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Master of Education (SLQF 9)

The Department of Education and Childcare offers Master of Education programs noted for its theory with research based coursework lead by dedicated faculty who are well recognized nationally and internationally for their research and talents. Our esteemed faculty will guide and prepare you in the breadth and depth of learning that will enable you to participate in high quality work that can impact practice and policy in your various fields of education and career paths.

All the subject contents have been designed to offer a dynamic and coherent postgraduate learning experience. Our programme should contribute to your studies being an effective and enjoyable period of professional development. Therefore, the handbook is intended as a guide to various aspects of the Master in Education programme offered by the Department of Education and Childcare. It has been designed specifically for Master in Education students of the Eastern University, Sri Lanka and it's prepare educational leaders for learning environments such as classrooms, schools and other learning organizations in Sri Lanka. By the end of their studies, our postgraduates have not only enriched their knowledge but have also developed greater insights into what education can and should be. These insights enrich students' personal careers, but they are also important to society as a whole.

Program Objectives

General Objective

“To prepare students as Teacher Educators, Administrators and Researchers for various institutions engaged in Teaching, Educational Research and Educational Planning.”

Specific Objectives

The objectives for M.Ed. course are as follows:

1. To prepare teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.
2. To prepare professionals for teaching in colleges of education.
3. To train professionals for psychological testing; personal, educational and vocational guidance; statistical analysis with an educational orientation.
4. To orient students for participation in programmes of educational evaluation and examination reforms.
5. To train professionals for organizing curriculum development and preparation of instructional materials.
6. To prepare teacher educators through systematic study and research in order to contribute to the development of educational literature and lead to the growth of education as a discipline.

Those who seek a Master's Degree in Education are driven by a dedication to the educational system as a whole. You thrive on the idea of facilitating change in your school and the community to improve the student experience and future educators. The foundational vision for the Eastern University, Master of Education is to prepare critically reflective teachers who are able to understand educational research and leverage it to improve the effectiveness of their teaching practice through the creation of optimal teaching environments for all students.

Now, with a unique suite of regionally accredited programs, you have the opportunity to choose the path that best aligns with your personal and career goals, all in shorter time than you may have ever imagined possible. The Curriculum & Instruction program is designed for secondary school teachers who are committed to improving the learning outcomes for their students. The comprehensive, specialized curriculum and concentrations focus on the motivations behind learning and equip you with the tools to create and shape opportunities for effective learning. This program will offer you a broad and comprehensive

understanding of the Sri Lankan education system, while preparing you to facilitate positive change in your classroom.

Program Learning Outcomes

The Master of Educational program is guided by well-defined and appropriate educational objectives that differ substantially from undergraduate goals in their depth and complexity, and in their requirements for intellectual commitment and professional application. Graduate students are expected to know and be able to perform the following skills.

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

1. Plan curriculum and design instruction to enhance student learning.
2. Participants demonstrate content knowledge, practice age-appropriate pedagogy, and design curriculum based on standards and knowledge of students' achievement, development, and background.
3. Engage and support all students in learning. Participants are able to engage all students in the learning process by the use of research-validated instructional strategies. They accommodate individual student's needs and differentiate instruction to meet these needs. They practice professional reflection regarding their own instruction.
4. Assess and evaluate student learning. Participants use multiple sources of formal and informal assessments to verify student learning, inform instruction, and communicate findings to appropriate individuals.
5. Demonstrate professionalism to support student learning. Participants understand and act consistently with education laws and uphold the ethical policies of the University. They establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.
6. Participants build professional competence that will allow them to design and evaluate curriculum at the school, district, or state level.
7. Participants build competencies for teaching by researching, implementing, and reflecting on models of instruction and instructional strategies.

8. Participants develop proficiencies in selecting appropriate instructional models and methods to address specific learning objectives through lesson design.
9. Participants understand how current research informs educational practice, including student assessment at the school, district, or state level.
10. Participants build fluency in critically evaluating educational research, theory, and practice used in their daily professional work.
11. As a result of maturing through these processes, students identify themselves as scholar educators and reflective practitioners.

There will be 11 courses in two semesters and the details are given in the following table. The students are requested to sit all courses during this period. All the courses are compulsory.

Status of the structure of Master of Educational programme

Subject Code	Subject Name	Credits	Teaching hrs
First Semester			
MED 1011	Philosophical Foundation of Education	3	45
MED 1012	Psychological Foundation of Education	3	45
MED 1013	Educational Planning and Management	3	45
MED 1014	English Language Skill	3	45
MCC 102	Research Methodology	4	60
Total Credits		16	
Second Semester			
MED 1021	Comparative and Historical Study of Education	3	45
MED 1022	Preschool and Primary Education	3	45
MED 1023	Evaluation of Educational Dimensions	3	45
MED 1024	Contemporary issues in Education	3	45
MED 1030	Dissertation	6	-
MCC 201	Introduction to Information and Communication Technology I & II	2	30
Total Credits		20	

Detail Syllabus

First Semester

MED 1011 Philosophical Foundations of Education (3C)

Objectives

1. To expose the students to different modes of philosophical enquiry as a basis of all educational endeavors.
2. To enable the students to understand the significance of the ultimate human concerns and the contribution of philosophy in the regard.
3. To develop an understanding among students about the contributions of Eastern and western philosophies.
4. To expose the students to different modes of philosophical enquiry as a basis of all educational endeavors.

Intended Learning outcomes

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

1. Enable the student to understand and define the concept of education.
2. Understand and define the concept of education.
3. Enable them to analyses the philosophical bases of education.
4. Enable them to understand human values and morals.
5. Enable them to examine the forces and process of socialization
6. Enable them to develop in them the ability to apply the concepts and principles of educational sociology to teaching and learning process.
7. Enable them to promote national integration among different social group.
8. Understand the professional culture of teachers.
9. Understand the conceptual framework, nature and functions of philosophy of education.
10. Analyze, interpret and synthesize of various concepts, proposition and philosophical assumptions about educational phenomena.

11. Compare concepts of education between/among various western philosophical schools/traditions.
12. Critical appraisal of contributions made to education by prominent educational thinkers.
13. Develop philosophical insight for resolution of educational issues.

Contents

1.0. Philosophy and Educational Philosophy

1. Definition and Scope
2. Aims and Objective of Education Unit
3. Relevance to Education in respect of Teachers, Principles, Curriculum developer, Planners

2.0. Social foundations of Education Unit

1. Educational Sociology
2. Definition and Scope
3. Theories and its relevance to Education
4. Sociological factors
5. Socialization process and its impact on Education

3.0. Concept of Teaching and Pedagogical approaches

Conceptual framework of teaching with special reference to Traditional Educators

- | | |
|-----------------------|---------------------|
| 1. Plato | Rousseau |
| 2. Socrates | Froebel |
| 3. Aristotle | Karl Marx |
| 4. Comenius | Swami Vipulananthar |
| 5. Sri Arumuganavalar | MahathmaGandi |
| 6. John Dewey | Bertrand Russell |
| 7. Michel Facoult | Paulo Freirie |

4.0. Different approaches to teaching.

1. Psychological

2. Philosophical
3. Sociological and Research.

5.0. Communication skill in teaching

1. Listening
2. Explaining
3. Defining
4. Questioning
5. Probing
6. Responding
7. Feedback
8. Reinforcement

6.0 Qualitative changes in Education

1. School culture
2. Professional Development of teachers
3. Teacher personality and qualities of good teachers
4. Value Education
5. Scientific outlook

7.0. Curriculum Studies

1. Need and definition
2. Aims and Objective
3. Different curriculum
4. Types of curriculum

8.0. Sociology of Education

1. Definition and Scope
2. Sociological factors
3. Theories and relevance to education
4. Process of Socialization and its impact

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MED 1012 Psychological Foundations of Education (3C)

Objectives

1. To provide students a theoretical background of educational psychology and its important concepts.
2. To help them understand the application of theories of educational psychology in educational practice.
3. To enable them to understand the nature of growth and development, learning, motivation, and it's various educational implications.
4. To help them to 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
5. To enable them to gain knowledge of the personality development in the assessment of children and to know the contemporary development in educational psychology.

Intended Learning outcomes

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

1. Enable the students to develop and to know the ways of understanding the philosophical life.
2. Develop skills pertaining to philosophical analysis.
3. Understand the importance psychology in human development.
4. Enable the students to understand human values and morals.
5. Identify the individual needs of the children and help them to develop their total personality.
6. Enable them to gain knowledge of the personality development in the assessment of children and to know the contemporary developments in educational psychology.
7. Develop understanding of the psychological bases of Education.
8. Understand the Cognitive, Affective and Cognitive development of children.
9. Develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement..
10. Understand the Changing Concept of Intelligence and it's applications.
11. Understand the theories of Learning and their Utility in the Teaching Learning Process.
12. Understand the Concept and Process of teaching

Contents

1.0. Psychology and Educational Psychology

1. Definition and Scope
2. Methods of Psychological Studies
3. Relevance to Education
 - Designing curriculum
 - Choice of learning material
 - Planning and executing various methods of instruction in the Class room
4. Neo-Marxian thoughts on Educational Psychology.

2.0. The Child

1. Significance of Childhood
 2. Cognitive development
 3. Affective development
 4. Psycho-motto development
- 3.0. The adolescent
1. Psycho-social development
 2. Cognitive development
 3. Hazards of development
- 4.0. Advances in child and adolescent psychology
1. Advances in child psychology
 2. Advances in adolescent psychology
- 5.0. Language and Thought
1. Language and Thought
 2. Concept formation
- 6.0. Mediating process in Cognitive Behavior.
1. Perception
 2. Memory and recall strategies and study skills
- 7.0. Learning
1. Behavioral learning/ S.R. Theories and their application
 2. Cognitive learning/ field theories
 3. Traditional theories of learning
4. Field- Cognition theories- Kurt, Lewin, E.C.Tolman, Gestalists
5. Piaget, Bruner, Gagne
 6. Information processing- the concept and the application
 7. Social Learning

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MED 1013 – Education Planning and Management (3C)

Objectives

1. To enable the students 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 enable them to understand contemporary developments in educational management and planning.

Intended Learning outcomes

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

1. Understand what is the educational planning.
2. Enable the students to understand basic concepts of educational planning, management and development.
3. Know the stages of planning
4. Understand the objectives of educational planning
5. Understand regional disparities in education
6. Gain skills in project planning

Contents

- 1.0. Concept and theories of Education Planning and Management
 - 1. Basic Concepts
 - 2. Development of theories of planning and organization
 - 3. Educational Management and school Leadership
 - 4. Management of social sector organization

- 2.0. Practices of planning and management of Education Institution
 - 1. Planning of Education Institution
 - 2. Inspection and Supervision of Education Institution
 - 3. Statutory responsibility of Education Institution
 - 4. Institutional plans, program and projects.

- 3.0. Management of Educational changes and reforms
 - 1. Basic concepts of changes
 - 2. Managerial aspects of Educational changes
 - 3. Managerial and administrative aspects of educational changes

- 4.0. Educational Planning
 - 1. Basic concepts of changes
 - 2. Provincial, district, zonal level planning and management
 - 3. School level planning
 - 4. School as an organization

- 4.0. Time management for Educational organization
 - 1. Basic concept and Time management
 - 2. Time management for Educational organization
 - 3. Time management for leaders of Education
 - 4. Management of Time table
 - 5. Promotion of curricular and curricular activities

- 6.0. Human Resource Development for Educational Management
 - 1. Basic theories of Manpower and HRD
 - 2. HRD for Educational Institution
 - 3. Staff Development of Education Institution
 - 4. Recent development in HRD relevant to education

7.0. Management of Resources

1. Principles of resource Management
2. Types of resource Management
3. Development and Maintenance.

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MCC 102 Research Methods in Education (4C)

Objectives

1. To enable students to understand the foundations of educational research.
2. To enable students to identify research problems, and variables.
3. To enable students to formulate hypothesis, design educational research and to make the understanding different techniques of data collection.
4. To enable students 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. Enable the student to understand the need for research in education to find answers to unsolved problems.
2. Expose the student to different kinds of research approaches undertaken by educational researchers.
3. Enable students to formulate hypothesis, design educational research and to make the understanding different techniques of data collection.

4. Enable the student to identify educational situation which need investigation.
5. Enable the student to gain competence in the use of different techniques of data collection.
6. Enable the students to develop skills necessary to analyze and interpret relevant data.
7. Enable them to develop knowledge, skills and competencies in engaging in an educational research and to formulate a research report.
8. Enable them to gain competency to evaluate research reports.
9. Understand the concept of research and educational research.
10. Understand the types and methods of educational research,
11. Understand the steps involved in educational research,
12. Review the educational research articles
13. Understand the use of different tools and techniques in educational research
14. Understand the role and use of statistics in educational research
15. Develop a research proposal.

Contents

- 1.0. Nature of Research
 1. Research in General
 2. Research Perspectives
- 2.0. Nature of Social Science Research
 1. Social Science Research
 2. Educational Research
 3. Scope and purpose of research
 4. Scope and purpose of Edu. research with particular reference to SL
- 3.0. Stages of Research
 1. Identification and statement of problems
 - Review of Literature
 - Research Question
 2. Formulation of Hypothesis
 3. Formulation and Design

4. Gathering Data
 5. Coding and Analyzing Data
 6. Interpreting results to answer research questions (Hypothesis)
- 4.0. Research Designs
1. Experimental research 1
Experimental research 2
 2. Descriptive Research
 - Case studies
 - Development studies
 - a. Longitudinal studies
 - b. Cross-sectional studies Surveys
 - c. Longitudinal studies
 - d. Cross-sectional studies
 - e. Co-relation studies
 - 3 Historical research
 4. Ethnographical and qualitative research
 5. Action research
 6. Policy research
 7. Evaluation research
- 5.0. Data Collection
1. Concept of measurement and types of data
 - Ordinal
 - Nominal
 - Interval
 - Ratio
 - 2 Methods of Data Collection
 - Questionnaire
 - Interview
 - Observation
 - Tests

- Document Analysis
- Rating Scales

3 Qualities of Measuring, instruments.

- Reliability
- Validity
- Practicability

4 Triangulation

6.0. Sampling

1. Sampling concepts and Terminology.

- Sample
- Population
- Sampling frame
- Sampling size
- Sampling fraction
- Sampling error
- Sampling elements

2. Sampling Designs

- Probability sampling design
- Non probability sampling design

7.0. Data analysis and interpretation

1. Quantifying data

2. Types of quantitative analysis

- Univariate analysis
- Bivariate analysis
- Multivariate analysis

3. Qualitative analysis – 1

Qualitative analysis – 2

4. Computer application research

5. Interpretation

8.0. Writing of Research report

1. Contents of a research report
2. Mechanics of reporting

9.0 Educational research in Sri Lanka

1. Status of Educational Research
2. Research climate
 - Researches
 - Facilities for Dissemination
 - Methods for Implementing research finding
 - Role of the teacher in Educational research
 - As a research
 - As a consumer
 - As a facilitator
 - As a Disseminator
3. Preparation of a research proposal
 1. Background of the study
 2. Problems statement and research question
 3. Definition of important terms
 4. Determination and limitation
 5. Assumption
 6. Conceptual frame work
 7. Methodology
 8. Concern of trustworthiness reliability and validity concerns
 9. Ethical consideration
 10. Significance of the study
 11. Time frame
 12. Bibliography

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MED 1014 English Language Skill (3C)

Objectives

1. To develop the student's language and communicational skill.
2. To develop inter-personal relationship among their coordination.
3. To motivate the reading and prepare for their reports.

Intended Learning outcomes

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

1. Increase the English language proficiency.
2. Accelerate the reading and comprehensive capacity of the candidate for them to help for the future activities such as thesis writing.
3. Increase the communication skill knowledge through English language.
4. Increase the inter-relationship working capacity among the members of the institution.

Contents

1.0 Advanced Grammar

1. Sentence Structure
2. Phrase and Clause
3. Word class
4. Prepositions
5. Sentence Analysis

2.0 Translation skill

1. Introduction
2. Translation Techniques
3. Problems in Translation
4. Translation Tasks
5. Selected Texts Translations

3.0 Speaking Skill

1. Presentation Skills
2. Interview Skills

4.0 Writing skills

1. Preparing Skills Portfolio
2. Preparing a Curriculum Vitae
3. Essay Writing
4. Proposal Writing
5. Report Writing

Second Semester

MED 1021 Comparative and Historical Study of Education (3C)

Objectives

1. To compare the all education system and its history in the world.
2. To understand the development of educational system in each country.
3. To understand the differences between the educational system among the selected country.

Intended Learning outcomes

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

1. Understand need for comparative education
2. Understand the methods of comparative study

3. Identify the benefits of comparative study
4. Gain knowledge about the problems of comparative education in related countries.
5. Get skills in comparing the system of the countries

Contents

- 1.0 Development of School system
- 2.0 Education Development in Sri Lanka - Ancient period
- 3.0 Education Development in Sri Lanka - Colonial period
- 4.0 Education Development in Sri Lanka - After independence
- 5.0 Problems in education in Sri Lanka educational system.
- 6.0 Recent reforms in education and its implementation.
- 7.0 Educational problems in developing countries.
- 8.0 Educational problems in multicultural societies.

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MED 1022 Pre School and Primary Education (3C)

Objectives

1. To enable students to develop interest to engage in activities related to helping pre and primary school children.
2. To enable them to comprehend the factors related to adjustment problems of pre and primary school children
3. To enable them to acquire relevant knowledge and skills of identifying pre and primary students problem.

Intended Learning outcomes

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

1. Recognize the nature and scope of primary and preschool education in Sri Lanka.
2. Understand the importance preschool and primary education.
3. Develop skills employing appropriate teaching techniques and methods.
4. Develop the knowledge of educational policies and practices in contemporary world.
5. Understand the educational development in a few countries and their influence in Sri Lanka educational policies and practice an preschool and primary education.

Contents

1.0. Aims and objectives of pre and primary school.

1. Concepts of pre and primary education.
2. Aims and objectives of pre, and primary school education
3. Ages and stages of pre, primary education.
4. Policies and planning in pre, primary education.
5. New trends in pre, primary education.

2.0. Pre and primary School child

1. Growth and development
 - Physical/ psycho-motor
 - Cognitive
 - Social, moral, emotional
2. Individual differences
3. Entry behavior at preschool and primary level.

3.0. Child in Pre School and primary school.

1. Learning in primary years,
2. Initiations, Observation, questioning,
3. Conditioning, Play, Discovery,
4. Peer and Learning etc.

4.0 School Curriculum

1. Importance of integrated curriculum
2. Skill training in preschool and primary education.
3. Evaluation of present primary curriculum implication.
4. Preparation of curriculum material supplementary materials,
5. Student text books, teachers' hand books,
6. Audio- Visual aids.

4.0. Physical and social environment of pre and primary school.

1. Physical environment/Social environment (classroom, playground, library)
2. Child in the school community
3. Facilities and resources required

5.0. Methods of teaching

1. Child center Education (Acting method, play, field trips, simulation, observation, problems solving integrated approach)
2. Skill development (learning habits)
3. Remedial teaching
4. Teaching the children of schools, multi grade teaching etc.

7.0. Evaluation

1. Evaluation of student`s progress
2. Evaluation of self-improvement Diagnosis remedial measures
3. Follow up activities

8.0. Supervision and Management

1. Supervision at different levels
2. Role of school principals
3. Financial Management/ Resource Management

9.0. School and the Community relationship in Pre School and primary Education

1. Role of the school
2. Role of the parent
3. Role of the Community

10.0. Teacher

1. Role, status, teacher personality
2. Professionalism
3. Problem issue
4. Research in school.

References

1. Denis Hayes.R.,(2008)*A Student Teacher's guide to Primary School Placement*,Routedge Flamer, taylor and Francis Group, London and New York.
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4. Stephanie, Doris Christensen and Eva Moravcik,(2004). *Who Am I in the Lives of Children?* Merrill, AnImprint of Prentice Hall, Englewood Cliffs, New Jersey, Columbus, Ohio.
5. VijayaKumariKaushik and Sharma, S.R.(2000)*Child Psychology Growth and Development*,Anmol Publication Pvt Ltd, New Delhi – 110002.

MED 1023 Evaluation of Educational Dimensions (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 develop understanding about the fundamentals of sampling theory.
4. To impart knowledge about various measurement and scaling techniques.
5. To understand the application aspects of descriptive and inferential statistics.
6. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
7. To help the student understand relationship between measurement and evaluation in education.
8. To orient the student with tools and techniques of measurement and evaluation.
9. 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. Enable them know the importance of specifying objective in teaching assessment of learning outcomes and to apply such activities to actual situations.
2. Enable them to understand and apply different types of assessment in classroom situations.
3. Enable them to cognize the characteristics of assessment tools and to construct appropriate assessment tools.
4. Enable them to gain proficiency in the knowledge and use of basis statistical procedures and techniques to interpret educational data.
5. Compute they know the importance of specifying objective in teaching assessment of learning outcomes and to apply such activities to actual situations.
6. List them to understand and apply different types of assessment in classroom situations.
7. Synthesize them to cognize the characteristics of assessment tools and to construct appropriate assessment tools.
8. Interpret them to gain proficiency in the knowledge and use of basis statistical procedures and techniques to interpret educational data.
9. Evaluate educational problems through inferential statistics
10. Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non-cognitive aspects/domains.

Contents

1.0. Nature of Educational Measurement and Evaluation.

1. Meaning of measurement and evaluation
2. Relevance to Educational practices
3. The needs for measurement and Evaluation
4. Taxonomies of objective.
5. Objectives – cognitive, affective and psycho-motor domains,

2.0. The role of Educational Measurement and evaluation

1. Selection of students
2. Placement of students
3. Diagnosis and remedies
4. Criterion for accountability of teachers
5. Feedback for learning and teaching
6. Motivation and guidance for learning
7. Program and curriculum improvement
8. Theory development
9. Indicator of the relationship between school and the community

3.0. Domains and Taxonomies of Educational objectives

1. B.S.Bloom's taxonomy of objectives in the cognitive Domain and application
2. D.R.Krathwohl's taxonomy of objectives in the affective Domain and application
3. E.J.Sympson's taxonomy of objectives in the psycho-motor Domain and application

4.0. Characteristics of tools for educational measurement.

1. Validity
2. Reliability
3. Practicality

5.0. Measurement of Achievement in the cognitive Domain

1. Essay type test
2. Objective type test
3. Performance type test

6.0. Standardization of Achievement test

1. Construction of test
2. Preparation of norms

7.0. Measurement of Aptitudes

1. Basic concepts related to aptitude and its measurement
2. Measurement of General Aptitude
3. Measurement of special aptitude
4. Uses of aptitude test

8.0. Measurement of Personality

1. Social and Ethical implications of personality testing
2. Measurement of interest and aptitudes
3. Self- report inventories
4. Projective techniques

9.0. Statistical concept and methods used for educational purpose.

1. Descriptive statistics
 - Graphical representation of test scores
 - Measures of central tendency and that of variability of a set of scores, derived scores, correlation between two sets of scores.
2. Basic inferential statistics
 - Normal probability distribution and 't' distribution
 - Sampling distribution and standard error
 - Analysis of variance
 - Testing hypothesis about population values
 - Simple non- parametric tests of significance

10.0. Recent trends in Evaluation Techniques

1. In course assessment

2. Continuous assessment
3. Case study approach

References

1. Gronlund, N.E. (1999). *Measurement and Evaluation in teaching*, New York: Macmillan.
2. Gronlund, N.E (2000). *How to make achievement tests and assessment*, (5th edition) Boston: Allyn & Bacon.
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MED 1024 Contemporary Issues in Education (3C)

Objectives

1. To enable the student to gain knowledge of educational policies and practices in contemporary world
2. To enable the student to evaluated the impact of decentralization and devolution on education
3. To enable the student 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. Enable the student to examine the relationship between education and development
2. Enable the student to gain knowledge of educational policies and practices in contemporary world
3. Enable them to assess the impact of successive educational policies and reforms, with particular reference to the present situation
4. Enable the student gain competency to examine contemporary social problems in Sri Lanka in relation to education
5. Enable the student to comprehend new trends in education in developing and developed countries.

Contents

1.0. Education and Development

1. Concept of Development and Education
2. Interaction between education and economics

3. Interaction among educator, politics and social structure
 4. Education as a human development
 5. Educational planning for development
- 2.0. Problems in Education
 1. Problems related to Race, Religion and language
 2. Women Education
 3. Adult Education
- 3.0. Decentralization and Devolution in Education
 1. Concepts of centralization
 2. Decentralization and devolution
 3. Problems and issues in decentralization and development
- 4.0. Education Policies and reform in Sri Lanka.
 1. Historical perspective: Educational development up to end of Dutch period.
 2. Educational development under the British rule
 3. Forces of changes in education during the pre-independence era.
 4. Major educational policies and reforms after independence.
- 5.0. Contemporary social problems in Sri Lanka in relation to education
 1. Youth unrest (strategies to resolve youth unrest through education)
 2. Gender issue (towards gender equity in education)
- 6.0. Comparative outlook on educational problems – case studies, Education system in a few selected countries
- 7.0. Emerging issues in education in Comparative perspectives
 1. Internationalization of Education.

2. Feature of education in developing countries.
3. Media in education.

References

1. S.P.Chaube&A.Chaube, (1983). *Educational Issues in India*, Vikas Publishing house Pvt,Ltd., New Delhi.
2. Hallak, Jaques (1990). *Current Problems in Educational System*. Setting Educational Priorities in the Development Work, UNESCO, Paris.
3. Fraenkel, Joek.R. (2004). *Current Educational Problems in Indian Educational System*, New Delhi, Megnaw Hill.

MED 1030 Dissertation (6C)

Objectives

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:

1. Identify/define problems.
2. Generate questions and/or hypotheses.
3. Review and summarize the literature.
4. Apply appropriate research methods.
5. Collect data systematically.
6. Conduct research responsibly and ethically.
7. Evaluate, interpret, and analyze a body of empirical data and evidence.
8. Discuss findings in the broader context of the field.
9. Develop and sustain an evidence - based argument.
10. Write and speak critically and coherently.
11. Produce publishable results.

References

1. Mark O'Hara, Caron Carter, Pam Dewis, Janet Kay and Jonathan Wainwright (2011). *Successful Dissertations: The Complete Guide for Education*, Publisher: Continuum; 1 edition.

2. Peter Lyons, Howard J. Doueck (2010). *The dissertation from beginning to end*. Oxford; New York: Oxford University Press,
3. Breach, M. (Mark). (2009). *Dissertation writing for Social Science*, Harlow, England; New York: Pearson Prentice Hall,
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5. Ridley Diana (2008). *The literature review: a step-by-step guide for students*, London: SAGE,
6. Paltridge, Brian (2007). *Thesis and Dissertation Writing in a Second Language a Handbook for Supervisors*. Hoboken: Taylor & Francis,
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8. Pan, M. Ling.(2004). *Preparing literature reviews: qualitative and quantitative approaches*, Glendale, CA: Pryczak Pub.

MCC 201 Introductions to Information and Communication Technology I & II (2C)

Objectives

1. Develop a fundamental knowledge in ICT
2. Provide students with ICT knowledge that can be applied in other fields
3. Improve the skills required for the development of ICT based solutions for real world problems
4. Provide awareness of the computer architecture, the evolution of computers, major components of computer and computer networking for communication.
5. Identify day-to-day computer applications.
6. Provide the uses for day-to-day activities in ICT
7. Demonstrate an awareness of social, ethical and safety issues related to ICT

Intended Learning outcomes

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

1. Students able to handle the computer hardware and the applications software.
2. Students will understand the concept of ICT and its security, evolution of computers, components of computer, computer networking and their usage and the methods of handling the internet in efficient manner.
3. Students enable to manage word processing, spread sheet applications, database system and create a good presentation.

Contents

Technology I - Theory

1.0 Introduction to Computer

1. Basic concepts of Information Technology (IT)
2. Definitions of IT
3. Concepts of ICT (Information and Communication Technology)
4. Distinguish between Data and Information

2.0 Computer architecture and Organization

1. Data flow between CPU,
2. Main Memory, Input, Output Unit and
3. Von Neumann Diagram.

3.0 The evolution of computers

1. History of Computer
2. Generations of Computer and Technologies
3. Categories and characteristics of computer

4.0 Major Components of Computer.

1. Computer Hardware:
2. Definition of Hardware, Hardware Devices (Input, Output and Storage devices)
3. System Unit: Motherboard, Central Processing Unit (CPU) (Arithmetic Logic Unit (ALU), Control Unit (CU), Registers), Bus, Expansion Slots, Ports and Connectors, Power Supply, Sound Components etc.
4. Computer Software, Definition of computer software

5. Classification of computer software (System Software, Application Software and Firmware).

5.0 Number systems and Logic gates.

Technology I – Practical

1.0 Introduction to computer system

1. Windows operating system, Linux operating system,
2. Hardware/Software, Turning on your PC/Logging on,
3. Desktop (Document/Application/ folder Icons), Taskbar, Start Button, Mouse click, Moving/copying files and folders, Creating/renaming/deleting files and folders,
4. Parts of a window: bars/buttons/scroll bar, Resizing and moving a window, Opening and saving a document, editing text, drag and drop, How to use keyboard, getting help, and Shutting down computer.

2.0 Word Processing

1. Getting started, tabs, viewing and hiding tool bars, task pane, views (normal, print layout, web layout),
2. working with files, working with text, formatting text, list, columns, graphics, paragraph formatting, tables, drawing canvas, spelling and grammar, page formatting, page margin and gutters, tab setting, indentations insert symbol, special characters and equation, creating index, compiling table of contents,
3. Mail merge and printing document and finally create a best research thesis (advance word processing).

3.0 Presentation techniques

1. Introduction, create a new presentation,
2. power point screen layouts, working with slides, add contents, working with text, working with tables, adding graphics, editing graphics, graphs and charts,

3. slide animation, creating photo album, adding action buttons, use the pen tool in a slide show, and adding multimedia content to a presentation.

Technology – II - Theory

1.0 Computer Network

1. Definition of computer network
2. Characteristic of data communication
3. Advantages and disadvantages of network
4. Network Categories (LAN, MAN and WAN)
5. Types of Networks (Peer-to-Peer Networks and Client/Server Networks)
6. Intranets & Extranets
7. Introduction to network devices
8. Introduction to network media
9. Network topologies

2.0 Internet and WWW and its services

2.0 Uses of ICT efficiently and effectively to be successful in life.

1. Explains the contribution of ICT towards national development
2. Education, Health, Agriculture
3. E-Business
4. E-Governance
5. E-Commerce
6. Evaluates ICT equipment to select those that meets user needs
7. Specifications of ICT devices
8. Evaluation criteria (Cost & Quality)
9. Seeks IT career paths to suit one's life
10. Standing level of IT qualifications
11. Various designations related to the IT profession

3.0 Makes optimum use of ICT with awareness on relevant issues.

1. Ethical, Social
2. Security
3. Health & Safety

Technology – II - Practical

1.0 Spreadsheet Application.

1. Spreadsheet basics: screen layout, tabs, standard tool bar, task pane, modifying worksheet (adding and deleting worksheet, moving and copying cell, insert, delete and resize rows and columns, freeze panes),
2. Formatting cells, formulas and functions, referencing, sorting and filling, Creating charts,
3. Page properties and printing.

2.0 Uses of Database Management System (DBMS) Software to manage information.

1. Planning and creating tables,
2. Creating and using forms, modifying tables,
3. Creating queries and producing reports.

3.0 Internet and E-mail.

1. Introduction of internet, WWW and web browser,
2. Working with web browser, Loading and saving Webpages,
3. Download the document from the internet,
4. How to bookmark the Webpages, create free e-mail account, working with e-mail account, and introducing messenger.

Marking Systems

Formative Evaluation- 30 marks

Students - Centered teaching and learning methods:

The following methods are using to the subject.

1. Assignment
2. Individual Presentation
3. Field trip Assignment (Report)

Summative Evaluation – 70 marks

Final Semester end Examination

Model of the question paper

3 C subjects: Answer four questions out of six.

**Department of Education and Childcare, Faculty of Arts and Culture.
Master of Education 2016 / 2017**

MED 1030 Dissertation - 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.

Master of Education 2015 / 2016

MED 1030 Dissertation - 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,
கிழக்குப் பல்கலைக்கழகம்.

ஊடாக,

தலைவர்,
கல்வி, பிள்ளைநலத்துறை,
கலைகலாசாரபீடம்.

மேற்பார்வையாளரின் உறுதிப்படுத்தும் சான்றிதழ்

கல்விமுதுமானி கற்கைநெறியின் ஒருபகுதியான ஆய்வுச்செயற்பாட்டினை, (MED-1030 Dissertation) திரு/ திருமதி/ செல்வி எனது மேற்பார்வையின் கீழ் சிறப்பாக மேற்கொண்டு, வழிநடத்தப்பட்டுள்ளார் என்பதையும், இச்செயற்பாட்டின் இறுதியில் சமர்ப்பிக்கப்பட்ட ஆய்வு அறிக்கையினை மதிப்பீடுசெய்த இரு பரீட்சகர்களின் அறிக்கையின்படி, இவரது ஆய்வுச்செயற்பாடறிக்கை திருத்தப்பட்டு, ஒழுங்கமைக்கப்பட்டு மேலதிக விடயங்களும் சேர்க்கப்பட்டுள்ளதென்பதையும் உறுதிப்படுத்துகிறேன்.

மேற்பார்வையாளரின் பெயர்:

கையொப்பம்:

திகதி:

.....

தலைவர்

கல்வி, பிள்ளைநலத்துறை

கலைகலாசாரபீடம்.

திகதி:

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...



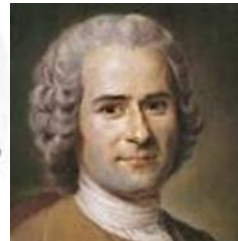
Jean Piaget



David Ausubel



Henri Wallon



Jean Jacques Rousseau



Lawrence Kohlberg



Carl Rogers