics: Use and Interpretation (6th ed.)</i>. New York: Routledge. • Field, A. (2017). <i>Discovering Statistics Using IBM SPSS Statistics (5th ed.)</i>. London: Sage. • Bell, E., Bryman, A., & Harley, B. (2019). <i>Business Research Methods (5th ed.)</i>. United Kingdom: Oxford university press. • Bougie, R., & Sekaran, U. (2020). <i>Research Methods for Business: A Skill Building Approach (8th ed.)</i>. United Kingdom: John Wiley & Sons. • Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). <i>Research Methods for Business Students (8th ed.)</i>. London: Prentice Hall. 	

Course Code	MRPC 255
Course Title	Independent Research Study
Credit Value	5 Credits (500 Notional Hours)
Notional Hours	500 Hours (Title selection, Literature review, Field/ library survey, Data tabulation, synthesis, analysis and writing up study report)
Objective of the Course	
Objective of the course is to provide an opportunity to engage in an independent research inquiry related to regional planning issues with interdisciplinary approach	
Intended Learning Outcomes	
Upon completion of the project, students will be able to :	
<ul style="list-style-type: none"> • create a researchable topic with research questions • explain the nature of a research problem and its relevance to the field chosen • develop effective research planning with appropriate designs • create an organised and methodical approach for conducting research • develop creativity, decision making, communication, and persistence via the research process • develop an academic form of writing for reporting the research 	
Course Description	
As part of the MRP study program, students at their second semester are required to carry out an independent research addressing the prime issues of research at various scales. Research report is an academic training that aims to develop transferable skills e.g., critical thinking, problem solving, communication, collaboration, and competence on assigned tasks.	
Individual research will be carried out by each student under the guidance of a senior member of the academic staff relying on the areas of interest. Students are expected to work closely with their	

assigned supervisor throughout their research process until completion and submission of the report. Attendance of meeting with supervisors will be monitored as a criterion (at least 80%) for the successful completion and submission of the report.

Evaluation Plan

Proposal presentation - 15%
Student profile/ attendance - 10%
Final presentation - 15%
Report - 60%

Course Code	MRPE 262
Course Title	Environmental Systems and Management
Credit Value	2 Credits (100 Notional Hours)
Notional hours	100 Hours (Lectures: 20 hrs, Field studies: 10hrs, Formative Assessment: 30hrs, Independent learning :40hrs)
Objective of the Course Objective of this course is to provide knowledge on environmental systems and human interaction and resulting impacts on the environment and environmental management	
Intended Learning Outcomes At the end of the course, students will be able to: <ul style="list-style-type: none"> • explain the concepts of environmental systems • describe different types of resources and methods of conservation • analyze factors contributing to environmental pollution and control methods • explain the relationship between sustainability and environmental conservation • assess the current environmental management practices and its effectiveness • construct environmental awareness programmes with multi-disciplinary participation 	
Course Contents Introduction to environmental systems and its multidisciplinary nature; Basic concepts on environment and ecology; Biotic and abiotic resources; Human interaction on environment and conflicts; Environmental pollution and pollution control methods; Conservation of environmental sensitive areas; Concepts of sustainable development; Environmental acts, regulations and organizations at national and global levels; Environmental management tools and techniques.	
Teaching and Learning Methods Illustrated lectures, Digital presentation, Team Based Learning, Documentary films, Field studies.	
Evaluation Methods	

1. Formative Assessment		
Assignments	10 %	40%
Individual presentations/ small group discussions	10 %	
Field reports	10 %	
Class tests	10%	
2. Summative Assessment (Expected to answer Four questions out of Six questions in 02 hrs)		
Types of Questions	Marks Assigned	60 %
Part I: Structured Questions (Select any Two out of Three questions)	02x100=200	
Part II: Essay (Select any Two out of Three questions)	02x100=200	
Total Marks	400	
Recommended Readings		
<ul style="list-style-type: none"> • Barrow, C. J., (2006) <i>Environmental Management for sustainable development</i>. 2nd ed. London: Routledge. • Broniewicz, E., (2011). <i>Environmental management in practices</i>. Croatia: inTech. • Keith Smith and David N. Petley., (2009) <i>Environmental Hazards: Assessing Risks and Reducing Disaster</i>. 5th Ed. New York. Routledge. • Savindra Singh., (2001). <i>Environmental Geography</i>. Revised Ed. Allahabad: PRAYAG PUSHTAK BHAWAN • Singh, M.P. Abbas, S.G. and Singh.B.S., (2005). <i>Environment and Natural Resources</i>. Delhi, India: Satish serial publishing house. • Vasudevan, N., (2009). <i>Essentials of Environmental science</i>. New Delhi: Narosa Publishing House. 		

Course Code	MRPE 272
Course Title	Population and Development
Credit Value	2 Credits (100 notional Hours)
Notional Hours	100 Hours (Lectures: 30hrs, Formative Assessment: 25hrs, Group and Independent learning: 45hrs).
Objective of the Course	
Objective of the course is to study the basic components of population and its spatial and temporal characteristics at local and regional levels with the development context.	
Intended Learning Outcomes	
At the end of the course, students will be able to	
<ul style="list-style-type: none"> • Explain the conceptual and theoretical aspects of population • describe basic sources and types of data relating to population • discuss patterns of population components and its distribution • analyse population data using quantitative and qualitative techniques • analyse population composition and changes over space and time • examine population theories and policy changes and programmes 	
Course Contents	
Scope of population and development relationships; Sources of population data; Population size, density and distribution; Measures and Factors affecting distribution, concentration and density; Population composition; Nuptiality& fertility; mortality, morbidity and health; Demographic and Mobility Transitions; Urbanization and Migration; Population change and measurements; Population development and environment; Population policies and planning.	
Teaching and Learning Methods	
Lectures, Presentations, Group discussions, Projects, Problem Based Learning, Team Based Learning	

Evaluation Methods		
1. Formative Assessment		
Assignments	10 %	40%
Group discussions	20 %	
Projects/ Presentations	10 %	
2. Summative Assessment (Expected to answer Four questions out of Six questions in 02hrs)		60 %
Types of Questions	Marks Assigned	
Part I: Structured Questions (Select any Two out of Three questions)	02x100=200	
Part II: Essay (Select any Two out of Three questions)	02x100=200	
Total Marks	400	
Recommended Readings		
<ul style="list-style-type: none"> • Bruce Newbold, K., (2014). <i>Population Geography Tools and Issues</i>. 2nd Ed. UK: Rowman & Littlefield. • Chandna. R. C., (2001). <i>Geography of Population</i>. (4th Ed.), New Delhi. Kalyani Publishers. • Gould, W.T.S. (2015). <i>Population and Development</i>. (2nd Ed.), New York, Routledge. • Lundquist, J.H., Anderton, D.L. and Yaukey, D., (2015). <i>Demography: The Study of Human Population</i>. USA: Waveland Press. • Preston, H.S. Heuveline, P. and Guillot, M., (2001). <i>Demography: Measuring and Modelling Population Process</i>. USA: Wiley-Blackwell Publishing. • Siegel, J.S. and Swanson, D.A., (2004). <i>The Methods and Materials of Demography</i>. 2nd ed. USA: Elsevier Academic Press. • Thomas, R.K., (2018). <i>Concepts, Methods and Practical Application in Applied Demography</i>. Switzerland: Springer International Publishing. 		

Course Code	MRPC 282
Course Title	Personal and Professional Development
Credit Value	2 (100 Notional Hours)
Notional Hours	100 Hours (Lectures: 30hrs, Independent learning: 70hrs)
<p>Course Aim:</p> <ul style="list-style-type: none"> • Provide knowledge in updating self and lifelong learning, particularly concentrating on goal setting • Discuss about interpersonal and intrapersonal skills • Impart depth knowledge about human values, ethics and professionalism. 	
<p>Intended Learning Outcomes(ILOs)</p> <p>At the end of the course, students will be able to</p> <ul style="list-style-type: none"> • State the attributes to Know them self • List the personal and professional goal and align with institutional goal • Communicate effectively in written and oral modes • Explain the emotions of a person and others • Interpret the principles of leadership and team work • Describe the principles of creative thinking and problems solving • Contrast the conflict in personal and professional life • Recognize the principles of attitude, values and professionalism 	
<p>Course contents</p> <p>Know thyself: Knowing thyself; Identify ones personality type; SWOT analysis; Knowing what motives human; Identifying the personal and professional achievement; Goal setting: Understand vision, mission, goal, and strategy and action plan. Creating personal and professional vision, mission, goal, strategy and action plans; Time management: Principles of time and energy management; effective utilization of time and energy; Effective communication: The meaning and principles of communication; effective written communication; Effective presentation; nonverbal communication; Emotional intelligence: Aware of one's emotion; regulate the emotion; feels the other's emotions and maintain effective relationship ; Leadership and</p>	

teamwork: Principles of leadership; types of leadership; principles of team; team dynamic

Stress and coping mechanism: Understanding stress; types of stresses; ways of coping personal and professional stress; **Conflict**

resolution: Reasons for conflict; resolve conflict positively.; **Attitude, values and professionalism:** Principles of attitude, values and professionalism; human behaviour; **Reflecting:** Principles of reflection; lifelong learning from reflection

Teaching Learning Methods

Lectures, Discussions, Group work, online resources, videos and audios by using LMS and Portfolio

Evaluation

Portfolio viva

Methods

- Portfolio documents- 50 marks
- Viva voce examination- 50 marks

Recommended readings

- **Charlie Gladstone. (2021) *Do Team: How to get the best from everyone.* Kindle Edition**
- Covey, Stephen R (1989) *The Seven Habits of Highly Effective People: Restoring the Character Ethic.* New York: Simon and Schuster
- Harvard Business Review. (2020). *HBP Guide to Beating Burn out.* Harvard Business Review Press
- **John Adair (2009). *Effective Time Management: How to Save Time and Spend It Wisely.* Pan Publishing**
- Robert Schachter, (2019). *Mindfulness for Stress Management: 50 Ways to Improve Your Mood and Cultivate Calmness.* Texas. Althea Press

Contact Details

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