John Dewey   Jerome Bruner   Albert Bandura   Abraham Maslow   Carl Jung

Bachelor of Arts (General Degree Programme SLQF 5)
Bachelor of Education (Special Degree Programme SLQF 6)

The course of Education and Childcare of the Faculty of Arts and Culture is conducted by the Department of Education and Childcare of three years and four years duration of degree programme with two semesters per year. Students who are interested in reading general degree or special degree programme in Education will follow a course with two other core courses of their choice (for example; Education, Geography, and Economics whereas Geography and Economics are the core subjects of choice) in the 1st, 2nd and 3rd year of study programme.

The Bachelor of Education, generally known as B.Ed., is a four year professional programme in the field of Teacher Education which aims at preparing teachers for primary level (Grade1 to 5), junior secondary level (Grade 6 to 9), and senior secondary level (Grade 10 to 13). The four year B.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, develop competencies and skills that contribute to make an effective teacher and to train and create equality human resource with positive attitude towards learners, leading to specialization in either primary education or secondary education. The B.Ed curriculum shall be designed to integrate the study of subject knowledge, human development pedagogical knowledge and communication skills. The Programme shall comprise three broad curricular areas: Perspectives in Education, curriculum and pedagogic studies and engagement with the field.

Objectives of the Programme

1. To know the subject matter areas and create meaningful learning experiences based on this knowledge.

2. To understanding of each student's cognitive, social, physical, and emotional development and to create learning opportunities that support the student is academic development.

3. To demonstrate pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills

4. To enable to create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.

5. To demonstrate effective verbal, nonverbal, written, technological, and media communication skills to support and enhance student learning

6. To demonstrate an understanding of the role of assessment and the use of formal and informal assessment strategies to evaluate student learning

7. To Evaluate the skills necessary for self-reflection and use this knowledge to analyze past experiences and pursue professional development opportunities

8. To demonstrate the ability to collaborate with students, candidates, parents, community members, and professional colleagues in order to support student learning and development.

9. To promote capabilities for inculcating national values and goals as mentioned in the constitution of Sri Lanka.

10. To explain the nature of issues and problems faced by the state system of education and through some innovative remedies try to solve them.

11. To develop experts of curriculum, pedagogy and evaluation for primary, junior and senior secondary education.

12. To act as agents of modernization and social change.

13. To promote social cohesion, international understanding and protection of human rights and rights of the child.

14. To use competencies and skills needed for becoming an effective teacher.

15. To be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy etc.
16. To inculcate rational thinking and scientific temper among the students.
17. To develop critical awareness about the social realities among the students.
18. To use managerial and organizational skills.

Intended Learning Outcomes

After completion of the course in Education & Child Care, students will be able to:

1. identify childhood as a unique and valuable state of the human life cycle
2. explain the quality of children's lives in the present, not just as preparation for the future
3. demonstrate with children with knowledge of child development and learning
4. discuss and support the close ties between the child and family
5. recognize that children are best understood in the context of family, culture, and society
6. respect the dignity, worth, and individuality of each individual (child, family member, and colleague)
7. Combine children and adults achieve their full potential in the context of relationships based on trust, respect, and positive regard.

Structure of B.A - General Degree programme

Subject Code	Subject Name	Credit	Teaching hours
1st Year 1st Semester			
ED - 1112	Basic Concepts of Education	02	30
1st Year 2nd Semester			
ED - 1212	Education and Human resource Development	02	30
2nd Year 1st Semester			
ED/S - 2113	Educational Psychology	03	45
ED - 2122	Educational Planning and Development	02	30
2nd Year 2nd Semester			
ED/S - 2213	Organizational Behavior and Effective school Management	03	45
3rd Year 1st Semester			
ED/S - 3113	Measurement and Evaluation of Students' Learning	03	45
ED - 3122	Students Adjustment and Counseling	02	30
3rd Year 2nd Semester			
ED/S - 3213	Teaching Methods and Techniques	03	45

Currents status of the credit value of the General Degree Programme.

Year	Professional Subject(Education)	Core Courses (from two discipline)	Ancillary/ Optional/Soft Skills Subjects	No of Credits
1st Year	04C	04C+04C	18C	30C
2nd Year	08C	08C+08C	06C	30C
3rd Year	08C	08C+08C	06C	30C
Total	**20C**	**40C**	**30C**	**90C**
Total Numbers of Credits				**90C**

Structure of the B.Ed - Special Degree programme

Subject Code	Subject Name	Credits	Teaching hrs
Second Year First Semester			
ED/S 2113	Educational Psychology	3	45
EDS 2133	Philosophical Foundation of Education	3	45
EDS 2143	Educational Laws in Sri Lanka	3	45
Second Year Second Semester			
ED/S 2213	Organizational Behavior and Effective school Management	3	45
EDS 2223	Child growth and study	3	45
Total Credits		**15**	
Third Year First Semester			
ED/S 3113	Measurement and Evaluation of Students' Learning	3	45
EDS 3133	Management Theories and Practice	3	45
EDS 3143	Educational Planning and Development	3	45
Third Year Second Semester			
ED/S 3213	Teaching Methods and Techniques	3	45
EDS 3223	Special Needs Education	3	45
Total Credits		**15**	
Fourth Year First Semester			
EDS 4113	Research Methods in Education	3	45
EDS 4123	Evaluation of Learning Outcome	3	45
EDS 4133	Comparative Education	3	45
EDS 4143	Contemporary issues and policies in Education	3	45
EDS 4153	Sociology of Education	3	45
Fourth Year Second Semester			
EDS 4213	Curriculum Theories and Practice	3	45
EDS 4226	Internship Programme (Teaching Practice – 10 weeks)	6	300Nh
EDS 4236	Dissertation	6	-
Total Credits		**30**	

Note: The subject EDS 4226 Internship programme is six credits according its duration of students interaction with classroom activities (10 weeks school visit. Totally 50days x 06 hrs = 300 (notional hrs). ie. 6C).

Currents status of the credit value of the Special Degree Programme.

Year	Professional Subject(Education)	Core Courses (from two discipline)	Ancillary/ Optional/Soft Skills Subjects	No of Credits
1st Year	04C	04C+04C	18C	30C
2nd Year	15C	06C+06C	03C	30C
3rd Year	15C	06C+06C	03C	30C
4th Year	30C	-	-	30C
Total Credits	**64C**	**32C**	**24C**	**120C**
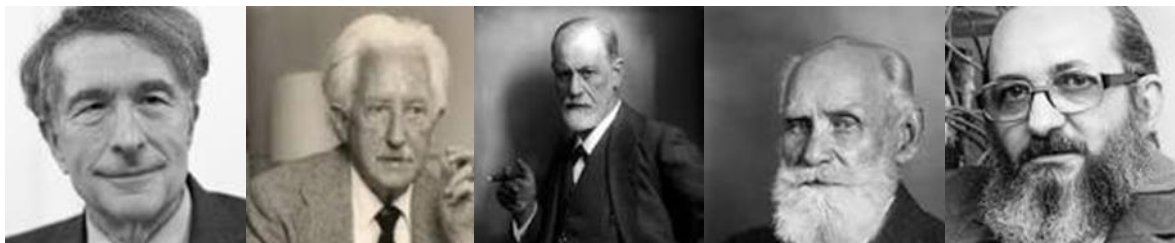
| Howard Gardner | Erik Erikson | Sigmund Freud | Ivan Pavlov | Paulo Freire |

Detail Syllabus

First Year First Semester

ED - 1112 Basic Concepts of Education (2C)

Objectives

1. To identify the definition of Education.

2. To summarize aims objectives and the nature of Education.

3. To develop and understanding of the philosophy of life.

4. To identify the education as an instrument for development.

5. To demonstrate the importance of education in developing human resources.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Know the purpose of Learning of Education.

2. Acquire the Education for development.

3. Organize knowledge on various philosophy of Education.

4. Identify various education models.

5. Describe different approaches of Education.

6. State the concept of Education for all in view of world wide.

7. Discuss teaching as a profession.

8. Understand the Education and Human rights / Child rights and current practice all over world.

9. Explain the Fundamental aspects of Sri Lankan Education System.

Contents

01. Introduction to Education   (3 hrs)

        a. Definition of Education

        b. Scope of Education

        c. Aims, Objectives of Education

        d. Elements of Educational process

            • Aims

            • Curriculum

            • Pedagogy

            • Evaluation

02. Education for Development.   (4 hrs)

        a. Education and Individual Development

        b. Education for Social Change

        c. Education and modernization

        d. Education and Economic Development

        e. Education for National Harmony

03. Philosophy of Education.   (7 hrs)

        a. Definition of Philosophy

        b. Relations between Education and Philosophy

        c. Importance of Educational philosophy

- Western Philosophical Thoughts – Plato, Rousseau, John Dewey, Mariya Montisoory.
- Eastern Philosophical thoughts – Mahadma Ghandhi, Carl Marks, Jidu Krisnamoorthy.
- New alternative thoughts of Education - IvenIllich, PouloPreire.

04. Different mode of Education.   (2 hrs)

    a.   Formal education.

    b.   Informal education.

    c.   Non- formal Education.

    d.   Distance and Open education.

05. Approaches of Education.   (6 hrs)

    a. Teacher centered Education.

    b. Student centered Education.

    c. Social centered Education.

    d. Development centered Education.

    e. Competency based Education.

Mid Semester – After Completion of Chapter 5

06. Concept of Education for all.   (5 hrs)

    a. Nature and Importance of Education for all.

    b. Jomtien Conference on Education for all and its fundamental features.

    c. Current issues of education for all in Sri Lanka.

07. Teaching as a Profession. (6 hrs)

    a.   Description of Professional employment.

    b.   Concept of Teaching as a Professional Employment.

    c.   Teaching as a Profession – Sri Lanka Experiences.

    d.   Teacher roles and Ethics.

08. Education and Human / Children's right (4 hrs)

a. Concept - Education as a human right.

b. Proclamation on Human rights and Education.

c. Convention on Child rights and Education.

d. Challenges of implementing Education as human right.

09. Fundamental aspects of Sri Lankan Education System. (8 hrs)

   a. Historical view of Education in Sri Lanka

   b. Education opportunities in Sri Lanka

   - Free education

   - Compulsory education

   - Mother tongue in education

   - Scholarships

   - Free books

   - Free Uniform

   c. Current Education Administrative System of Sri Lanka

   d. Imbalance on education opportunities in Sri Lanka

   e. Tertiary and vocational education

   F. National Policy on Education

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First Year Second Semester

ED 1212 Education and Human resource Development (2C)

Objectives

1. To understanding education as an instrument for development.
2. To understand the importance of education in developing human resources.
3. To improve education related various features in Sri Lanka.

Learning outcome

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

1. Classify the strategies in developing human resources.
2. Interpret the knowledge on society and social class.
3. Derive the wastage in education.
4. Justify the change for human development.

Contents

01. Education for Development   (6 hrs)

        a. Education and Individual Development

        b. Education for Social Change

        c. Education and modernization

        d. Education and Economic Development

        e. Education for National Harmony

02. Education and Society   (4 hrs)

      a.   Family, School and Society

      b.   Social class and Education

      c.   Sociology of School

03. Teaching Profession   (5 hrs)

      a.   Professional Growth and Development

      b.   Teacher role

      c.   Teacher activities in Co-curriculum

      d.   Ethic and Right

04. Wastage in Education   (4 hrs)

      a.   Different types of cost in Education

      b.   Total cost in Education

      c.   Wastage in Education at different levels

> Mid Semester – After Completion of Chapter 4

05. Change and innovation for Development   (5 hrs)

      a.   Aims and Objectives

      b.   importance of Innovation in School

      c.   Methods of chance for Education development

      d.   Strategies to effect change

06. Conflict Resolution   (3 hrs)

      a.   Definition

      b.   How to manage resolve the conflict

      c.   Types of conflict (Teaching / Learning / Management)

07. Development of Thinking Skill   (3 hrs)

      a. Self-thinking

      b. Concept development

      c. Develop creativity

08. Field trip to visit and participate with the society.

      a. Practical experiences – real world knowledge about life.

      b. Real examples of information discussed in the classroom.

      c. Opportunities for sharing different perspectives and views on important topics.

      d. Locations to gather real ecological field data.

      e. Interactions from which you can discover your strengths, limitations, abilities and skills.

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Second Year First Semester

ED/S 2113 Educational Psychology (3C)

Objectives

1. To provide students a theoretical background of educational psychology and its important concepts.
2. To defend the application of theories of educational psychology in educational practice.
3. To formulate the nature of growth and development, learning, motivation, and it's various educational implications.
4. To distinguish the nature of individual difference, children with special needs and group dynamics in the classroom and to deal effectively, with teaching and day to day school work.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Explain the skills pertaining to psychological analysis of concepts of education.
2. Understand the role of psychology in human development process.
3. Acquire knowledge in understanding human values and morals.
4. Identify the individual needs of the children and assist them to develop their personality.
5. Develop understanding of the psychological bases of Education.
6. Understand the Cognitive, Affective and Cognitive development of children.
7. Develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement..
8. Understand the Changing Concept of Intelligence and it's applications.
9. Understand the theories of Learning and their Utility in the Teaching Learning Process.
10. Understand the Concept and Process of teaching

Contents

01. Definition and Scope of Educational psychology (2 hrs.)

        a. Definition of psychology

        b. History of psychology

c. Scope of Educational psychology

02. Factors affecting child development   (4 hrs.)

    a. Maturity and Learning

    b. Intelligence (What is intelligence and Different types of intelligence test)

    c. Different methods of child study.

    d. Heredity and environment.

03. Method of Child Study (4 hrs.)

    a. How to study the child.

    b. The factors are influence by the child study.

    c. Different methods of child study.

04. Stage in Development of the child-Stage and facets of child Development   (6 hrs.)

    a. Stage of year 0-5

    b. Stage of year 6-12

    c. Stage of year 13-20

    d. Over year 20

05. Theories of Learning   (10 hrs.)

    a. Characteristic of Learning

    b. Stimulus- Response theories

    c. Edward.L. Thornduke theories

    d. Ivan Petrovich Pavlov theories

    e. J.B.Watson theories

> Mid Semester – After Completion of Chapter 5

06. Motivation – Theories and Classroom Application (4 hrs.)

    a. Theories

    b. Classroom Application

07. Concepts of memory   (3 hrs.)

        a.   Memorization

        b.   Factors related to memory

        c.   Retroactive inhibition

        d.   proactive inhibition

08. Development of Thoughts, Concepts, language and Communication (3 hrs.)

        a.   Importance of Language skill

        b.   Thoughts and relation to Language

        c.   Classroom Application

09. Transfer of Learning   (2 hrs.)

        a.   Definition of transfer of learning

        b.   Application

10. Heredity and Environment (1 hrs.)

11. Children with Special needs (3 hrs.)

12. Personality Development (3 hrs.)

        a.   Definition

        b.   Personality characters

        c.   How to develop the personality

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ED 2122 Educational Planning and Development (2C)

Objectives

1. To acquire necessary knowledge and expertise of the principles and procedures of educational planning and development.

2. To development an understanding and appreciation of the role of different agencies of educational planning.

3. To summarize contemporary developments in educational management and planning.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Explain, what is the educational planning?
2. Demonstrate the students to understand basic concepts of educational planning, management and development.
3. Designate the stages of planning.
4. Define the objectives of educational planning.
5. Report the regional disparities in education.
6. Explain the skills in project planning.
7. Explain the principles, methods and approaches of educational planning
8. Explain types, approaches and agencies for performance appraisal

Contents

01. Basic Concepts in Education Planning   (4 hrs.)
>	a. What is planning?
>	b. Relationship between planning and management
>	c. Important of Planning

02. Process of Planning – Planning Cycle   (5 hrs.)

>	a. Pre – Planning
>	b. Planning
>	c. plan Promotion
>	d. Plan Elaboration
>	e. Plan Implementation
>	f. Plan Evaluation

03. Preliminary Objectives in Education Planning   (5 hrs.)
>	a. Specific Objective in Educational planning
>	b. Alternative ways

04. Regional disparities in Education Development (4 hrs.)
>	a. Demographic factors
>	b. Educational Factors
>	c. Geographical factors
>	d. Political Factors

05. Long Term and short Term planning   (5 hrs.)

      a. Long term planning at School level

      b. Intermediate planning

      c. Short Term planning

06. Planning at School Level (4 hrs.)

      a. Routine

      b. Annual Implementation Programme

      c. Administrative planning

      d. Development planning

07. Field Experience in School Level planning and planning Exercise. (3 hrs.)

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EDS 2133 Philosophical Foundation of Education (3C)

Objectives

1. To enable the student to understand and define the concept of education.
2. To describe and define the concept of education.
3. To enable them to analyses the philosophical bases of education.
4. To enable the students to understand the significance of the ultimate human concerns and the contribution of philosophy in the regard.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Evaluate them to understand human values and morals.
2. List them to examine the forces and process of socialization.
3. Integrate them to develop in them the ability to apply the concepts and principles of educational sociology to teaching and learning process.
4. Analyze them to promote national integration among different social group.
5. Report the professional culture of teachers.
6. Designate the students to apply the languages of philosophies in the field of education.

7. Display and interpret among students about the contributions of Eastern and western philosophies.

8. Understand the conceptual framework, nature and functions of philosophy of education.

9. Analyze, interpret and synthesize of various concepts, proposition and philosophical assumptions about educational phenomena.

10. Compare concepts of education between/among various western philosophical schools/traditions.

11. Critical appraisal of contributions made to education by prominent educational thinkers.

12. Develop philosophical insight for resolution of educational issues.

Contents

01. The concepts of Education (3hrs)

   a. Philosophical analysis of the concept of education.
   b. Education in the early stage, school years and beyond.

02. Aims and objectives of Education (4 hrs)

   a. Nature of aims and objectives in education: individual, national and global aims of education.
   b. An analysis of the educational objectives in relation to Sir Lanka.

03. Philosophies in Education (5 hrs)

   a. Idealism
   b. Naturalism
   c. Pragmatism
   d. Marxian interpretation
   e. Asian thoughts in education

04. Concept of lifelong Education (4 hrs)

   a. Lifelong Education
   b. Learning requirement for the future
   c. Religious, Cultural, Ethical and Humanistic Education.

05. Stages of Education (6 hrs)

 a. Primary stage

 b. Secondary stage

 c. Tertiary stage

Mid Semester – After Completion of Chapter 5

06. Current issues in Education (6 hrs)

 a. Formal vs. Non Formal Education

 b. Institutional based vs Open and Distance Education

 c. Education for Natural integration

 d. Education of Socialization

07. Education and Socialization (4 hrs)

 a. Concept of Socialization and social mobility

 b. Education and Socialization

 c. Agents of Socialization

08. Social Change and Education (5 hrs)

 a. Relationship between Education and Social Change

 b. Education and Cultural change

 c. Education for Modernization

 d. Impact of Social change on Education

 e. Education for social change

09. Human Values in Education (3 hrs)

 a. Education values and school curriculum

 b. Community based factors in developing human values.

10. Professional Culture among teachers (5 hrs)

 a. Teachers' role in the school and the community

 b. Responsibilities and rights of teachers

 c. Ethical code for teachers

d. Teachers as an agent of Socialization

e. Professional development of teachers

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EDS 2143 Educational Laws in Sri Lanka (3C)

Objectives

1. To identify the contemporary educational laws/acts in Sri Lanka.
2. To describe the content of Educational Laws/acts in Sri Lanka.
3. To gain the back ground knowledge of Educational law development.
4. To classify the different Educational laws/acts which are current system.
5. To describe the development in education field through the educational laws.
6. To state the changes of educational development through educational laws/acts.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Describe the laws which are in Educational field in Sri Lanka
2. Acquire the elements of educational laws from 1939 up to now.
3. Explain the laws of national education commission and its structure and authority.
4. Describe the elements of National Institute of Education act.
5. State the base structure and current practices of National College of Education.
6. Describe the features of National Authority of Teacher Education and explain the reason for Malfunction.
7. Explain the Education related factors under 13th Amendment of Democratic socialistic republic constitution.

Contents

01. Educational Laws in Sri Lanka. (4 hrs.)

    a.   Identifying the Educational Laws.

    b.   Historical back ground of Educational laws/acts development.

    c.   Main features of current educational laws.

02. Education ordinance law No.31 of 1939. (7 hrs.)

    a.   Importance of above education ordinance law.

    b.   Main themes of this ordinance law.

    c.   Features which are current practices now in above law

03. National Institute of Education act, No. 28 of 1985.   (8 hrs.)

    a.   Objectives of the National Institute of Education.

    b.   Power of the institute.

    c.   Administrative structure of the National Institute of Education – Council and Academic Affairs board.

    d.   Roles of Director General of NIE.

    e.   Main duties and responsibilities in Education field of NIE.

04. National College of Education act, No. 30 of 1986. (6 hrs.)

    a.   Features of National college of Education.

    b.   Administrative structure of Council and academic board – NCoE.

    c.   Related features of NIE and Ministry of Education with NCoEs.

    d.   Duties and responsibilities of Colleges of Education.

    e.   Current challenges of NCoEs.

Mid Semester – After Completion of Chapter 4

05. National Education Commission act, No. 19 of 1991. (7 hrs.)

    a.   Objectives of Establishment – National Education Commission.

    b.   Specific objectives of NEC.

    c.   Administrative structure of NEC – Council.

    d.   Main responsibilities and duties of NEC.

  e. Published reports of National Education Commission.

06. National Authority of Teacher Education act. 32 of 1997. (6 hrs.)

  a. Importance factor of establishing - NATE.

  b. Established Objectives of NATE.

  c. Administrative structure of NATE- Council and Director General.

  d. Reasons of Malfunctions above NATE now.

07. Education - Provincial level Decentralization under 13th Amendment of Democratic socialistic republic constitution. (7 hrs.)

  a. Structure of Provincial Level education process

  b. power of provincial council in education related factors

  c. Allocated Responsibilities in education at provincial level.

  d. Duties and responsibilities of Provincial Ministry of Education and Department of provincial Education.

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4. College of education act, No. 30 of 1986.
5. National Education Commission act, No.19 of 1991.
6. National Authority of teacher education act, No.32 of 1997.
7. 13th Amendment of Democratic Socialistic Republic Constitution – 1987.

Second Year Second Semester

ED/S 2213 Organizational Behavior and Effective school Management (3C)

Objectives

1. To discuss the structure of the effective school management.

2. To identify the organization and function of the effective school.

3. To categorize the character of positive school management.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Justify the meaning of definition.

2. Respond the knowledge organizational effectiveness.

3. List and understanding school resources.

4. Explain developing education management information system.

5. Classify the importance of school and community relations.

Contents

01. Definition of Management Organizational Behavior. (6 hrs)

       a. School as Organization

       b. Characteristics of an Effective School

       c. Creating Effective Organizational Climate

       d. Positive and Negative School

       e. Type of Organization

       f. Implementing Change

02. Managing Resources in the School.   (7 hrs)

       a. Physical resource Management

       b. Human resource Management

       c. Resource acquisition

       d. Analysis of resource

       e. Resource Allocation

       f. Maintenance of Resource

03. Teacher Development.   (6 hrs)

       a.   Definition

       b.   Analysis of teacher role

       c.   Staff Development needs

       d.   Supervision

e. Professional Development of teacher at School level(Counselor, Manager, and Researcher)

04. Education Management Information System.   (8 hrs)

   a. Concepts and Function

   b. Designing EMIS and use of EMIS

   c. Efficiency, Effectiveness, Equity, Quality Improvement indicators

   d. Contacts of an EMIS at School level

Mid Semester – After Completion of Chapter 4

05. Managing Curriculum.   (6 hrs)

   a. Concept

   b. Curriculum Development at School level

   c. Curriculum Implementation.

   d. Instructional Leadership.

   e. Managing Multi grade teaching and other special situation

06. School Community.   (6 hrs)

   a. Problems and issues

   b. community Development strategies

   c. Parental Education

   d. Past pupil and other to maintaining positive school Community relationship

07. School Based Management in Sri Lanka – Characteristic and method   (6 hrs)

   a. Characteristic of SBM

   b. Implementation

08. Field Experiences and Field Study.

   a. Increased knowledge and broadened understanding of the world and its workings.

   b. Integration of introductory and advanced principles.

c. The first exploratory course in a discipline for many students - open door courses.

d. Formation of instant learning communities.

e. First-hand observations of human interactions with the environment.

f. Places to learn and practice professional sampling and field collecting techniques Illustrations of real world complexities.

g. Application of theoretical or classroom knowledge to real situations.

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EDS 2223 Child growth and Study (3C)

Objectives

1. To study the child behavior and their growth and development
2. To identify the child psychology and their behavioral pattern.
3. To defend the principle of growth and development.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Demonstrate the mental growth and development.
2. Explain the Child growth and how their learned
3. Identify the Child behavior
4. Integrate the concepts formation of all stages
5. Report the child development factors.
6. Discuss and awareness about the nature and concept of educational psychology.

Contents

01. Growth and Development. (7 hrs)

       a.   General nature and principles of growth and development.

       b.   The concept of growth

       c.   Maturation as a phase of growth

       d.   Maturation and learning

       e.   Growth and Learning

       f.   Personality and Development

02. Heredity and Environment.   (3 hrs)

       a. Principles of heredity

       b. Heredity characteristics

       c. Biological characteristics

       d. Bodily Structure

       e. Environmental characteristics

03. Physical growth and Development. (4 hrs)

      a. Growth process

      b. Growth in height and weight

      c. Other important growth features

      d. Different rate of growth

04. Mental growth and development.   (5 hrs)

      a. Growth of intelligence

      b. Constancy of intelligence quotient

      c. Growth of different mental functions

05. Language development.   (4 hrs)

      a. Development of speech

      b. Growth of vocabulary

      c. Growth of length of response

      d. Development of concept

      e. Concept of space, time, causal relations, numbers

      f. Changes in intellectual development

Mid Semester – After Completion of Chapter 5

06. Emotional Development (5 hrs)

      a. Emotional in School life

      b. School's role in emotional development

      c. Influence of academic achievement on emotion

      d. Self-concepts of and academic achievement

      e. Early emotional experience and their significance

      f. Education implication of emotion.

07. Social Development and Character formation. (4 hrs)

a. Character, factors of social development

b. Factors of Socialization

08. Development of Attitudes, interest and values. (4 hrs)

      a. Attitudes

      b. Interest

      c. Values

09. Personal Development. (4 hrs)

      a. Influence of culture on development

      b. Influence of groups

      c. Close relationship among different aspects of development

      d. Emotional love and physical growth.

10. Stages of Cognitive/intellectual development. (4 hrs)

      a. Jean Piaget

      b. Jerome. S. Bruner.

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Third Year First Semester

ED/S 3113 Measurement and Evaluation of Students' Learning (3C)

Objectives

1. To enable the students to understand the basic concepts of measurement, assessment and evaluation.

2. To enable the students to understand the role of assessment in the teaching-learning process.

3. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.

4. To help the student understand relationship between measurement and evaluation in education.

5. To orient the student with tools and techniques of measurement and evaluation.

6. To make the students implement the appropriate statistic measures on an educational data for its analysis.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Compute they know the importance of specifying objective in teaching assessment of learning outcomes and to apply such activities to actual situations.
2. List them to understand and apply different types of assessment in classroom situations.
3. Synthesize them to cognize the characteristics of assessment tools and to construct appropriate assessment tools.
4. Interpret them to gain proficiency in the knowledge and use of basis statistical procedures and techniques to interpret educational data.
5. Evaluate educational problems through inferential statistics
6. Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive aspects/domains.

Contents

01. Introduction   (4 hrs)
      a. definition of measurement and evaluation
      b. How to measure the outcomes
      c. Important steps of Evaluation

02. Techniques of evaluation of Student' Learning   (8 hrs)

      a. The clarification of educational Objectives - Blooms Theories:
          Cognitive Domain, Affective Domain, Psychomotor domain
      b. techniques : Essay Test, objective test, performance Test.

03. Structural question and Standardized Test   (5 hrs)
      a. Types and characteristic of Structural question
      b. Importance of Standardized test

04. Intelligence   (6 hrs)
      a. What is intelligence?
      b.   How to measure intelligence
      c.   Intelligent Quotient
      d. Types of intelligent test

05. Aptitude test   (5 hrs)

   a.   Skill and Aptitude

   b.   Type of measure the Aptitude

   c.   Different aptitude test

06. Techniques to Evaluate Psychomotor of Students (3 hrs)

   a.   What is Psychomotor growth and Skills

   b.   School activities related to growth of psychomotor skill.

07. Techniques to Evaluate Emotional Development of Students   (6 hrs)

   a.   What is Emotional Development?

   b.   Learning outcome of emotion

   c.   Characteristic of Attitude and interest

   d.   Measurement techniques of attitude and interest.

08. Statistics in Educational Evaluation   (8 hrs)

   Mean, Median, Standard deviation, Normal curve, Frequency table

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ED 3122 Students Adjustment and Counseling (2C)

Objectives

1. To enable them to understand contemporary developments in school based Guidance and counseling service.
2. To enable them to identify the differences of guidance and counseling.
3. To enable them to know the different counseling method

Learning outcomes

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

1. Know the importance of Guidance and counseling.
2. Classify the students to understand human values and morals.
3. Identify the individual needs of the children and help them to develop their total personality.
4. Understand the nature of individual difference, children with special needs and group dynamics in the classroom and to deal effectively, with teaching and day to day school work

Contents

01. Student Adjustment (3 hrs)

 a. Introduction

 b. Definition

 c. Agreeableness

 d. Consciousness

02. The factors affecting student adjustment (3 hrs)
 a. Depression
 b. Psychological barriers

c. Tension

d. Parent relationship

03. Maladjusted students   (3 hrs)

a. Maladjusted students

b. Behavior

c. Consciousness/ unconsciousness

d. Nervousness

04. Guidance and counseling (3 hrs)

a. Guidance and counseling definition

b. Definition between Guidance and counseling

c. Counseling methods

05. Career guidance   (2 hrs)

Career development theories- Ginzberg, Robert hoppock, Ann roe, Holland, Donald super.

Mid Semester – After Completion of Chapter 5

06. School learning process and Guidance   (5 hrs)

a.   Culture

b.   Culture free

c.   Gifted child

d.   Slow learners

e.   Optimistic

f.   Unwanted

07. Techniques of guidance (5 hrs)

a.   Predict

b.   Selection

c. Differentiate

　　d. Evaluate

　　e. Intelligence quotient test

　　f. Data and interest test

08. Organizing counseling service at school (1 hr)

09. Importance of guidance and counseling   (2 hrs)
　　a. Adjustment

　　b. Pseudo concepts guidance

10 Special Guidance and counseling service (2 hrs)

　　a. Slow learner

　　b. Development Guidance

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EDS 3133 Management Theories and Practice (3C)

Objectives

1. To describe the management system in all institution in Sri Lanka.
2. To study the management systems in primary and secondary school education.
3. To evaluate the system approach in school.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Classify the importance of management.

2. Evaluate the importance of management theories.

3. Justify how to apply the theories to school management.

4. Organize the skills and techniques to manage peoples.

5. Contras the roles and function of a manager of an educational institution.

Contents

01. Introduction to Management theories (6 hrs.)

      a.   What is management?

      b.   Who is a Manager?

      c.   School management and Organization

      d.   Ethics and the manager

02. Management theories (8 hrs.)

      a.   Frederic Tyler

      b.   Hendry Fayol

      c.   McGregor

      d.   Minzberg

      e.   Hersberg

03. Major theories of management (7 hrs.)

      a.   Traits theory

      b.   Contingency theory

      c.   Theory X and Y

      d.   Systems theory

Mid Semester – After Completion of Chapter 3

04. Managing People (6 hrs.)

     a.   Managing as leader

     b.   Motivating people

     c.   Taking leadership decision

     d.   Managing Meeting

     e.   Managing yourself

05. School Structure   (6 hrs.)

     a.   Organizing School

     b.   Setting Objective

     c.   Resource allocation

     d.   Co-Curricular activities

     e.   Using community resource

06. Core leadership and management function (6 hrs.)

     a.   Reflection on leadership in self-managing School

     b.   Leading and managing staff for high performance

     c.   Managing leadership and teaching

07. Envisaging the future (6 hrs.)

     a.   Global trend and expectation for the further reforms of school

     b.   Thinking in time a Gestalt for school of the new millennium.

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EDS 3143 Educational Planning and Development (3C)

Objectives

1. To acquire necessary knowledge and expertise of the principles and procedures of educational planning and development.
2. To development an understanding and appreciation of the role of different agencies of educational planning.
3. To summarize contemporary developments in educational management and planning.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Explain, what is the educational planning?
2. Demonstrate the students to understand basic concepts of educational planning, management and development.
3. Designate the stages of planning.
4. Define the objectives of educational planning.
5. Report the regional disparities in education.
6. Explain the skills in project planning.
7. Explain the process of policy formulation
8. Critically analyze the determinants of educational policy
9. Explain the principles, methods and approaches of educational planning
10. Explain types, approaches and agencies for performance appraisal
11. Explain structure of educational organization
12. Explain various aspects of organizational climate.
13. Discuss processes of educational management
14. Describe issues in organizational development and change
15. Explain meaning, nature scope types and traits of leadership

Contents

01. Basic Concepts in Education Planning   (4 hrs.)
    a. What is planning?
    b. Relationship between planning and management
    c. Important of Planning

02. Process of Planning – Planning Cycle   (5 hrs.)

    a. Pre – Planning

b. Planning

c. plan Promotion

d. Plan Elaboration

e. Plan Implementation

f. Plan Evaluation

03. Preliminary Objectives in Education Planning   (6 hrs.)

      a. Specific Objective in Educational planning

      b. Alternative ways

04. Place of Education in Social sector planning   (6 hrs.)

      a. Social Demand approach

      b. Manpower needs approach

      c. Cost- benefit analysis

      d. System analysis

05. Regional disparities in Education Development (5 hrs.)

      a. Demographic factors

      b. Educational Factors

      c. Geographical factors

      d. Political Factors

Mid Semester – After Completion of Chapter 5

06. Diagnosis in planning   (6 hrs.)

      a. Importance of Institutional planning

      b. Advantages/Disadvantages of Institutional planning

      c. Top-down/Bottom- Up planning

07. Long Term and short Term planning   (5 hrs.)

      a. Long term planning at School level

      b. Intermediate planning

      c. Short Term planning

08. Planning at School Level (5 hrs.)

      a. Routine

      b. Annual Implementation Programme

c. Administrative planning

d. Development planning

09. Field Experience in School Level planning and planning Exercise. (3 hrs.)

10. Field Experiences and Field Study.

    a. A chance to put one's life into a realistic perspective.

    b. Explorations in to the natural elements involved in change and stability within the environment.

    c. Openings for students of all disciplines to come together.

    d. Real subjects to study and to improve observational skills.

    e. Learn to live and work with others, supporting each other during group learning activities

    f. Teamwork activities that result in enhanced learning outcomes for all.

    g. Chance to work with diverse peoples focused on a common goal.

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Third Year Second Semester

ED/S 3213 Teaching Methods and Techniques (3C)

Objectives

1. To recognize the teaching – learning process in school system in Sri Lanka.
2. To evaluate the all teaching techniques in classroom practice.
3. To identified the suitable teaching techniques for the classroom situation.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Compute the meaning of educational technology and the need for in the present context of education.
2. Analyze the various components of the teaching-learning process.
3. Collaborate the students the skills of constructing and utilizing instructional materials to facilitate and predate learning.
4. Identify the basic concept of methodology of teaching.
5. Explain and use appropriate instructional materials and aids for learning and teaching.

Contents

01. Theoretical Basis of Teaching & Learning   (6 hrs.)

    a. Teaching, Learning Pattern in Classroom

    b. Input, Output process

    c. Learning output

02. Importance of effective communication in classroom teaching   (4 hrs.)

    a. Importance of communication

    b. types of communication

    c. How to Develop the Learning process through communication

03. General methods of Teaching and learning   (7 hrs.)

    a. Social Introduction Theory

    b. Information Processing Theory

    c. Personality theory

04. Teaching Methods   (7 hrs.)

    a. Identification of objectives

    b. Explaining the relevant of Objective

    c. teaching aids

    d. Training and skill development in Teaching

    e. Lectures

    f. Discussion

    g. Group process (activities)

    h. Role play

    i. Case study

    j. team reaching

    k. Multi-grade teaching

> **Mid Semester – After Completion of Chapter 4**

05. Lesson Planning   (5 hrs.)

        a.   Preparing Notes of Lesson

        b.   Preparing Scheme of Work

06. Special Methods of Teaching & Learning   (5 hrs.)

        a.   Mathematics

        b.   Science & Technology

        c.   Social Studies

        d.   Tamil language

07. Questioning, Methods of Teaching in classroom   (3 hrs.)

08. Problem solving Methods in Teaching   (5 hrs.)

        a.   Type of Problems

        b.   Methods of solving the problem

09. Project Method in teaching   (3 hrs.)

        a.   Qualitative performances of Students

        b.   Quantitative performances of Students.

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EDS 3223 Special Needs Education (3C)

Objectives

1. To describe the needs and importance of special needs education.

2. To enable the students acquaint about the meaning, scope and history of special education.

3. To acquaint about definition, types, causes, identification, characteristics, prevention and educational programmes of various exceptional learners.

4. To discuss the various suggestions given by different commissions on education of children with special needs.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Demonstrate the attitudes to teaching and learning of special needs children.
2. Derive the capacities to understand the children with disabilities.
3. Infer the appropriate methods and techniques to handle children with disabilities.
4. Discuss the children with special needs in the field.
5. Analyze and synthesize for familiarized with different organizational patterns for meeting the needs of children with special needs.
6. Interpret the need and importance of research and contemporary developments in special education.

Contents

01. Introduction of Special and Special need Education   (4 hrs.)
   a. Concepts of special and special need education.
   b. Background of special and special need education.
   c. Importance of special and special need education.
   d. Special education in Sri Lanka

02. Learning disabilities   (8 hrs.)
   a. Visual disabilities
   b. Listening disabilities
   c. Social emotional
   d. Special disabilities
   e. Psycho motor disabilities
   f. Language and communicational disabilities
   g. Intellectual and brain disabilities

03. Children with special needs   (6 hrs.)

    a.   Slow learners

    b.   Gifted children

    c.   Handicap children

    d.   Children with physical defects

04. Behavior management- brain based approach (5 hrs.)

    a.   Partisan's activities of brain

    b.   Relationship between behavior and brain

    c.   Behavior changing process

> Mid Semester – After Completion of Chapter 4

05. Education of exceptional students   (6 hrs.)

    a.   Behavior disorder

    b.   Attitude disorder

    c.   Skill disorder

    d.   Poor competence

06. Environment with special education   (6 hrs.)

    a.   Parents and gradients

    b.   Teachers and principals

    c.   Counselors

    d.   Institution

07. Maladjusted children   (5 hrs.)

    a.   Behavior of maladjusted children

    b.   Effect in education

    c.   Special need

08. Field study approach   (5 hrs.)

    a.   Institution observation and report

    b.   Special education and school level counseling programme

    c.   Researches in special education, Action research, case study.

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Fourth Year First Semester

EDS 4113 Research Methods in Education (3C)

Objectives

1. To defend and identify the foundations of educational research.
2. To identify and outline research problems, and variables.
3. To formulate hypothesis, design educational research and to make the different techniques of data collection.
4. To expose the student to different kinds of research approaches undertaken by educational researchers.
5. To familiarize with different methods and approaches of educational research.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Define the student to understand the need for research in education to find answers to unsolved problems.
2. Respond the student to identify educational situation which need investigation?

3. Appreciate the student to gain competence in the use of different techniques of data collection.

4. Report the students to develop skills necessary to analyze and interpret relevant data.

5. Synthesize them to develop knowledge, skills and competencies in engaging in an educational research and to formulate a research report.

6. Explain them to gain competency to evaluate research reports.

7. Understand the concept of research and educational research.

8. Understand the types and methods of educational research,

9. Understand the steps involved in educational research,

10. Review the educational research articles.

11. Understand the use of different tools and techniques in educational research.

12. Understand the role and use of statistics in educational research.

13. Develop a research proposal.

Contents

01. Scientific methods of inquiry (6 hrs.)

    a. the Scientific approach to investigate education al problem

    b. Use of deductive and inductive reasoning

    c. Limitation of Scientific methods of inquiry

02. Review of Literature   (4 hrs.)

    a. Role of literature survey in research studies

    b. Sources of literature related to the research proposal

03. Research Design (8 hrs.)

    a. Quantitative and Qualitative research designs

    b. Action research in education

    c. Sampling Procedures

04. Data Collection in research Studies   (10 hrs.)

    a. Construction and use of various type of data collection tools

    b. Observation, Questionnaire, interview, tests, records

05. Analysis of data (9 hrs.)

    a. Quantitative analysis

    b. Qualitative analysis

    c. Use if statistical procedures

06. Research Reports (8 hrs.)

    a. Guideline in formulating a research report

    b. Starting research proposal

    c. Choosing a format for thesis

    g. Preparation of abstract

    h. Bibliography and acknowledgement

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EDS 4123 Evaluation of Learning Outcome (3C)

Objectives

1. To enable the students to understand the basic concepts of measurement, assessment and evaluation.

2. To illustrate and outline the role of assessment in the teaching-learning process.

3. To develop understanding about the fundamentals of sampling theory.

4. To impart knowledge about various measurement and scaling techniques.

5. To criticize the application aspects of descriptive and inferential statistics.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Explain them know the importance of specifying objective in teaching assessment of learning outcomes and to apply such activities to actual situations.
2. Justify them to understand and apply different types of assessment in classroom situations.
3. Display them to cognize the characteristics of assessment tools and to construct appropriate assessment tools.
4. Demonstrate them to gain proficiency in the knowledge and use of basis statistical procedures and techniques to interpret educational data.

Contents

01. Nature of Educational Assessment and Evaluation   (4 hrs.)
    a. Role of assessment in teaching – learning process
    b. Use and purpose of different types of assessment
        - Formative
        - Summative
        - Norm referenced
        - Criterion referenced
        - Achievement and aptitude testing

02. Educational Objective   (8 hrs.)
    a. Importance stating objective
    b. General and specific objectives in the three domains
    c. Bloom's taxonomy
    d. Krathwhol's taxonomy
    e. Simpson's taxonomy

03. Characteristics of Assessment tools (4 hrs.)
    a. Reliability
    b. Validity

04. Assessment techniques of achievement in the cognitive domain (6 hrs.)

    a. Writing objectives to measure learning out come

    b. Different types of assessment tools

    c. Supply type test

- Essay
- Structural essay
- Short answer

    d. Selection types tests

- Alternative type
- MCQ type.

> Mid Semester – After Completion of Chapter 4

05. Assessment of affective Characteristics (4 hrs.)

    a. Techniques of assessment

- Observation
- Self- report

    b. Construction and use of assessment tools such as

- Check list
- Observation schedules
- Rating scale
- Interest inventories
- Interview schedules
- Personality inventories

06. Assessment of psychomotor abilities (5 hrs.)

    a. Assessment of psychomotor aspects of students behaviors

    b. performance tests – Evaluation of process and product

07. Analysis and interpretation of test scores (8 hrs.)

    a. Tabulation and graphical representation of data

    b. Measures of central tendency and variability

    c. Measures of relationship

d. Standard scores - Z score, T score, Percentile

e. Normal curve equivalents

08. Current trends in Assessment and Evaluation (6 hrs.)

   a. In course assessment and continuous assessment

   b. School based assessment

   c. Evaluation of assessment and projects portfolios

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EDS 4133 Comparative Education (3C)

Objectives

1. To compare the all education system and its history in the world.

2. To prepare and describe the development of educational system in each country.

3. To summarize the differences between the educational systems among the selected country.

Intended Learning outcomes

At the end of this course students will be able to**;**

1. Organize need for comparative education.

2. Solicit the methods of comparative study

3. Identify the benefits of comparative study

4. Report and gain knowledge about the problems of comparative education in related countries

5. Synthesize the skills in comparing the system of the countries.

6. Explain the concept, history and purposes of comparative education.

7. Explain the importance and limitations of comparative education.

8. Explain the factors influencing the educational system of a country.

9. Explain the educational ladder of U.K., Finland and India.

10. Compare the salient features of educational system of U.K., Finland and India.

11. Explain the educational ladder of U.S.A., China and India.

12. Compare the salient features of educational system of U.S.A., China and India.

13. Compare the teacher education program in U.K., Finland, U.S.A., China and India.

14. Discuss recent trends and innovations in education of U.K., Finland, U.S.A., China and India.

Contents

01. Factors of Comparative Education   (8 hrs.)
    a. Geographical factor
    b. Economical factor
    c. Racial factor
    d. Philosophical factor
    e. Moral factor
    f. Religious factor

02. Method of study of Comparative Education (8 hrs.)
    a. Quantitative of statistical methods
    b. Descriptive method
    c. Sociological method
    d. Historical method

03. Development and aims of Comparative Education   (6 hrs.)
    a. Comparative study in early stages
    b. Development of Comparative Education
        - First stage

- Second stage

- Third stage

> Mid Semester – After Completion of Chapter 3

04. Factors of National System of Education   (9 hrs.)

    a. Cultural consciousness

    b. Some permanent values of culture

    c. Necessity to develop live for one's own culture

    d. Economic security

    e. Consciousness of National unity

05. Problems in Comparative education in UK, USA, China, and India   (9 hrs.)

    a. The government and education

    b. Educational Autonomy

    c. Organization of Curriculum

    d. Students unrest

    e. Examination System

    f. Problems of Admission

    g. Correspondence courses

6. Preschool & Primary Educate   (5 hrs.)

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EDS 4143 Contemporary issues and policies in Education (3C)

Objectives

1. To gain knowledge of educational policies and practices in contemporary world
2. To evaluated the impact of decentralization and devolution on education
3. To gain knowledge on the education system that existed in Sri Lanka prior to recent reforms

Intended Learning outcomes

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

1. Explain the student to examine the relationship between education and development
2. Analyze them to assess the impact of successive educational policies and reforms, with particular reference to the present situation.
3. Discuss the student gain competency to examine contemporary social problems in Sri Lanka in relation to education.
4. Analyze the student to comprehend new trends in education in developing and developed countries.

Contents

01. Education and Development   (6 hrs.)
    a. Concept of Development and Education
    b. Interaction between Educational and Economics
    c. Interaction among Educators, Politics and Social structure
    d. Education and Human Development
    e. Educational planning for Development

02. Decentralization and Devolution in education   (5 hrs.)
    a. Concept of centralization Decentralization and Devolution
    b. Problem and issues in Decentralization and devolution

03. Problems in Education   (5 hrs.)
    a. Problems related to race, Religion and Language
    b. Women Education
    c. Adult Education

04. Education Policies and Reforms in Sri Lanka   (10 hrs.)
    a. Historical perspective: Educational Development up to Dutch period
    b. Educational Development under the British rule.
    c. Forces of change in Education during the pre- independent era.
    d. Major Educational policies and reforms after independence
    e. Present National education policy and practices.

Mid Semester – After Completion of Chapter 4

05. Contemporary Social problems in Sri Lanka in relation to Education   (5 hrs.)
    a. Youth unrest: Strategies to resolve youth unrest through education

b. Gender issue: towards gender equity in Education.

06. Relative outlook on educational problems: Case studies   (7 hrs.)

    a. Educational systems in a few selected countries.

07. Current issues in education in comparative perspectives   (7 hrs.)

    a. Internationalization of education

    b. Feature of education in developing countries

    c. Media in education.

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EDS 4153 Sociology of Education (3C)

Objectives

1. To use sociological theories to explain the causes and consequences of the expansion of schooling.
2. To describe and explain the extent of and changes in inequalities in education.
3. To describe the forces shaping the organization of schooling and the work of teachers.
4. To critically evaluate proposals for school reform.
5. To summarize and interpret own school experiences sociologically.

Intended Learning outcomes

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

1. Understand the influence of sociological factors in education
2. Identify and examine the influence of social agents in socializing children
3. Develop the skills to prepare school based projects in accordance with the cultural background of the school
4. Equip the students with the ability of participating in programmes to find solution to problem of the society
5. Equip them to comprehend the participatory role of the school community in social development
6. Develop in them the ability to engage in sociology related research

Contents

01. Nature and scope of sociology of Education (12 hrs.)
    a. Role of Sociology in understanding human behavior.
    b. Historical sketch of development of Sociology of Education.

c. The status of Sociology among Social Sciences.

d. Sociology as a scientific discipline.

e. Different areas of sociology.

f. Importance of Educational Sociology for teaching – learning process.

02. Agents of Socialization   (10 hrs.)

a. Traditional and modern role family.

b. School as an agent of socialization.

c. Importance of peer groups with reference / emphasis on childhood and adolescence.

d. Effect of modern technology and mass media.

e. Crises of socialization in modern society.

03. Culture and Education   (13 hrs.)

a. Definition of culture.

b. Nature of culture, sub – culture.

c. Relationship between education and culture.

d. Education in the process of transferring culture and the role of the school and the teacher in transferring of culture.

e. The responsibility of the school and the teacher in transferring of culture.

f. Effects of cultural environment and deprivation on education.

Mid Semester – After Completion of Chapter 3

04. School and Community   (10 hrs.)

a. School community relationship.

b. Role of school in developing community.

c. Functions of the community in developing the school.

d. Role of school management in linking school and community with special reference to Sri Lanka.

05. Field Experiences and Field Study provide

    a. Personal exposure to peoples and other places, cultures, through travel.

    b. Increased knowledge and broadened understanding of the world and its workings.

    c. Professional experiences required by many related jobs.

    d. Formation of instant learning communities.

    e. First-hand observations of human interactions with the environment.

    f. Places to learn and practice professional sampling and field collecting techniques Illustrations of real world complexities.

    g. Application of theoretical or classroom knowledge to real situations.

    h. Explorations in to the natural elements involved in change and stability within the environment.

    i. Real subjects to study and to improve observational skills.

    j. Teamwork activities that result in enhanced learning outcomes for all.

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Fourth Year Second Semester

EDS 4213 Curriculum Theories and Practice (3C)

Objectives

1. To develop a broad perspective of the theory of curriculum development and history of curriculum development in relation with philosophy, psychology and sociology.
2. To develop in them the conceptual bases relating to curriculum planning and organization.
3. To develop in them futuristic orientation towards the needs of the society in regards to types of curricula and research in curriculum.
4. To provides an overview of the main concepts involved in course design and planning.
5. To raises awareness of factors which contribute to effective learning.
6. To enables you to incorporate educational theory into everyday practice.
7. To define curriculum and identify the components of curriculum.
8. To develop an understanding about important principles of curriculum development.
9. To understand the basics, design, process and techniques of curriculum development.
10. To acquaint with curricular implementation and process of curricular evaluation.
11. To understand issues and trends in curricular development.
12. To understand Pedagogy in teaching-learning process

Intended Learning outcomes

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

1. Explain the students to understand the concepts of curriculum.
2. Compute the students to cognize the place of curriculum in the educative process.
3. Integrate them to enhance the knowledge of curriculum theory.
4. Analyze the students to acquire knowledge and skills in implementing a curriculum at the classroom level.
5. State the understanding about different models of evaluation.
6. Describe approaches to curriculum development and design
7. Plan a course or session using an outcome based approach

8. Write learning objectives/outcomes which communicate the intended learning to students and others

9. Recognize factors which contribute to effective teaching and learning in your own practice

10. Outline implications of curriculum change

11. Select appropriate strategies in changing a curriculum for your profession

12. Make a more effective contribution towards curriculum design

Contents

01. Management changing definition of curriculum. (2 hrs.)

02. The elements of the curriculum   (6 hrs.)

       a.   aims and learning outcomes

       b.   content

       c.   teaching and learning methods

       d.   assessment

       e.   learning resources

03. Types of curriculum and trends in curriculum development   (6 hrs.)

       a. strategies of curriculum development

       b. objectives model

       c. process model

       d. models of curriculum development

04. Curriculum development in Sri Lanka before and after independence   (4 hrs.)

05. Models of curriculum development   (6 hrs.)

Mid Semester – After Completion of Chapter 5

06. Curriculum organization: Objective and contents   (4 hrs.)

07. Development of the teaching- learning situation   (6 hrs.)

08. Problem of curriculum organization   (4 hrs.)

09. Curriculum evaluation   (3 hrs.)

10. A critical study of contemporary curricular organization in Sri Lanka   (4 hrs.)

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EDS 4226 Internship Programme (Teaching Practice)

Objectives

1. To identify the teaching – learning process in school system in Sri Lanka.

2. To evaluate the all teaching techniques in classroom practice.

3. To identified the suitable teaching techniques for the classroom situation.

Intended Learning outcomes

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

1. Compare the student to understand the basic concepts in methodology of teaching.
2. Discuss them the skill of applying different methods in classroom teaching.
3. List them to construct and use appropriate teaching materials and aids.
4. Justify them to manage the curriculum at the classroom level
5. Demonstrate them to understand the importance and management of co-curricular activities.
6. Interpret them with relevant knowledge and skills in handling assessment techniques
7. To get an opportunity to observe the teaching of experienced teachers.
8. To work under the guidance of experienced school teachers (Mentor).
9. To know which types of records are maintained in the school and how they are prepared?
10. To participate in co-curricular and extracurricular activities organized in the schools system.
11. To participate in assessment work done in the school.
12. To have feel of total experience of teachers in the school.
13. To observe children and the teaching learning process in a systematic manner.
14. To learn to relate to and communicate with children.
15. To evaluate school textbooks and other resource material critically in the context of Children is development and pedagogic approach used.
16. To develop a repertoire of resources which can be used by the intern later in his/her teaching textbooks, children is literature, activities and games, planning excursions
17. To reflect critically on practice by visiting a learning centre.

Interaction with Classroom

> **1. Block teaching**

In this programme, for one method student will select one unit from the subject with consultation of Mentor. He will prepare the lesson plan for that unit. He will teach that unit for at least five periods under the guidance and observation of the Mentor or University lecturer. At the end of the teaching he/she will prepare and conduct a unit test. Same activity

will be repeated for other method. Marks calculated out of 50 are to be given for the block teaching.

2. Lessons Based on Models of Teaching

Student teacher will conduct at least five lessons based on any two models of teaching suitable to his/her methods. Marks calculated out of 50 are to be given for lessons based on models of teaching.

Contents
1. Scheme of work
2. Plan of work
3. Teaching – Learning aids
4. Methods of teaching.
5. Methods of student's assessment.
6. Remedial measures
7. Maintenance of records
8. Participation

> Stage I – Evaluation by Mentor
>
> Stage II – Evaluation by University Staff

References
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EDS 4236 Dissertation (6C)

Objective

1. To students can give, both in discussion and in writing, an overview of the current state of knowledge and research in a chosen field of specialization, referencing both major primary works and important secondary sources.

2. To the students need to demonstrate ability to, on the one hand, take initiative with regards to planning and execution of the dissertation work and, on the other hand, seek guidance and support from the supervisor when needed.

3. To demonstrate knowledge and understanding in the main field of study, including both broad

4. To knowledge in the field and substantially deeper knowledge.

5. To demonstrate deeper methodological knowledge in the main field of study.

6. To systematically integrate knowledge acquired during the studies.

7. To be able to assimilate the contents of the relevant literature and relate their work to this.

8. To demonstrate ability to clearly present and discuss conclusions on the degree project in writing and orally.

9. To critically examine and oppose on another students degree project.

10. To be able to create, analyse and/or assess scientific issues in theories and methods

Intended Learning outcomes

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

1. Critically read, understand, and evaluate current literature in the discipline.
2. Integrate and synthesize ideas within the field.
3. Demonstrate comprehensive knowledge of the literature in the field.
4. Critically evaluate empirical evidence.
5. Demonstrate a comprehensive understanding of techniques critical to scholarship in the field.

The purpose of the dissertation is both process and product. Through this preparation the student both learns and demonstrates the ability to conduct independent, original, and significant research. The dissertation provides evidence the student is able to:

01. Identify/define problems.
02. Generate questions and/or hypotheses.

03. Review and summarize the literature.

04. Apply appropriate research methods.

05. Collect data systematically.

06. Conduct research responsibly and ethically.

07. Evaluate, interpret, and analyze a body of empirical data and evidence.

08. Discuss findings in the broader context of the field.

09. Develop and sustain an evidence - based argument.

10. Write and speak critically and coherently.

11. Produce publishable results.

References

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Marks Systems

Formative Evaluation (Continuous Evaluation) - 40 marks

Students - Centered teaching and learning methods.

The following methods are using to the evaluation base on skill development.

01. Assignment (Writing skill)
02. Group Presentation (Understanding)
03. Group Project (Understanding)
04. Individual Presentation (Personality skill)
05. Field trip Assignment (Report writing))
06. Small Group discussion and report Presentation (Participation among them)

Mid Semester Examination – 10 marks

Summative Evaluation (Semester end examination) – 50 marks

Model of the question paper – Final end semester examination

1. 3 C subject
   Part I :Answer 2 question out of 3. (each question – 14 marks)

   Part II : Answer 3 question out of 4. (each question – 24 marks)

2. 2 C subject

   Part I :Answer 2 question out of 3. (each question – 20 marks)

   Part II : Answer 2 question out of 3. (each question – 30 marks)

Writing of a Synopsis and Presentation (Survey Research)

Survey research method is commonly using the educational field. Researcher initially attempt to find out the research problems of their field. After selection, definition, delimitation and statement of a problem, a synopsis may be written in the following four parts.

1. Introduction

- Emergence of the Problem / Formulation of the Problem / Definition of Terms in the Problem **/** Statement of the Problems
- Background of the Study
- Rationale of the Study
- General Objectives and Specific objectives of Research / Hypothesis of Research
- Delimitation of the Field and Sample of Research and Area**.**

2. Related Literature

- Preparation of some Bibliography of Related Literature
- Critical Summary of selected Research Papers (if any) bearing on the Problem of Research

3. Procedure

Phase I

- Methodology of the Research
- Selection of Sampling Method/Methods – Justification
- Selection of the Tool/Tools – Justification

Phase II

- Data collection methods
- Supplementary data – Case studies, etc.

Phase III

- Processing and Analysis of data (Qualitative, Quantitative and Mixed method).
  (Statistical Techniques should be mentioned and their use should be justified)

Phase IV

- Experimental verification of suggestions – Fellow – up studies

4. Bibliography

- This should include both primary and secondary sources and books as well as periodicals consulted (Hayward or APS).

The synopsis must be presented within a maximum of **10** pages (10 sheets back to back), excluding the cover page with soft cover bound and submitted to the Senior Assistant Registrar / Exams, Eastern University, Sri Lanka at least two weeks before the presentation of the synopsis.

Title of the Page

The title of the synopsis should be as concise as possible. It must occur consistently in every respect, including punctuation, capitalization, and hyphenation, on the abstract and approval forms. On the title page, the identical title must appear in all capital letters with each line centered on the page. The month in which the synopsis is submitted, e.g., May, August, or January is to be printed at the bottom of the page along with the year. The title page is not numbered, but it is counted.

Page Dimensions and Margin

The synopsis should be prepared on good quality white paper preferably not lower than 80 gsm. Standard A4 size (210 mm X 297 mm) paper should be used for preparing the copies. The final synopsis should have the following page margins:

> Top edge: 1 inch (25 mm)
> Left side: 1 ½ inch (38 mm)
> Bottom edge: 1 inch (25 mm)
> Right side: 1 inch (25 mm)

Type – Setting, Text Processing and Printing

The text shall be printed employing Laserjet or Inkjet printer, the text having been processed using a standard text processor. The standard font shall be Times New Roman for the English version and Baamini/Kalaham for Tamil version of 12 pts with 1.5 line spacing and the final print shall be single page printing (not both sides).

Headings and Subheadings

The scholar may use headings and subheadings to subdivide chapters or sections, but a consistent sequence of headings as identified in the style guide selected must be followed. Once the sequence is chosen, it must be followed consistently throughout the synopsis. Sections and sub-sections can be numbered using decimal points, e.g., 1.2, 1.2.1. Use only **Arabic Numerals with decimals**. Section numbering should be left justified using large bold print. Sub section numbering should be left justified using large bold print.

Seminar

Candidates shall submit their title of their seminar paper to the relevant Head of Department of Education and Childcare, Eastern University, Sri Lanka one month from the commencement of the study programme. The seminar shall be determined by the Head of Department of Education and Childcare, Eastern University, Sri Lanka during the course of the study programme.

Preparation of Dissertation

Dissertation has include minimum five Chapters in Survey Research

1. Chapter 1 - Introduction
2. Chapter 2 - Review of Literature
3. Chapter 3 - Methodology
4. Chapter 4 - Data Analysis, Interpretation and Discussion
5. Chapter 5 – Finding, Conclusion and Recommendation
   Bibliography
   Appendix

Chapter One – Introduction

1.1 Introduction

1.2 Background of the study

1.3 Problems of the Study

1.4 Objective of the Study

1.5 Rational of the Study

1.6 Significant of the Study

1.7 Definition of key terms

1.8 Summery

Chapter Two - Review of Literature

Chapter Three – Methodology

3.1 Introduction.

3.2 General and Specific objective of the Study / Hypothesis.

3.3 Methodological Approach of the Study.

3.4 Population

      3.4.1 Research area

      3.4.2 Selection of sample

      3.4.2 The Rationale for sampling technique, size of the sample and limitation of the sample etc.

3.5 Research tools for data collection.

      3.5.1 Technique of Measurement (how to select the measures)

      3.5.2 Selection of Tools (questionnaire, interview, document etc…..)

      3.5.3 Construction of the Tools

      3.5.4 Administration of the tools

      3.5.5 Pilot study

3.5.6 Reliability and Validity of the research tools

3.5.7 If any statistical techniques employed in the study.

3.5.8 Methods of collection.

3.6 Method of data analysis.

3.6.1. Qualitative methods

3.6.2 Quantitative methods

3.6.3 Mixed methods?

3.7 Summery

Chapter Four – Data Analysis, Interpretation and Discussion

Chapter Five – Finding, Conclusion and Recommendation

5.1 Introduction

5.2 Findings

5.3 Conclusion

5.4 Recommendation

5.5 Limitation of the study

5.6 Educational Implication of the study

5.7 Suggestion for further Research

5.8 Summery

Bibliography (Hayward or APS method can be use)

Appendix 1, 2, 3, 4, 5…

Department of Education and Childcare, Faculty of Arts and Culture.
Bachelor of Education

EDS 4236 Dissertation (6C) - Evaluation Format (Research Report)

Student's Name and Registration Number: ……………………………………………………

Criteria	Maximum Marks	Allocated Marks
01. Choice of topic – Originality, Importance	05	
02. Objectives / Hypotheses	05	
03. Adequately researched, literature review	10	
04. Adequately supported materials	10	
05. Appropriate methods/techniques/choice of application of analytical tools	15	
06. Presentation and interpretation of Findings	25	
07. Conclusions consistent with objective	05	
08. Recommendations/suggestions	05	
09. Reference list	05	
10. Abstract	05	
11. Adherence to style and format consistency	10	
Total	**100**	
Total Marks converted to 60	**60**	

Examiner's   Name and Signature: …………………………..

Department of Education and Childcare, Faculty of Arts and Culture.
Bachelor of Education
EDS 4236 Dissertation (6C) - Oral Presentation Format (Research Report)

Time : 15 minutes presentation and 05 minutes discussion

Student's Registration Number: …………………………………………………………………..

Criteria	Maximum Marks	Allocated Marks
01. Logical sequence of presentation	15	
02. Adequacy of explanation, research problem and rationale	20	
03. Knowledge of subjects	35	
04. Poise and confidence	10	
05. Use of Language, Quality of visual aids used	10	
06. Conformity to time limit	10	
Total	**100**	
Total Marks converted to 40	**40**	

Dissertation Evaluation Marks (out of 60):

Oral Presentation Marks (out of 40):

Final Marks:

Examiner's   Name and Signature :………………………………………………………………

சிரேஷ்ட உதவிப்பதிவாளர்,
பரீட்சைப் பகுதி,
கிழக்குப்பல்கலைக்கழகம்.

ஊடாக,

தலைவர்,
கல்வி,பிள்ளைநலத்துறை,
கலைகலாசாரபீடம்.

மேற்பார்வையாளரின் உறுதிப்படுத்தும் சான்றிதழ்

கல்விமானி கற்கைநெறியின் ஒருபகுதியான ஆய்வுச்செயற்பாட்டினை, (EDS- 4236 Dissertation)

திரு/ திருமதி/ செல்வி .... எனது மேற்பார்வையின் கீழ்

சிறப்பாக மேற்கொண்டு, வழிநடத்தப்பட்டுள்ளார் என்பதையும், இச்செயற்பாட்டின் இறுதியில்

சமர்ப்பிக்கப்பட்ட ஆய்வு அறிக்கையினை மதிப்பீடு செய்த இரு பரீட்சகர்களின்

அறிக்கையின்படி, இவரது ஆய்வுச்செயற்பாடறிக்கை திருத்தப்பட்டு, ஒழுங்கமைக்கப்பட்டு

மேலதிக விடயங்களும் சேர்க்கப்பட்டுள்ளதென்பதையும் உறுதிப்படுத்துகிறேன்.

மேற்பார்வையாளரின் பெயர்:

கையொப்பம்:

திகதி:

....

தலைவர்

கல்வி,பிள்ளைநலத்துறை

கலைகலாசாரபீடம்.

திகதி: