

Faculty of Education, University of Colombo

Postgraduate Diploma in Education Programme

Postgraduate Diploma in Education

PG Dip (Ed)

(SLQF 8)

Course Handbook

(Effective from 01st January, 2023)

Prepared by: Dr. E. Sulochana Neranjani

Editorial Committee

Dr. L.M. Kapila Bandara

Dr. D.V.K.P. Seneviratne

Dr. H.M. Lalitha Kumari

Dr. S. Athirathan

Mr. P.K.J.E. Nonis

Mr. I.G. Chinthaka Chandrakumara

Ms. R.D.C. Niroshinie

Ms. H.M. Jeevani C. Herath

Ms. Shiranthi N. Rajendram

Dr. S.S. Dahanayake

Ms. M.G.D. Anurudhika Siriwardena

Mr. H.M.R. Chamika Hathlahawatte

The Faculty of Education, University of Colombo reserves the right to cancel or postpone any programme listed in this Handbook without notice and/or to change or modify any aspect of any course or any programme whenever it is required.

**Faculty of Education
University of Colombo,
94, Cumaratunga Munidasa Mawatha,
Colombo 03,
SRI LANKA**

**TP: +94 (0) 11 2588812
Fax: +94 (0) 11 2596888**

Dean

Dr. L.M. Kapila Bandara
+94112588812
Email: dean@edu.cmb.ac.lk

Senior Assistant Registrar

Ms. Thalatha J. Ekanayake
+94112588812
Email: sar@edu.cmb.ac.lk

Dean's Office

+94112588812

Website

<https://edu.cmb.ac.lk>

Vision

To be a center of excellence in scholarship, teaching and research in education, committed to serve humanity.

Mission

To facilitate the development of a committed professional educator with relevant knowledge, favorable attitudes and useful skills for teaching, research and service to the nation.

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1.0 Organizational/Administrative Structure of the Faculty of Education, University of Colombo

1.1 Vice Chancellor, Senate, Council - University of Colombo

Decisions taken by the Faculty of Education regarding all the academic and academic related Programmes should be approved by the Vice Chancellor and/or Senate and/or the Council. The Vice Chancellor provides leadership in creating and maintaining academic standards and policies of the Faculty of Education.

1.2 Administration and Financial Matters

1.2.1 Registrar, University of Colombo

Registrar overlooks the maintenance of all student academic records, student registrations and degree evaluations. S/He enforces academic policies and regulations of the University of Colombo

1.2.2 Senior/Assistant Registrar – Student and Staff Affairs Division, University of Colombo

This division provides services to the students registered in the Programmes conducted by the Faculty of Education. Some of the services are; issuing of vehicle passes, permission to remain within the University Premises after working hours, issuing of student identity cards.

1.2.3 Senior/Assistant Registrar – Academic Publications Division, University of Colombo

This division is in-charge of the registration related proceedings of the Postgraduate programmes in the Faculty of Education.

1.2.4 Librarian, University of Colombo

The Library of University of Colombo has an area where students can engage in group discussions and practice presentations. Equipment for presentations may be provided at prior request. There is a Resource Centre with special instruments for the visually impaired students. Library materials may be photocopied by the Photocopying Service of the Library.

1.2.5 Bursar, University of Colombo

Bursar is in charge of all the payments made by the students to the Faculty of Education, University of Colombo including the application processing fee, course fee and the Library fee.

1.3 Conducting Examinations and Issue of Certificates to the successful Candidates

1.3.1 Deputy Registrar, Examinations Branch, University of Colombo

Responsibilities

- Calling applications for the End of Semester Examinations
- Notifying the candidates about the Examinations
- Issuing Admission Cards for the Examinations
- Appointing the Board of Examiners
- Printing Examination Papers
- Delivering of Examination papers, writing papers and other materials to the Examination Hall
- Collecting the packets of answer scripts from the Examination Hall
- Assigning the scripts to the relevant Examiners
- Collecting the final marks of each student at each Semester
- Calculating the Grade Point Average of the marks
- Preparing the final results of the students
- Releasing the results
- Arranging the convocation ceremony and notifying the Recipients of Degrees/Diplomas
- Issuing the original and detailed result certificates
- Keeping the records of marks and providing confidential details about the results of a student when required

1.4 Faculty Board of the Faculty of Education, University of Colombo

1.4.1 Dean & the Chairperson of the Faculty Board

All decisions and actions regarding the academic and administrative matters in the Faculty should be attested by the Dean and the Faculty Board. Dean evaluates and verifies the overall productivity in instruction, research and responsibilities of the staff and the students. She/he is responsible for student recruitment, admission, academic progress and ethical conduct of the students and the staff. Dean reports to the Vice-Chancellor to maintain accountability.

1.4.2 Heads of the Departments

There are four Departments in the Faculty of Education and a Head is appointed to each Department to manage the administrative and academic activities of the Department.

Responsibilities

- Appointing the relevant academic staff to conduct lectures and workshops in the Programme
- Appointing Examiners for setting, moderating and marking Examination papers
- Following up with the relevant academic and administrative staff to assure the uninterrupted function of the Programme

Department of Humanities Education – Dr. E. Sulochana Neranjani

Department of Educational Psychology – Mr. I.G. Chinthaka Chandrakumara

Department of Social Science Education – Dr. H.M. Lalitha Kumari

Department of Science and Technology Education – Dr. D.V.K.P. Seneviratne

1.4.3 Programme Coordinators

One or more Coordinator/s is/are appointed by the Faculty Board to provide support in the implementation, development and the function of the Programme by ensuring policies and guidelines of the Faculty are followed.

Responsibilities

- Evaluating the Programme and making recommendations for change as needed
- Informing relevant authorities regarding the calling of applications for the Programme
- Coordinating the budget preparation for the Programme and forwarding it for the approval of the Finance Committee of University of Colombo
- Preparing an advertisement to be published online and/or printed media
- Screening the applications with the support of a team appointed by the Faculty
- Organizing selection tests and/or interviews and providing information to the applicants
- Preparing and maintaining mandatory Programme records
- Coordinating with the main Administrative Body of the University in the registration of students for the Programme
- Preparing the academic calendar and the lecture schedule for the Programme
- Organizing an Inauguration ceremony for the Programme by coordinating with the Dean, Heads, academic and non-academic staff of the Faculty
- Monitoring the timelines of the Programme to ensure the quality of the Programme
- Reporting the progress of the Programme to the Dean and the Faculty Board

- Ensuring that each student has met all Programme requirements before the certificate is awarded
- Providing academic support and guidance to the students,
- Organize recreational activities and field trips when required
- Arranging and coordinating the Teaching Practicum Sessions for the students,
- Organizing workshops for the students and resource persons
- Coordinating with students regarding their issues and reporting unresolved issues to the Dean and/or the Faculty Board
- Processing the requests of the students and tabling the requests at the Faculty Board
- Planning and scheduling the End of Semester Examinations
- Compiling the marks of the Course Units of the Programme and submitting the Final Mark sheet to the Examination Branch of the University

1.4.3.1 Postgraduate Diploma in Education Full Time (Sinhala Medium) Programme

Coordinator: Ms. M.G.D. Anuruddhika Siriwardena
+94 112503147
anuruddhikas@dste.cmb.ac.lk

Administrative Assistant: Ms. Nadeera Rajapaksha
+94 112588812

1.4.3.2 Postgraduate Diploma in Education Full Time (Tamil Medium) Programme

Coordinator: Dr. S. Athirathan
+94 112596887
sabaaathi@sse.cmb.ac.lk

Administrative Assistant: Ms. Nadeera Rajapaksha
+94 112588812

1.4.3.3 Postgraduate Diploma in Education Part Time (English Medium) Programme

Coordinator: Dr. E. Sulochana Neranjani
+94112586516
sulochana@hured.cmb.ac.lk

Administrative Assistant: Ms. Nishani Costa
+94 112503147

1.4.3.4 Postgraduate Diploma in Education Part Time (Sinhala Medium) Programme

Coordinator: Mr. P.K. Jude E. Nonis
+94112503147
jnonis@edu.cmb.ac.lk

Administrative Assistants: Mr. Manju Sri Weerasena, Ms. Nadee Gamaethige
+94 112559640

1.4.3.5 Postgraduate Diploma in Education (Teaching of English as a Second Language) Full Time Programme

Coordinator: Ms. Shiranthi N. Rajendram
+94 112586516
shiranthir@humed.cmb.ac.lk

Administrative Assistant: Ms. R. Wasantha Kumari
+94 112586516

1.4.3.6 Postgraduate Diploma in Education (Drama & Theatre) Full Time Programme

Coordinator: Ms. A.C.I. Kinkini
+94112586516
imesha@humed.cmb.ac.lk

Administrative Assistant: Ms. R. Wasantha Kumari
+94112586516

1.4.3.7 Postgraduate Diploma in Education (Drama & Theatre) Part Time Programme

Coordinator: Mr. H.M.R. Chamika Hathlahawatta
+94112586516
chamika@humed.cmb.ac.lk

Administrative Assistant: Ms. R. Wasantha Kumari
+94112586516

1.4.4 Academic Staff

1.4.4.1 Department of Humanities Education

Name of the Lecturer	Specialized Areas
Dr. L.M. Kapila Bandara	Education Philosophy Life-long Education Community Development Self-directed Learning Educational Research
Dr. S.S. Dahanayake	Education Philosophy Buddhist Teaching Methods Soft-skills & Personality Development Educational Research
Dr. E. Sulochana Neranjani	English Language English Literature & Classical Literature Bi-lingual Education and English Medium Education Teacher Personality Development Educational Research
Ms. Shiranthi N. Rajendram	English Language Language Arts Educational Research
Ms. A.C. Imesha Kinkini	Sinhala Language Educational Research
Mr. A. Paunanthi	Tamil Language Education Philosophy Life-long Education Educational Research
Mr. H.M.R. Chamika Hathlahawatte	Drama and Theatre Mass Communication Aesthetic Education Educational Research

1.4.4.2 Department of Educational Psychology

Name of the Lecturer	Specialized Areas
Prof. Manjula V. Vithanapathirana	Educational Psychology Primary Education Educational Research
Prof. P.G.R. Samudra K. Senarath	Educational Psychology Counseling Psychology Educational Research Special Needs Education
Ms. R.D.C. Niroshinie	Educational Measurement & Assessment Guidance & Counseling Educational Research
Ms. S. Yogaranee	Educational Psychology Counseling Psychology Science Education Educational Research
Mr. I.G. Chinthaka Chandrakumara	Educational Measurement & Assessment Educational Psychology Educational Research
Ms. Enoka Randeniya	Educational Psychology Guidance & Counseling Educational Research Special Needs Education
Ms. P.K. Sitharie S. Thilakaratne	Educational Psychology Early Childhood Education Child Psychology and Care Counseling Psychology Educational Research
Ms. R.A.B. Udeshini I. Perera	Educational Psychology Guidance and Counseling Child Psychology and Care Educational Research
Mr. N.M.M. Safeek	Educational Psychology Guidance and Counseling Special Needs Education Educational Research

1.4.4.3 Department of Science and Technology Education

Name of the Lecturer	Specialized Areas
Dr. D.V. Kumudu P. Seneviratne	Science Education Environmental Education Curriculum Development Instructional Design in Science Educational Research
Mr. P.K. Jude E. Nonis	ICT Education Curriculum Development Statistics Educational Research
Ms. N.V. Dulani P. Priyadarshani	Physics Physical Science Education Curriculum Development Educational Technology Educational Research
Ms. M.G.D. Anuruddhika Siriwardena	Mathematics Mathematics Education Educational Technology Educational Research Curriculum Development
Mr. U.G. Chandrajith	Biological Science Education Environmental Education Curriculum Development STEM Education Educational Research
Mr. R. Vijayatheepan	Mathematics Education Educational Technology ICT Education Curriculum Development Educational Research
Ms. P.D.H. Samadara Amarasinghe	ICT Education Educational Technology Educational Research

1.4.4.4 Department of Social Science Education

Name of the Lecturer	Specialized Areas
Dr. H. M. Lalitha Kumari	Educational Administration Educational Management School Based Management Human Resource Management Educational Planning Educational Research Economics
Prof. Lakshman K.P. Wedikkarage	Comparative Education Sociological Bases of Education Civic Education Educational Research
Ms. H.M. Jeevani C. Herath	Sociology of Education Primary Education Tertiary Education Educational Research
Dr. Lanka N.P. Wedikandage	Comparative Education Multicultural Education Gender Education Geography Education Educational Research
Dr. S. Athirathan	Comparative Education Educational Management Educational Planning Educational Research
Ms. Tiromi W.V. Indigahawala	Educational Management Educational Planning Project Management School Based Management School Based Teacher Development Political Science Educational Research
Ms. Chethana P.W. Malepathirana	Commerce and Business Studies Accounting Education Educational Management Educational Planning Educational Research
Mr. S. Sivananthan	Sociology of Education Educational Management Educational Planning Geography History Educational Research

1.5 General Administration

Senior Assistant Registrar

Responsibilities

- Attending to logistics of the Programme
- Supervising the clerical work
- Providing a conducive environment for the smooth function of the Programme
- Allocating lecture halls and examination halls
- Supervising the maintenance of the lecture halls

2.0 Academic Programmes of the Faculty of Education

- Bachelor of Education in Primary Education (Sinhala Medium)
- Bachelor of Education (Sinhala, Tamil & English Media)
- Postgraduate Diploma in Education (Sinhala, Tamil & English Media)
- Postgraduate Diploma in Education (Teaching of English as a Second Language) (English Medium)
- Postgraduate Diploma in Education (Drama & Theatre) (Sinhala Medium)
- Postgraduate Diploma in Counseling (Sinhala Medium)
- Postgraduate Diploma in Community Development (Sinhala Medium)
- Master of Education (Sinhala, Tamil & English Media)
- Master of Education in Developmental Psychology (Sinhala Medium)
- Master of Education in Management (Sinhala, Tamil and English Media)
- Master of Education in Teaching English for Speakers of Other Languages (English Medium)
- Master of Education in Science Education (Sinhala, Tamil & English Media)
- Master of Philosophy (Sinhala, Tamil & English Media)
- Doctor of Philosophy (Sinhala, Tamil & English Media)

2.1 Introduction to the Postgraduate Diploma in Education Programme

The Faculty of Education, University of Colombo offers the Postgraduate Diploma in Education, as a Full Time and Part Time, self-financing programme in the Sinhala, Tamil and English Media, to produce professionally qualified teachers who are well equipped to address the dire shortage of professionally qualified Teachers and Teacher Educators in the system of Education. This programme is specially designed for the academic and professional development of those who are involved in the field of Education in Sri Lanka and abroad. Primary and secondary school Teachers, Teacher Educators, school Principals and the others who are already involved in the

general education in Sri Lanka or abroad or intend to join the field of Education will be benefited by this programme.

The Programme meets all requirements to consider it as a Postgraduate Diploma Programme at Level Eight as prescribed in Sri Lanka Qualification Framework (SLQF).

2.1.1 Objectives of the Postgraduate Diploma in Education Programme

- To develop graduates of Government schools, Private schools, assisted schools, International schools and other Education and Higher Education institutes to become competent Professionals.
- To develop graduates who aspire to join the teaching profession by equipping them with necessary professional competencies.

2.1.2 Duration of the Programme

The minimum period of the programme shall be of 12 months in the Full Time Programmes and 18 months in the Part Time Programmes conducted on weekends and after working hours on weekdays (after 4pm). Where any unforeseen circumstances arise, the Faculty Board of the Faculty of Education with the approval of the Senate of the University of Colombo has the right to extend the duration of the programme. In the event, the student shall maintain the registration valid so as to cover such extended period of time.

Any student who is registered for the programme is not permitted to be registered for any other programmes in the University during the academic year relating to the programme.

No student shall keep away from classes or leave the Island or withdraw from the examinations or a classroom test or other forms of evaluation/assessments without prior approval from the Faculty Board. Such requests should be submitted for approval to the Faculty Board through the Coordinator of the Programme.

2.1.3 Programme Details

The programme is comprised of 13 course units of 28 total credits offered in two semesters as prescribed in the schedule. It consists of Taught Course Work, Teaching Practicum and an Extended Essay. The Course Work includes compulsory and optional course units. For each Taught Course Unit, one credit is equivalent to 15 hours of instruction and fifty notional hours. One credit of Teaching Practicum and the Independent Essay requires 100 notional hours.

2.2 Introduction to the Postgraduate Diploma in Education Programmes

Admission requirements:

1. A Bachelor's degree from a recognized University/Institution by the UGC;
2. Completion of NVQ level 7 (equivalent to Bachelor's degree in SLQF) with relevant work experience as determined by the Faculty Board of the Faculty of Education and Senate of the University of Colombo.
3. Good command of English acceptable to the Faculty (for English Medium Programmes)

2.3 Application Procedure

Any person who has fulfilled the above admission requirements may submit a duly completed application on a prescribed form provided by the Faculty when the programme is advertised in the printed/electronic media and the Faculty website. Completed applications should accompany proof for the prescribed processing fee and copies of other required documents such as birth certificate, educational/professional certificates and letters from the institutional Heads.

2.3.1 Processing of Applications

Applications are initially screened by the Coordinator and/or a Board appointed by the Faculty Board. The eligible applicants may be called for a written test depending on the number of applicants. The selection shall be based on the academic merit and/or the performance at the test and an interview conducted by the Faculty. The decision of the Faculty of Education will be final with regard to the admission for the PG Dip (Ed) Programme.

However, applications for the PG Dip (Ed) Full Time programmes in Sinhala and Tamil Media are called by the Ministry of Education, Sri Lanka by notification in the Gazette and the names of the eligible candidates will be sent to the Faculty of Education for the final selection.

2.4 Registration and Fees

The selected applicants should submit certified copies of the relevant certificates before admission to the programme. The date of registration is decided by the Faculty of Education. Registration is valid only for one academic year.

The fees may be revised each academic year according to the expenditure at that time. The selected students are required to make the full payment of the course fee at registration to the Programme.

2.4.1 Continuation of Registration

If any student is unable to complete the Programme within the relevant academic year, it is the responsibility of the student to maintain the continuity of registration by paying the prescribed fee for the renewal of registration.

2.4.2 Cancellation of Registration

Faculty Board of the Faculty of Education reserves the right to recommend the cancellation of the registration of a student due to the following reasons;

- i. Poor attendance (below 50% of attendance)
- ii. Violation of the Rules and Regulations of the Faculty of Education mentioned in the **Section 3.0** of this Book.
- iii. Failure to pay the prescribed Fees
- iv. Any other reasons as decided by the Faculty Board

2.4.3 Leave of Absence

Leave of absence to a student for the Programme is granted only on the Medical grounds or any other valid reason acceptable to the Faculty Board. Request for such leave should be made in writing to the Chairman of the Faculty Board through the programme coordinator (Ref. Rules and Regulations in the **Section 3.0**).

2.5 Details of Postgraduate Diploma in Education Programmes

2.5.1 Postgraduate Diploma in Education (Sinhala, Tamil & English Media) Programme

2.5.1.1 Programme Learning Outcomes (Graduate Profile)

Upon completion of the Postgraduate Diploma in Education program at the Faculty of Education, student teachers will be able to;

KNOWLEDGE AND UNDERSTANDING

1. Demonstrate a high level of professional knowledge and pedagogical competence, with depth in the underlying principles and concepts in one or more professional courses as a basis for designing, managing and critically evaluating underlying theories and concepts of learning and whole person development to cater for a wide variety of learning situations in fostering student-centered interactive and self-directed learning.
2. Demonstrate a critical understanding of contemporary issues in local and global professional education contexts pertinent to current practical knowledge, policies and practices and their impacts on teaching and learning as well as on schools and educational institutions.

SKILLS

3. Demonstrate the application of professional knowledge and skills with initiative and judgment in planning, problem solving and decision making in professional practice with the efficient use of modern educational technologies in complex teaching activities.
4. Perform effectively as an individual and as a member or leader by maintaining a collaborative partnership with diverse teams including colleagues, parents, authorities and the community in facing the challenges of the new millennium.
5. Use written and oral communication effectively with teaching community and the wider society including engaging with people of diverse cultures with inter-cultural sensitivity and interpersonal skills to promote the enhancement of teaching and learning and respond to changes in education.
6. Demonstrate capacity to perform as better managers in implementing the expected curriculum at schools and educational institutions.
7. Conduct investigations to analyze complex educational problems in a methodical way including literature surveys, design and conduct of experiments, analysis and interpretation of experimental data, and synthesis of information to derive valid conclusions.

ATTITUDES

8. Demonstrate the commitment for professional ethics and responsibilities and norms of teaching practice, show sensitivity and respect for diverse interests and backgrounds of stakeholders of the education communities and advocate and strive for equity and social justice for all learners.

MINDSET

9. Critically analyze and reflect on their teaching experience and practices to articulate and evaluate their own theoretical perspective on teaching and learning enabling to recognize the need for, and work continuously towards their own professional development.

2.5.1.2 Course Units

No	Course Code	Course Unit	Core/ Opt.	Nor. hours	No. of Contact Hours	No. of Credits
1	PPE 801	Philosophical Principles of Education	Core	100	30	2
2	SPE 802	Sociological Principles of Education	Core	100	30	2
3	PBE 803	Psychological Bases of Education	Core	100	30	2
4	CPE 804	Comparative Education	Core	100	30	2
5	PMS 805	Planning and Management at School Level	Core	100	30	2
6	EMA 806	Educational Measurement and Assessment	Core	100	30	2
7	GMT 807	General Methodologies of Teaching	Core	100	30	2
8	SMT 808	Subject Specific Methods of Teaching (2 course units)	Opt	50+50	15+15	1+1
9	CTP 809	Curriculum Theory and Process	Core	100	30	2
10	SCC 810	School Counseling	Core	100	30	2
11	EDT 811	Educational Technology	Core	100	30	2
12	EXE 812	Extended Essay	Core	200	30	2
13	TEP 813	Teaching Practicum	Core	400	120	4
		TOTAL		1700	480	28

- Core Course Units are compulsory
- In-addition each student is required to select two Subject Specific Methods of Teaching from the Course Units given below. (The selection may be done based on the subject/s the student has specialized in or the subject the student teaches in the school) There should be a minimum of five students, in-order for a course unit to be offered.

No	Course Code	Course Unit
1	SMT 808-1	Sinhala Language and Literature (only for SM students)
2	SMT 808-2	Tamil Language and Literature (only for TM students)
3	SMT 808-3	English Language
4	SMT 808-4	English Literature (only for EM students)
5	SMT 808-5	Buddhism (only for SM students)

No	Course Code	Course Unit
6	SMT 808-6	Aesthetics (only for SM students)
7	SMT 808-7	Special Education
8	SMT 808-8	Child Psychology and Care
9	SMT 808-9	Accounting
10	SMT 808-10	Citizenship Education
11	SMT 808-11	Commerce and Business Studies
12	SMT 808-12	Economics
13	SMT 808-13	History
14	SMT 808-14	Political Science
15	SMT 808-15	Primary Education
16	SMT 808-16	Integrated Science
17	SMT 808-17	Information and Communication Technology
18	SMT 808-18	Mathematics
19	SMT 808-19	Physical Science
20	SMT 808-20	Biological Science
21	SMT 808-21	Geography

2.5.2 Details of Postgraduate Diploma in Education (Teaching of English as a Second Language Programme)

2.5.2.1 Programme Learning Outcomes (Graduate Profile)

Upon completion of the Postgraduate Diploma in Education (TESL) programme at the Faculty of Education, student teachers will be able to;

KNOWLEDGE AND UNDERSTANDING

1. Demonstrate a high level of professional knowledge and pedagogical competence, with depth in the underlying principles and concepts in one or more professional courses with special focus on Teaching of English as a Second Language as a basis for designing, managing and critically evaluating underlying theories and concepts of learning and whole person development to cater for a wide variety of learning situations in fostering student-centered interactive and self-directed learning.
2. Demonstrate a critical understanding of contemporary issues in local and global professional education contexts pertinent to current practical knowledge,

policies and practices and their impacts on teaching and learning of English as a Second Language in schools and other educational institutions.

SKILLS

3. Demonstrate the application of professional knowledge and skills with initiative and judgment in planning, problem solving and decision making in professional practice with the efficient use of modern educational technologies in complex activities of Teaching English as a Second Language.
4. Perform effectively as an individual and as a member or leader by maintaining a collaborative partnership with diverse teams including colleagues, parents, authorities and the community in facing the challenges of the new millennium.
5. Use written and oral communication effectively with teaching community and the wider society including engaging with people of diverse cultures with inter-cultural sensitivity and interpersonal skills to promote the enhancement of teaching and learning of English as a Second Language and respond to changes in education.
6. Demonstrate capacity to perform as better managers in implementing the expected curriculum at schools and educational institutions.
7. Conduct investigations to analyze complex educational problems related to Teaching of English as a Second Language in a methodical way including literature surveys, design and conduct of experiments, analysis and interpretation of experimental data, and synthesis of information to derive valid conclusions.

ATTITUDE

8. Demonstrate the commitment for professional ethics and responsibilities and norms of teaching practice, show sensitivity and respect for diverse interests and backgrounds of stakeholders of the education communities and advocate and strive for equity and social justice for all learners.

MINDSET

9. Critically analyze and reflect on their teaching experience and practices to articulate and evaluate their own theoretical perspective on teaching and learning enabling to recognize the need for, and work continuously towards their own professional development.

2.5.2.2 Course Units

Education related Course Units (same as that of the Postgraduate Diploma in Education Programme)					
No.	Course Code	Course Unit	Credits	Notional Hrs	Contact Hrs
1	PPE 801	Philosophical Principles of Education	2	100	30
2	SPE 802	Sociological Principles of Education	2	100	30
3	PBE 803	Psychological Bases of Education	2	100	30
4	PMS 805	Planning and Management at School Level	2	100	30
5	EMA 806	Educational Measurement and Assessment	2	100	30
6	EDT 811	Educational Technology	2	100	30
Total			12	600	180
Subject (English) specific Course Units					
No	Course Code	Course Unit	Credits	Notional hrs	Contact hrs
7	MTE 830	Methodology of Teaching English	3	150	45
8	APL 831	Applied Linguistics	2	100	30
9	ELT 832	English Literature	3	150	45
10	LAR 833	Language Arts	2	100	30
Total			10	500	180
Education & English integrated course units					
No	Course Code	Course Unit	Credits	Notional hrs	Contact hrs
11	EXE 812	Extended Essay	2	200	30
12	TEP 813	Teaching Practicum	4	400	120
Grand Total			28	1700	150

2.5.3 Details of Postgraduate Diploma in Education (Drama and Theatre)

2.5.3.1 Programme Learning Outcomes (Graduate Profile)

Upon completion of the Postgraduate Diploma in Education (Drama and Theatre) programme at the Faculty of Education, student teachers will be able to;

KNOWLEDGE AND UNDERSTANDING

1. Demonstrate a high level of professional knowledge and pedagogical competence, with depth in the underlying principles and concepts in one or more

professional courses with special focus on Drama and Theatre as a basis for designing, managing and critically evaluating underlying theories and concepts of learning and whole person development to cater for a wide variety of learning situations in fostering student-centered interactive and self-directed learning.

2. Demonstrate a critical understanding of contemporary issues in local and global professional education contexts pertinent to current practical knowledge, policies and practices and their impacts on teaching and learning of Drama and Theatre in schools and other educational institutions.

SKILLS

3. Demonstrate the application of professional knowledge and skills with initiative and judgment in planning, problem solving and decision making in professional practice with the efficient use of modern educational technologies in complex activities of Drama and Theatre.
4. Perform effectively as an individual and as a member or leader by maintaining a collaborative partnership with diverse teams including colleagues, parents, authorities and the community in facing the challenges of the new millennium.
5. Use written and oral communication effectively with teaching community and the wider society including engaging with people of diverse cultures with inter-cultural sensitivity and interpersonal skills to promote the enhancement of teaching and learning of Drama and Theatre and respond to changes in education.
6. Demonstrate capacity to perform as better managers in implementing the expected curriculum at schools and educational institutions.
7. Conduct investigations to analyze complex educational problems related to Drama and Theatre in a methodical way including literature surveys, design and conduct of experiments, analysis and interpretation of experimental data, and synthesis of information to derive valid conclusions.

ATTITUDE

8. Demonstrate the commitment for professional ethics and responsibilities and norms of teaching practice, show sensitivity and respect for diverse interests and backgrounds of stakeholders of the education communities and advocate and strive for equity and social justice for all learners.

MINDSET

9. Critically analyze and reflect on their teaching experience and practices to articulate and evaluate their own theoretical perspective on teaching and learning enabling to recognize the need for, and work continuously towards their own professional development.

2.5.3.2 Course Units

Education related Course Units (same as that of the Postgraduate Diploma in Education Programme)					
No.	Course Code	Course Unit	Credits.	Notional Hrs	Contact Hrs
1	PPE 801	Philosophical Principles of Education	2	100	30
2	SPE 802	Sociological Principles of Education	2	100	30
3	PBE 803	Psychological Bases of Education	2	100	30
4	PMS 805	Planning and Management at School Level	2	100	30
5	EMA 806	Educational Measurement and Assessment	2	100	30
6	EDT 811	Educational Technology	2	100	30
Total			12	600	180
Subject (Drama and Theatre) specific Course Units					
No	Course Code	Course Unit	Credits	Notional hrs	Contact hrs
7	RTH 819	Ritual Theatre	2	100	30
8	PDT 820	Principles of Drama and Theatre	3	150	45
9	MTD 821	Methodology of Teaching of Drama and Theatre	3	150	45
10	PPP 822	Production Process and Final Performance (Practical Course Unit)	3	300	90
Total			10	500	180
Education & Drama & Theatre integrated course units					
No	Course Code	Course Unit	Credits	Notional hrs	Contact hrs
11	EXE 812	Extended Essay	2	200	30
12	TEP 813	Teaching Practicum	4	400	120
Grand Total			28	1700	150

2.6 Examination and Evaluation Procedures

2.6.1 Evaluation of Taught Course Units

Each course unit carries a maximum of 100 marks.

In each of the course units, (except for Teaching Practicum and the Extended Essay) fifty percent (50%) of the maximum mark is based on continuous assessments. The performance of each student will be assessed during the course at assignments,

classroom tests, presentations, discussions, field studies, case studies, projects etc. The balance fifty *percent* (50%) of marks shall be used for assessing the performance of the candidates at the end of semester examination. Each written paper shall be of two-hour duration for 2 Credit course units and three-hour duration for 3 Credit course units.

Each course unit carries a maximum Grade Point Value of 4.00. A candidate is deemed to have failed a particular course unit if she/he has scored less than 2.70 GPV for that Unit.

The End-of Semester Examination of each Semester shall be held at the end of the relevant Semester, unless decided otherwise by the Faculty Board. Students are required to take the End-of-Semester Examination at the very first occasion when it is held for the Semester after the completion of lectures and other forms of instruction. Failure to sit for the examination at the first occasion when it is held for the Semester will be considered as the exhaustion of an attempt at taking the examination unless the student is excused on medical grounds by providing a valid medical certificate or any other valid reason acceptable to the Faculty Board.

The maximum number of attempts a student is permitted to sit for the End of Semester Examination is four. No student will be eligible to take the End-of Semester Examination on more than four consecutive attempts including the first attempt.

No student shall be permitted to sit for the End of Semester Examination unless the student has satisfied the attendance requirements at Lectures, Teaching Practicum, Workshops, Tutorials and other requirements prescribed by the Faculty. Every student has to duly apply for the examination in accordance with the prescribed requirements of the Faculty and the Examinations Branch.

2.6.2 Teaching Practice

Each student is required to be engaged in Teaching Practice in a school for a period of 10 weeks covering a minimum of hundred hours (100) and during this period the student is evaluated by a Mentor appointed by the Faculty or two academics from the Faculty at least on three occasions and the final evaluation is conducted by one or more academic/s appointed by the Faculty.

2.6.3 Independent Study

Students are expected to submit an academic essay on a subject related to Education which is of interest to the student. The topic and methodology has to be approved by a Supervisor appointed by the Faculty. Tutorial support will be extended through the course.

2.6.4 Grading System

Performance of a student in each of the course units shall be graded according to the following scheme and the calculation of Grade Point Average (GPA) is carried out considering the Grade Point Value (GPV) for each such course and Credits allocated accordingly.

Range of Marks	Grade	Grade Point Value	Pass/Incomplete
90 - 100	A ⁺	4.00	Distinction
80 – 89	A	4.00	
75 – 79	A ⁻	3.70	
70-74	B ⁺	3.30	Merit
65 – 69	B	3.00	Pass
60 – 64	B ⁻	2.70	
55 – 59	C ⁺	2.30	Incomplete
50 – 54	C	2.00	
45 – 49	C ⁻	1.70	
40 – 44	D ⁺	1.30	
30 – 39	D	1.00	
00 – 29	E	0.00	

(Source: UGC Circular No. 901)

Grade Point Average (GPA) shall be calculated for each candidate taking into account the Grade Point Value of every Course Unit for which the student has registered in her/his course with each such Course Unit being weighted according to its Credit Value.

(b) The GPA shall be calculated to two decimal places, using the following formula:

$$\text{GPA} = \frac{\sum \text{Grade point value} * \text{Credits}}{\sum \text{Credits}}$$

Each student has to obtain a GPV of 2.70 or more for each of the course units totalling up to **28** credits.

A student who obtains a GPA of 3.70 or more and a minimum GPV of 3.30 for Teaching Practicum during the first period of registration may be awarded a Distinction Pass at the completion of the Programme.

A student who obtains a GPA of 3.30 or more and a minimum GPV of 3.00 for Teaching Practicum during the first period of registration may be awarded a Merit Pass at the completion of the Programme.

Any student who obtains less than 2.70 in any taught course unit, Teaching Practicum or the Extended Essay is considered to have incomplete results. Such students are required to repeat all incomplete course units and obtain a minimum GPV of 2.70 for each course unit. However, such students may be given the option of carrying forward the continuous assessment marks earned for that respective course/s conducted during the particular semester.

2.6.5 Medical Leave during examination

- If a student falls sick during the period of examination and is unable to sit for the examination, s/he should immediately obtain a medical certificate from the University Medical Officer and submit it to the Coordinator of the Programme.
- If a student is unable to meet the University Medical Officer due to ill health, s/he may obtain a medical certificate from a government or private Medical officer (MBBS). However, when such Medical certificates are submitted it will not be accepted without the statement Not fit to sit the Examination. This medical certificate will not be valid unless it is certified by the University Medical Officer. Therefore, it is important to make prompt arrangements to submit the Medical Certificate along with the required documents for the approval of the University Medical Officer within two weeks of the approved period of leave.
- Medical certificates produced after this period will not be accepted.
- Application for leave should be submitted along with the certified Medical Certificate to the Faculty Board through the Coordinator of the Programme.

2.6.6 Attendance

Attendance is required at all lectures and a minimum attendance record of 80% in each subject is a pre requisite for sitting the written examination.

2.7 Award of the Postgraduate Diploma in Education

After the successful completion of all the required examinations, the University shall announce by notification the names of candidates who will be awarded the Postgraduate Diploma in Education.

A student who has incomplete results at the examination or does not take the examination shall not be allowed to repeat lectures for the Course Units unless decided otherwise by the Senate on the recommendation of the Faculty Board for specific reasons.

2.8 Course Details – Postgraduate Diploma in Education Programme (Sinhala, Tamil & English Media)

2.8.1 Semester I (Core Course Units)

1. PPE 801 - Philosophical Principles of Education
2. SPE 802 - Sociological Principles of Education
3. PBE 803 - Psychological Bases of Education
4. CPE 804 - Comparative Education
5. PMS 805 - Planning and Management at School Level
6. EMA 806 - Educational Measurement and Assessment
7. GMT 807 - General Methodologies of Teaching

2.8.1.1 Course Unit: Philosophical Principles of Education

Year	One Year Programme		Semester I
Course Name	Philosophical Principles of Education		
Course Code	PPE 801		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30		70
Course Description This course unit mainly designed for the above course with the intention of providing a critical and comprehensive understanding of Philosophical Bases of Education to the followers. Every educationist should critically understand the philosophical foundation of education in order to realize the precise nature of education and to apply them in their learning teaching process. It is further expected from this course unit to produce a professional with a philosophical perspective which will contribute to direct the education towards the right direction.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to,			Aligned to Programme ILOs
1.1 Demonstrate clear understanding of the philosophical meaning, nature and functions of the concept of education			1, 2
1.2 Evaluate the goals, aims and objectives of education			1, 2, 3
1.3 Apply the theories of philosophy in the development of skills in teaching and learning			3, 4, 5
1.4 Display critical awareness of the philosophical base of Education			1, 2, 6, 7
1.5 Apply effective strategies to develop values and moral judgments of the individuals			8
1.6 Analyze the emerging issues and trends of the globalized education from a futuristic perspective			9

2. Course Content:	Aligned to Course ILOs
2.1 Philosophical Analysis of the concept of Education (4 hours) 2.1.1 Need for a Philosophy for Education 2.1.2 Concept, meaning, nature and functions of Education 2.1.3 Types of Educating 2.1.4 Multiple dimensions of Education	1.1, 1.4
2.2 Goals, Aims and Objectives of Education (4 hours) 2.2.1 The nature of goals, aims and objective of Education 2.2.2 Formulating of educational goal, aims and objectives of Education; Individual, National, Regional and Global 2.2.3 An inquiry into the educational goals in Sri Lanka 2.2.4 Aims of modern education with special reference to Delor's commission (1996)	1.2, 1.3, 1.5
2.3 Influence of different Philosophies on Education (6 hours) 2.3.1 Idealism in Education 2.3.2 Naturalism in Education 2.3.3 Pragmatism in Education 2.3.4 Marist and Neo- Marxists interpretations of education 2.3.5 Asian thoughts in Education (Ghandi, Tagore, Swarmi Vivekanandan, Krishnamurthi etc.)	1.1, 1.3, 1.4
2.4 Values in Education (6 hours) 2.4.1 Moral judgement and moral development of Education 2.4.2 Character Education 2.4.3 Application of values in school system in Sri Lanka (Eg. Smart and good school concepts)	1.4, 1.5, 1.6
2.5 Concept of Lifetime Learning (6 hours) 2.5.1 Need for a lifetime learning 2.5.2 Dynamics of learning society 2.5.3 Strategies in lifetime learning 2.5.4 Philosophical views on lifetime learning (Nyrere, Paulo Freire...)	1.4, 1.5, 1.6
2.6 Education for Futures (4 hours) 2.6.1 Impact of digitalization in Education 2.6.2 Education for entrepreneurship 2.6.3 Emerging trends in alternative education	1.2, 1.4, 1.5, 1.6,

3. Teaching / Learning Methods:		Aligned to Course ILOs		
3.1	Group discussions	1.1, 1.2		
3.2	Collaborative learning	1.1, 1.2, 1.3, 1.4		
3.3	Interactive lectures	1.1, 1.2, 1.3, 1.4		
3.4	Classroom assignments	1.1, 1.4		
3.5	Group activities	1.1, 1.4, 1.6		
3.6	Presentations	1.1, 1.3, 1.6		
3.7	Projects	1.1, 1.3, 1.6		
4. Assessment Strategy: Formative and Summative Assessment using		Aligned to Course ILOs		
4.1	Written assignments	1.1, 1.2, 1.4, 1.5		
4.2	Presentations	1.3, 1.4, 1.5, 1.6		
4.3	Final written test	1.1, 1.2, 1.3, 1.4, 1.5, 1.6		
5. Weightage given for Assessments:				
Continuous Assessment 50%		Final Assessment 50%		
Written Assignments - 20%		Theory (%)	Practical (%)	Other (%) (specify)
Presentations - 30%		Final Written paper – 50%	—	—
6. Reference/Reading Materials:				
Aggaewal, J. C. (1996). 10 th rev. ed. <i>Theory and Principles of Education</i> . New Delhi: Vikas Publications.				
Aggaewal, J. C. (2001). <i>Basic Idea's in Education</i> . Delhi: Shipra Publication.				
Aggaewal, J. C. (2005). <i>Education for Values, Environment and Human Rights</i> . Delhi: Shipra Publications.				
Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (2013). <i>Philosophy of Education</i> . London: Sage Publications.				
http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf				
https://www.scribd.com/document/206943812/MEANING-SCOPE-FUNCTIONS-OF-PHILOSOPHY-OF-EDUCATION				
Ornstein, C. A., & Levine, D. U. (1984). <i>An introduction to the foundations of Education</i> . USA: Keller and Peete Associates.				
කලන්සූරිය, ඩී. ඩී. පී. (1973). නූතන බටහිර දර්ශනය. කොළඹ: අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව.				
කලන්සූරිය, ඩී. ඩී. පී. (1987). දර්ශනය හැඳින්වීමක්. කොළඹ: ඇම්.ඩී. ගුණසේන.				
වීරසිංහ, එච්. (1993). අධ්‍යාපන දර්ශන ප්‍රවේශය. නුගේගොඩ: නිපුණ එන්ට්‍රප්‍රයිසස්.				

2.8.1.2 Course Unit: Sociological Principles of Education

Year	One Year Programme		Semester I
Course Name	Sociological Principles of Education		
Course Code	SPE 802		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	-	70
Course Description <p>The objective of this course is to provide an exclusive and an in-depth understanding of the field of educational sociology. The nature of Sociology and Educational Sociology, relationship between school and community, school culture, socialization and its agents and capitals are included in this course to comprehend the meaning related to Educational Sociology. Teachers will benefit by incorporating the knowledge of social reality gained through this course into their teaching learning process.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Examine the forces and process of socialization</p> <p>1.2 Make use of different groups in promoting teaching learning in both school and community</p> <p>1.3 Examine the impact of social class on education</p> <p>1.4 Explore new trends in education systems in developed and developing countries</p> <p>1.5 Develop the role of the teacher for professional excellence</p> <p>1.6 Promote national integration among different social forces and groups in society</p> <p>1.7 Examine capitals on education</p> <p>1.8 Use social science research methods to analyze the sociological aspects in education</p>			Aligned to Programme ILOs <p>1, 2</p> <p>2, 3</p> <p>2</p> <p>3</p> <p>4, 6</p> <p>7, 8</p> <p>1</p> <p>5, 9</p>
2. Course Content: <p>2.1 Education and socialization (5 hours)</p> <p>2.1.1 The concept of socialization</p> <p>2.1.2 Relationship between education and socialization</p> <p>2.1.3 Agents of socialization: family, school, community, peer groups, religious bodies and mass media</p> <p>2.1.4 Crisis in socialization in contemporary society with special reference to changing pattern of the family and the impact of printed and electronic media</p>			Align to Course ILOs <p>1.1, 1.6</p>

2.2	Social groups and education (3 hours)	1.2, 1.6
2.2.1	The definition of groups in society	
2.2.2	Effects of group behavior on education	
2.2.3	Formal and informal groups	
2.3	Social stratification and education (5 hours)	1.3, 1.4, 1.6
2.3.1	Definition of a social class	
2.3.2	Measuring social class	
2.3.3	Effects of social class on education	
2.3.4	Importance of family background on education	
2.3.5	Concept and factors influencing social mobility	
2.3.6	Sanskritization of the individual person	
2.3.7	Education and social mobility with special reference to Sri Lanka	
2.4	Social and cultural change (3 hours)	1.3, 1.4
2.4.1	Relationship between education and social change	
2.4.2	Education for social change – modernization ideals – post modernization	
2.4.3	Education and Education cultural change	
2.4.4	Stresses of social change	
2.4.5	National identity and world citizenship	
2.5	Professionalization of teachers (4 hours)	1.5
2.5.1	Teachers' role in contemporary school and community	
2.5.2	Duties, responsibilities and rights of teachers	
2.5.3	Development of a professional culture among teachers	
2.5.4	Code of ethics for teachers	
2.5.5	Teacher as a catalyst	
2.5.6	Teacher as a self-directed learner	
2.6	Effects of Human, Cultural and Social Capital on education (4 hours)	1.7
2.6.1	Concept of Human Capital, Cultural Capital and Social Capital	
2.6.2	Importance of human, cultural and social capital for education	
2.6.3	Factors influencing the capitals	
2.6.4	Role of the school in enhancing capitals in students	
2.6.5	Develop an understanding of the influences of capitals on education	

2.7	Research Methodology – Sociology (6 hours)	1.8		
2.7.1	Sources of knowledge in Sociology			
2.7.2	Importance of research in Sociology			
2.7.3	Relevance of scientific methods for research in Sociology of Education			
2.7.4	Research methodology in Sociology <ul style="list-style-type: none">• Descriptive• Historical• Ethnographic• Action• Case Study• Survey Method			
2.7.5	Limitations in sociological research			
3. Teaching / Learning Methods:		Aligned to Course ILOs		
3.1	Lecture	1.1, 1.2, 1.3		
3.2	Group method	1.2, 1.3, 1.4		
3.3	Interactive sessions	1.5, 1.6, 1.7		
3.4	Assignment	1.2, 1.5		
3.5	Presentations	1.8		
3.6	Cooperative learning	1.6, 1.7, 1.8		
4. Assessment Strategy: Formative and summative assessment using				
4.1	Group presentations	1.1, 1.2, 1.4, 1.8		
4.2	Assignments	1.3, 1.5, 1.6, 1.7		
4.3	Case studies	1.8		
5. Weightage given for Assessments:				
Continuous Assessment 50%		Final Assessment 50%		
Group presentations - 15%		Theory (%)	Practical (%)	Other (%) (specify)
Assignments - 20%		Final Written paper – 50%	—	—
Case studies - 15%				
6. Reference / Reading Materials:				
Butin, D. W. (2005). <i>Teaching social foundations of education: Contexts, theories and issues</i> . Mahwah, NJ: Lawrence Erlbaum Associates.				
Conley, D. Albright, K. (2004). <i>After the Bell: Family Background, Public Policy and Educational Success</i> . New York: Routledge.				
Michael W. A., Stephen J. B., & Luis A. G. (2019). <i>The Routledge International Book of Sociology of Education</i> . Abingdon: Routledge.				
ලලගමගේ, එස්. (2017). <i>අධ්‍යාපන සමාජ විද්‍යාව</i> . කතා ප්‍රකාශන.				
ලලගමගේ, එස්. (2019). <i>අධ්‍යාපනයේ සමාජ විද්‍යාත්මක පදනම</i> . කතා ප්‍රකාශන.				
ලලගමගේ, එස්. (2021). <i>අධ්‍යාපනයේ සමාජ විද්‍යාත්මක විභින්න</i> . කතා ප්‍රකාශන.				

2.8.1.3 Course Unit: Psychological Bases of Education

Year	One Year Programme		Semester I
Course Name	Psychological Bases of Education		
Course Code	PBE 803		
Credit Value	2 Credits		100 Notional hours
Core /Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description This course examines the psychology of learning and learners by focusing how theories and principles of psychology including learning, motivation human development, and personality can be applied in the educational setting. Specifically this course addresses how students learn and develop which will enable teachers and trainers to successfully perform their various roles including instructional role in particular by providing basic understanding of nature of a child. Moreover, this course lay the foundation for the future teachers who will be developing with sound educational principles and seek opportunities for growth throughout their careers.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Build up fundamental vocabulary of child psychology and learning 1.2 Develop appropriate professional skills and attitudes to respond to the diverse needs of children in regular classrooms 1.3 Describe, explain and predict the developmental - biological, cognitive, affective, and social aspects of behaviour of the individual as a developing 1.4 Demonstrate the understanding of the fundamental principles of psychological perspectives including psychoanalysis, behaviourism, constructivism and humanism to the extent required to study children learning/behaviour scientifically 1.5 Demonstrate the ability to ethically and competently conduct and communicate psychological research; 1.6 Design and conduct appropriate interventions to facilitate student learning 1.7 Appreciate psychology as a science with the objectives of explaining, predicting and intervening to child's mental processes and behaviour with the view to become a reflective practitioner.			Aligned to Programme ILOs 1, 2 1, 2, 3, 6, 9 1, 2 1, 2, 7 1, 2, 5, 7 1, 2, 3, 4, 5, 8 8, 9
2. Course Content: 2.1 Psychology: A Science and a Perspective (2 hours) 2.1.1 What it is, how it originated and key perspectives 2.1.2 Educational Psychology: Aims and Roles 2.1.3 Psychology and scientific method			Aligned to Course ILOs 1.1, 1.4, 1.5, 1.7

2.2	Child and adolescent development: What are the implications for classroom teaching and learning (8 hours)	1.1, 1.3, 1.7
2.2.1	Growth/Development and its principles	
2.2.2	Physical Development: gaining height, weight and size	
2.2.3	Cognitive Development (Jean Piaget): Changes in our ability to understand the world around us	
2.2.4	Social development: Forming relationships with others (Erikson)	
2.2.5	Moral Development: Reasoning about 'right' and 'wrong' (Jean Piaget)	
2.2.6	Language Development: The communication of information	
2.3	Learning I: How we are changed by experience (8 hours)	1.1, 1.4, 1.7
2.3.1	Classical conditioning: Learning that some stimuli signal others	
2.3.2	Operant conditioning: Learning based on consequences	
2.3.3	Observational learning: Learning from the behaviour and outcomes of others	
2.3.4	Cognitive learning	
2.3.5	Cooperative learning	
2.3.6	How transfer take place	
2.4	Learning II: Factors influencing learning (4 hours)	1.1, 1.4, 1.7
2.4.1	Sensation, Attention and Perception	
2.4.2	Remembering and forgetting	
2.4.3	Motivation	
2.4.4	Formation of concept	
2.5	Personality characteristics: uniqueness and consistency in behavior (6 hours)	1.1, 1.3, 1.7
2.5.1	Trait based theories (Big Five) and developmental theories (Sigmund Freud, Carl Rogers – self-concept, Bandura – Self Efficacy)	
2.5.2	Factors affecting personality – nature vs nurture	
2.5.3	Whether IQ or EQ: Intelligence and Emotional intelligence	
2.6	Inclusive Education: Educating children in segregation or inclusion (2 hours)	1.1, 1.2, 1.6, 1.7
2.6.1	Inclusive policies	
2.6.2	Inclusive practice	
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1, 1.2, 1.3, 1.4,
3.2	Group activities	1.2, 1.3,
3.3	Seminar presentations	1.2, 1.5

3.4 Simulations	1.2, 1.6		
3.5 Debates	1.2		
3.6 Reflective practices	1.2		
3.7 Teaching portfolios	1.5, 1.6		
3.8 Class tests	1.2, 1.7		
3.9 Role plays	1.7		
4. Assessment Strategy: Formative and summative assessment using	Aligned to Course ILOs		
4.1 Group presentations	1.2, 1.3, 1.4		
4.2 Assignment	1.3, 1.4, 1.5		
4.3 Written examination	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7		
5. Weightage given for Assessments:			
Continuous Assessment 50%	Final Assessment 50%		
Written Assignments - 25%	Theory (%)	Practical (%)	Other
Class Tests - 25%	Final Written paper – 50%	—	—
6. Reference / Reading Materials:			
Agarwal, J. C. (2004). <i>Psychology of Learning and Development</i> . New Delhi: Shipra Publications.			
Howard, C., Burton, M., Levermore, D., & Barrell, R. (2017). <i>Children’s Mental Health and Emotional Well-being in Primary Schools</i> . London: Sage Publications.			
Daniel, J. S., & Bryson, T. P. (2012). <i>The Whole Brain Child</i> . New York: Random House.			
Eggen, P. (2016). <i>Educational psychology: Windows on classrooms</i> . London: Pearson.			
Feldman, R. S. (2009). <i>Understanding Psychology</i> (9 th ed.) New York, NY: McGraw-Hill.			
Gage, N. L., & Berliner, D. C. (1998). <i>Educational Psychology</i> (6 th ed.). Boston, MA: Houghton Mifflin.			
Munsch, J., & Levine, L. E. (2014). <i>Child development: An active learning approach</i> . Thousand Oaks, Calif.: SAGE.			
Ricci, M. C. (2013). <i>Mindsets in the classroom: Building a Culture of Success and Student Achievement in Schools</i> . Prufrock Press.			
Scott, D. (2013). Theories of learning: Models of Learning, [Ed.] Vol.11. Sage Publications.			
Scott, D. (2013). Theories of learning: Relations with curriculum, pedagogy and assessment. [Ed.] Vol.111. Sage Publications			
Scott, D. (2013). Theories of learning: Philosophical Sociological and Psychological theories of learning. [Ed.] Vol. I. SAGE Publishing			
Slater, A. M., & Quinn, P. C. (2012). <i>Developmental psychology: Revisiting the Classic Studies</i> . SAGE Publishing.			
Slavin, R. (2008). <i>Educational Psychology: Theory into Practice</i> , (9 th ed.). Boston: Allyn and Bacon.			
Woolfolk, A. (2016). <i>Educational Psychology</i> (13 th ed.). Boston, MA: Allyn & Bacon.			

2.8.1.4 Course Unit: Comparative Education

Year	One Year Programme		Semester I
Course Name	Comparative Education		
Course Code	CPE 804		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description This module focuses on the development of comparative education as an academic field. Students will learn special features of different education systems and their contributions to education in general from an international comparative perspective with particular emphasis on current issues in education at both local and global levels.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Explain the nature, scope and history of comparative education 1.2 Appraise the development of the education system in Sri Lanka 1.3 Examine the relationship between education and development from a comparative perspective 1.4 Explore new trends in education systems in developed and developing countries 1.5 Assess the impact of successive education policies and reforms in the education system in Sri Lanka 1.6 Evaluate the impact of decentralization and devolution on education with special reference to Sri Lanka 1.7 Analyze contemporary issues in education			Aligned to Programme ILOs 1 2 3 4, 5 6, 7 7, 8 9
2. Course Content: 2.1 The development of comparative education as an academic subject (6 hours) 2.1.1 Educational traditions of Sri Lanka till the 16 th Century 2.1.2 The impact of Portuguese and Dutch education 2.1.3 British Colonial Policy (from 1796 to 1832) 2.1.4 The first phase of British colonial education (1796 – 1832) 2.1.5 From Colebrook to Morgan (1832 – 1867) 2.1.6 The Morgan Report 2.1.7 The administration and control of education (1870 – 1930) 2.1.8 The medium of instruction (1870 – 1930) 2.1.9 The development of the education systems (elementary, secondary, vocational and higher from 1870 to 1930)			Aligned to Course ILOs 1.1, 1.5

2.2	Education Development since 1930 (6 hours)	1.1, 1.2
2.2.1	The State Council era (1931 – 1947)	
2.2.2	Expansion of education and development provision of medium of instruction	
2.2.3	The school structure, elementary, secondary and vocational educational institutions	
2.2.4	Education after Independence (1947 onwards)	
2.2.5	The development of secondary, vocational and tertiary education institutions	
2.2.6	Educational reforms from 1972 to the present	
2.3	Contemporary Education Systems (6 hours)	1.2, 1.3, 1.4
2.3.1	The educational system of Countries such as India, U.K, U.S.A., Malaysia, Republic of China and Finland in their historical perspectives	
2.3.2	Current trends in education (administration, structure and provision)	
2.4	Factors, Problems and Current Issues in Education (6 hours)	1.4, 1.5, 1.6, 1.7
2.4.1	Education in plural societies (race, language and religion)	
2.4.2	Education in multicultural societies	
2.4.3	Education and the social structure	
2.4.4	Mismatch between Education and Economy	
2.5	Contemporary issues in policies in education in Sri Lanka (6 hours)	1.5, 1.6, 1.7
2.5.1	The present education system, provision and structure	
2.5.2	Decentralization of education in Sri Lanka	
2.5.3	Current problems in education (ex. Dropouts, imbalance, educational unemployment and globalization and education)	
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Lectures	1.1, 1.2
3.2	Group method	1.3, 1.4
3.3	Interactive sessions	1.5, 1.6, 1.7
3.4	Assignments	1.3, 1.4, 1.5, 1.6
3.5	Presentations	1.3, 1.4, 1.5
3.6	Cooperative learning	1.2, 1.3, 1.4, 1.5
4. Assessment Strategy: Formative (in-course evaluation) and summative assessment at the final semester		Aligned to Course ILOs
4.1	Group presentations	1.2, 1.3, 1.4
4.2	Assignment	1.3, 1.4, 1.5
4.3	Written examination	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

5. Weightage given for Assessments:			
Continuous Assessment 50%	Final Assessment 50%		
Group Presentations - 25%	Theory	Practical (%)	Other (%) (specify)
Written Assignments - 25%	Final Written Paper – 50%	—	—
6. Reference / Reading Materials: Gunawardena, C. (1997). Problems of illiteracy in a literate developing society: Sri Lanka. <i>International Review of Education</i> , 43(5), 599-669. Jayasuriya, J. E. (1993). <i>Education and quality of life</i> . Colombo: Asian Pathfinder. UNESCO. (2004). <i>Educational Reforms</i> . Paris: UNESCO. Vvars, F., & Bartlet, L. E. (2009). <i>Critical approaches to comparative education</i> . London: MacMillan. Marshall, J. (2014). <i>Introduction to comparative and international education</i> . London: Sage Publications.			

2.8.1.5 Course Unit: Planning and Management at School Level

Year	One Year Programme		Semester I
Course Name	Planning and Management at School Level		
Course Code	PMS 805		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description The objective of the course is to provide an in-depth understanding and research to effective practice of management principles and functions in the teaching, learning and management process. The course contains a number of themes connected to managerial and school leadership roles and educational planning. Prospective teachers will benefit by incorporating the knowledge of planning and management reality gained through this course into their teaching learning and management process.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Understand the nature of school organization 1.2 Comprehend the managerial and leadership roles of the teacher and other managerial positions at school 1.3 Engage in planning relating to various school activities such as projects and co-curricular activities 1.4 Handle and guide students in school issues relating to discipline, class control and similar matters			Aligned to Programme ILOs 1, 2 1, 2, 9 3, 4, 5, 6 1, 3, 4, 5, 7

1.5	Comprehend and improve the reciprocal relationship between the school and the community	1, 2, 8
1.6	Foster attitudes that are favorable for their profession and the institution to which they belong	8, 9
2. Course Content:		Aligned to Course ILOs
2.1	Organizational structure of education and issues of systematic efficiency (2 hours)	1.1, 1.6
	2.1.1 Ministry provincial zonal and divisional levels	
	2.1.2 Issues of devolution and coordination	
2.2	School as an organization (2 hours)	1.1, 1.6
	2.2.1 School as a formal organization	
	2.2.2 School as a bureaucracy	
	2.2.3 School as a social system / human organization	
	2.2.4 Organizational climate of school	
2.3	Effective School (2 hours)	1.1, 1.6
	2.3.1 Criteria for identifying effective schools	
	2.3.2 School ethos	
	2.3.3 Creating effective schools	
	2.3.4 Concept of accelerated schools	
2.4	Management and leadership roles at school level (2 hours)	1.2, 1.6
	2.4.1 Principals managerial and leadership roles	
	2.4.2 Principals instructional leadership role	
	2.4.3 Teacher as manager and leader	
	2.4.4 Future challenges for educational managers	
2.5	Classroom management (2 hours)	1.4, 1.6
	2.5.1 Definitions of classroom management	
	2.5.2 Management techniques and practices	
	2.5.3 Management of the physical environment	
	2.5.4 Management of the human environment	
2.6	School discipline (2 hours)	1.4, 1.6
	2.6.1 Nature of current disciplinary problem in classroom	
	2.6.2 Dealing with disciplinary and other student problems	
	2.6.3 Guide in the student towards self-discipline	
	2.6.4 Need for counseling and guidance	
2.7	Educational planning at macro and micro level (2 hours)	1.3, 1.6
	2.7.1 School level planning project planning	
	2.7.2 School development plan	

2.8	Managing the curriculum at classroom / section / School levels (2 hours)	1.3, 1.6
2.8.1	Organization and implementation of the academic curriculum	
2.8.2	Organization of co-curricular activities	
2.8.3	Facilitation and improvement of teachers	
2.9	Teacher professionalism (2 hours)	1.6
2.9.1	Concept of teacher professionalism	
2.9.2	School based professional development of teachers	
2.10	School community relation (2 hours)	1.5
2.10.1	Parental, past pupils and well-wishers' involvement in school development	
2.10.2	Mutual involvement of school and community for development	
2.11	Basic rules and regulations and ethics governance teacher behavior (2 hours)	1.6
2.11.1	Institutional and financial procedure Ethics of teacher behaviour	
2.11.2	Teacher service and teacher service minute teacher accountability	
2.12	Concept of supervision (2 hours)	1.2, 1.3, 1.6
2.12.1	Introduction to educational supervision	
2.12.2	Principles of supervision	
2.13	Theoretical perspectives in Educational Management (6 hours)	1.1, 1.2, 1.4, 1.6
2.13.1	Relevant theories applied to School situations	
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1, 1.2, 1.6
3.2	Assignments	1.1, 1.2, 1.3
3.3	Demonstrations	1.4
3.4	Simulations	1.3, 1.6
3.5	Group activities	1.1, 1.3, 1.5
3.6	Presentations	1.6
3.7	Co-operative learning	1.3, 1.5, 1.6
4. Assessment Strategy: Formative and summative assessment using		Aligned to Course ILOs
4.1	Group presentations	1.1, 1.4, 1.6
4.2	Assignments	1.1, 1.2, 1.3
4.3	Quizzes	1.1, 1.2, 1.4
4.4	Case Studies	1.1, 1.2, 1.5, 1.6

5. Weightage given for Assessments:			
Continuous Assessment 50%		Final Assessment 50%	
Group presentations } Assignments } 25%	Theory Final Written Paper – 50%	Practical (%)	Other (%) (specify)
Quizzes } Case Studies } 25%		—	—

6. Reference / Reading Materials:

Aturupane, H., Kellaghan, T., & Shojo, M. (2013). *School-based education improvement initiatives: The experience and options for Sri Lanka*. Washington DC: World Bank.

Blase, J., & Blaze, J. (1999). Effective instructional leadership: Teachers’ perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-141.

Bush , T. (1994). *The principles of educational management*. Harlow: Longman.

Bust, T. (2008). *Leadership and management development in education*. London: Sage.

Caldwell, B. J. (2005). *School- based management*. Brussels: International Academy of Education Paris: International institute for Educational planning. Retrieved January 15,2014 from HYPERLINK "http://www.unesco.org/iiep" http://www.unesco.org/iiep

Crawford, M. E. (Ed.). (1997). *Leadership and teams in educational management*. Philadelphia: Open University Press.

Dean, J. (1995). *Managing the primary school*. New York: Routledge.

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Duignan, P. A., & Macpherson, R.J.S. (Ed.) (1992). *Educative leadership*. London: Falmer Press.

Hallinger, P., Bickman, L., & Davis, K. (1996). School context, principal leadership, and student reading achievement. *The Elementary School Journal*, 96(5), 527-549.

Harris, A. (Ed.). (2004). Distributed Leadership: Leading or Misleading? *Educational Management and Administration*, 32, 11-24.

Harris, A., & Muijs, D. (2002). *Improving Schools through Teacher Leadership* (3 ed.). London: Oxford University.

MacBeath, J., & Dempster, N. (2009). *Connecting leadership and learning: Principles for practice*. London: Routledge.

Levin , J., & Nolan, J. (2000). *Principles of classroom management* (3rd ed.). Pearson.

Little, A. W. (2000). *Primary education reforms in Sri Lanka*. Colombo: Educational Publications Department.

Lyons, G., Ford, M., & Slee, J. (2013). *Classroom Management* (4th ed.). Cengage Learning.

Preedy, M. (1992). *Managing the effective school*. London: Routledge.

Perera, W. (1997). *Changing schools from within: A management intervention for improving school functioning*. Paris: IIEP.

UNESCO. (1991). *Micro level educational planning and management: Handbook*. Bangkok: PROAP.

UNESCO. (2005). *School Management: A training manual for educational management*. Paris: IIEP.

කුලරත්න, ඩී. ජී. (2000). *අධ්‍යාපන සැලසුම්කරණය*. කොළඹ: සාර ප්‍රකාශන.

රණසිංහ, එච්. (2004). *විශිෂ්ට පාසලක් සඳහා අධ්‍යාපන සැලසුම්කරණය*. කතා ප්‍රකාශන.

2.8.1.6 Course Unit: Educational Measurement and Assessment

Year	One Year Programme		Semester I
Course Name	Educational Measurement and Assessment		
Course Code	EMA 806		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description This course unit has been designed to illustrate the basic concepts & theories in the field of Educational Measurement and Assessment. The students will develop the ability to use theories, concepts and practices to think critically and act intelligently when applying them. Further, they will be able to apply descriptive statistics to analyze the students.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 explain the role of measurement and assessment in teaching learning process 1.2 Identify appropriate assessment methods to assess the learning outcomes of the students 1.3 Construct and use assessment tools for assessing learning outcomes in cognitive and non-cognitive domains 1.4 Use assessment results effective way 1.5 Apply statistical techniques to analyze and interpret assessment data			Aligned to Programme ILOs 1, 2, 4, 8 1, 3, 5, 6 1, 2, 5, 7 3, 7, 8, 9 2, 4, 5
2. Course Content: 2.1 The role of measurement and assessment (2 hours) 2.1.1 The nature of measurement and assessment 2.1.2 The purpose of assessment in teaching learning process 2.2 Classifications of educational objectives (4 hours) 2.2.1 Cognitive domain 2.2.2 Affective domain 2.2.3 Psychomotor domain 2.3 Writing objectives for assessing learning outcomes (1 hour) 2.4 Types of Assessments (2 hours) 2.4.1 Assessment for learning/Formative assessments 2.4.2 Assessment of learning/Summative assessments			Aligned to Course ILOs 1.1 1.2 1.3 1.3

2.4.3	Norm reference/Criterion reference/Ipsative assessments	
2.4.4	Assessment of cognitive abilities	
2.4.5	Assessments of non-cognitive characteristics	
2.4.6	Diagnostic assessments and remediation	
2.4.7	Competency based assessments	
2.5	Methods of assessments (8 hours)	1.3, 1.4
2.5.1	Teacher made tests (Essay type and Structured essay type tests, Binary choice tests, Multiple choice tests, Matching type tests)	
2.5.2	Teacher made tasks including performance based assessments	
2.5.3	Standardized tests	
2.5.4	Portfolio	
2.5.5	Group work assessments	
2.5.6	Self/Peer assessments	
2.5.7	Check lists/Rating scales/Rubrics	
2.6	Analyzing and interpreting Assessment data (6 hours)	1.4, 1.5
2.6.1	Scales of measurements	
2.6.2	Organization of tests marks	
2.6.3	Central tendency measures	
2.6.4	Dispersion measures	
2.6.5	Correlation	
2.6.6	Graphical representation of test scores	
2.7	Quality of assessments (4 hours)	1.2, 1.3
2.7.1	Reliability	
2.7.2	Validity	
2.7.3	Practicability	
2.7.4	Authenticity	
2.8	Effective use of assessment information and reporting (2 hours)	1.4, 1.5
2.9	School Based Assessment (1 hour)	1.3
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture method	1.1, 1.2, 1.3
3.2	Discussion method	1.2, 1.3, 1.4
3.3	Group activities	1.3, 1.4, 1.5
3.4	Presentation	1.3, 1.4, 1.5
4. Assessment Strategy: Formative and summative assessment using		Aligned to Course ILOs
4.1	Group presentation	1.1, 1.4, 1.5
4.2	Quizzes	1.1, 1.2, 1.3
4.3	Classroom assignment	1.1, 1.2, 1.4

5. Weightage given for Assessments:			
Continuous Assessment 50%	Final Assessment 50%		
Written Assignments - 25%	Theory	Practical (%)	Other (%) (specify)
Presentations - 25%	Final Written Paper – 50%	—	—
6. Reference / Reading Materials: Airasian, P. W. (2001). <i>Classroom assessment</i> (4 th ed.). New York: McGraw Hill. Bloom, B. S. (Ed.). (1956). <i>Taxonomy of educational objectives: The classification of educational goals. Handbook I, Cognitive Domain</i> . New York: David Mckay Co. Ltd. Faragher, S. (2014). <i>Understanding Assessment in Primary Education</i> . London: SAGE publication. Gronlund, N. E. (1997). <i>Measurement & evaluation in teaching</i> . New York: Macmillan. Gronlund, N. E. (1998). <i>Assessment of student achievement</i> (6 th ed.). Boston: Allyn and Bacon. Haladyana, T. M. & Rodrigues, M. C. (2013). <i>Developing and validating test items</i> . New York: Routledge. James, H. M. (2013). <i>Classroom assessment principles and practice for effective standards – Based instruction</i> (6 th ed.). Boston: Allyn and Bacon. James, W. (2011). <i>Classroom assessment</i> (7 th ed.). Boston: Allyn and Bacon. Linn, R. L., & Gronlund, N. E. (2000). <i>Measurement and assessment in teaching</i> . New Jersey: Merrill Prentice Hall. McMillan, J. H. (2011). <i>Classroom Assessment</i> . Boston: Allyn and Bacon. National Council for Curriculum and Assessment (NCCA) (2004). <i>Information and Communications Technology (ICT) in the Primary School Curriculum: Guidelines for Teachers</i> . Dublin: NCCA. Susan, M., Brookhart, McMillan J. H. (2019). <i>Classroom Assessment and Educational Measurement</i> , 1st Edition. Routledge. Neil, J. D., & Linda L. C. (2016). <i>Fairness in Educational Assessment and Measurement</i> , 1st Edition. Routledge Karl, S., & DiStefano, C. (2016). <i>Principles and Methods of Test Construction Standards and Recent Advances</i> . Hogrefe Publishing.			

2.8.1.7 Course Unit: General Methodologies of Teaching

Year	One Year Programme		Semester I
Course Name	General Methodologies of Teaching		
Course Code	GMT 807		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description			
The study of General Methodologies of Teaching focuses on understanding the process of learning and teaching. Prospective teachers will learn various strategies and methodologies which can be used for teaching and learning, and how to construct and use relevant aids for teaching and learning. This course focuses on the preparation of a term plan and lesson plan and demonstrates the prepared lesson using suitable method/s, techniques of teaching and learning aids.			

<p>1. Intended Learning Outcomes:</p> <p>At the end of the course unit student will be able to,</p> <p>1.1 Interpret the process of learning and teaching</p> <p>1.2 Grasp various strategies of teaching and learning styles</p> <p>1.3 Apply different methods of teaching relation to specific subject area</p> <p>1.4 Identify, construct and use relevant aids for teaching and learning</p> <p>1.5 Plan out a learning situation based on aforementioned outcomes 1.1 – 1.4</p>	<p>Aligned to Programme ILOs</p> <p>1</p> <p>1, 2, 3, 4</p> <p>1, 2, 3, 4, 9</p> <p>2, 4</p> <p>5, 6, 7, 8, 9</p>
<p>2. Course Content:</p> <p>2.1 General Strategies of Teaching (3 hours)</p> <p>2.1.1 Concept of teaching and learning, and L-T process</p> <p>2.1.2 Psychological findings in learning process</p> <p>2.2 Various strategies of instruction and styles of learning (11 hours)</p> <p>2.2.1 Teacher led strategies, their merits, demerits and possible modifications</p> <ul style="list-style-type: none"> - Lecture, Lecture cum discussion/ Demonstration - Discussion method <p>2.2.2 Student centered strategies, their merits, demerits and possible modifications</p> <ul style="list-style-type: none"> - Discovery learning, Problem based learning - Project based learning & Learning through Assignments - Simulation, Dramatization, Role play, Play-way method - Programmed learning - Demonstration method, Micro- teaching <p>2.3 Techniques of teaching (2 hours)</p> <p>2.3.1 Questioning & Answering, Group learning, Brainstorming</p> <p>2.4 Instructional materials (6 hours)</p> <p>2.4.1 The concept of learning experiences</p> <p>2.4.2 Dale's Cone of Learning experiences</p> <p>2.4.3 Types of teaching – learning materials, their characteristics, advantages and disadvantages</p> <p>2.4.4 Preparing and using teaching – learning materials</p>	<p>Aligned to Course ILOs</p> <p>1.1</p> <p>1.2, 1.3</p> <p>1.2, 1.3</p> <p>1.4, 1.5</p>

2.5	Preparation of a term plan and lesson plan (6 hours)	1.3, 1.4, 1.5	
2.5.1	General format of a term plan/lesson plan		
2.5.2	Selection of learning outcomes, incorporation of relevant and appropriate learning experiences with the content		
2.6	Evaluation as feedback/feed forward to the teacher and the student (2 hours)	1.5	
2.6.1	Formative and summative evaluation		
2.6.2	Remedial teaching		
3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Interactive lectures	1.1, 1.2, 1.4, 1.5	
3.2	Demonstration	1.3, 1.4	
3.3	Simulations	1.4, 1.5	
3.4	Group assignments	1.1, 1.2, 1.3, 1.4, 1.5	
4. Assessment Strategy: Formative and Summative Assessments using:		Aligned to Course ILOs	
4.1	Group presentation	1.3, 1.4, 1.5	
4.2	Quizzes	1.1, 1.2, 1.3, 1.4, 1.5	
4.3	Written examinations	1.1, 1.2, 1.3, 1.4, 1.5	
5. Weightage given for Assessments:			
Continuous Assessment 50%	Final Assessment 50%		
Group Assignments - 25%	Theory	Practical (%)	Other (%) (specify)
Quizzes - 25%	Final Written Paper – 50%	—	—
6. Reference / Reading Materials:			
Aggarwal, J. C. (2015). <i>Essentials of educational technology</i> . Noida, India: Vikas Publishing House Pvt Ltd.			
Care, J. (1986). <i>Technology in school</i> . London: Routledge & Kegan Paul.			
Eble, K. E. (1988). <i>The craft of teaching: A guide to mastering the professor's art</i> (2 nd ed). San Francisco: Jossey-Bass Publishers.			
Edgar, D. (1969). <i>Audio-visual methods in teaching</i> . USA: Holt, Rinehart and Winston.			
Erans. L., & Heedlian, J. (1975). <i>Aspects of educational technology</i> . Essex: Anchor Press Ltd.			
Ladousse, G. P. (1987). <i>Role play</i> . New York: Oxford University Press.			
Luthre, D. (1977). <i>Investigations of micro-teaching</i> . London: Macleod & Griffiths, Erodin Helm Ltd.			

2.8.2 Semester II (Core Course Units)

1. SMT 808 - Subject Specific Methods of Teaching
2. CTP 809 - Curriculum Theory and Process
3. SCC 810 - School Counselling
4. EDT 811 - Educational Technology
5. EXE 812 - Extended Essay
6. TEP 813 - Teaching Practicum

2.8.2.1 Subject Specific Methods of Teaching – Optional

Each student is required to select only two course units from the course units listed below.

- SMT 808 -1 Sinhala Language and Literature (only for Sinhala Medium students)
- SMT 808 -2 Tamil Language and Literature (only for Tamil Medium students)
- SMT 808 -3 English Language
- SMT 808 -4 English Literature (only for English Medium students)
- SMT 808 -5 Buddhism
- SMT 808-6 Aesthetics
- SMT 808-7 Special Education
- SMT 808-8 Child Psychology and Care
- SMT 808-9 Accounting
- SMT 808-10 Citizenship Education
- SMT 808-11 Commerce and Business Studies
- SMT 808-12 Economics
- SMT 808-13 History
- SMT 808-14 Political Science
- SMT 808-15 Primary Education
- SMT 808-16 Integrated Science
- SMT 808-17 Information and Communication Technology
- SMT 808-18 Mathematics
- SMT 808-19 Physical Science
- SMT 808-20 Biological Science
- SMT 808-21 Geography

2.8.2.1.1 Course Unit: Sinhala Language and Literature

Year	One Year Programme		Semester II
Course Name	Sinhala Language and Literature		
Course Code	SMT 808-1		
Credit Value	1 Credit	50 Notional hours	
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description The Sinhala Language and Literature course is a methodology course unit designed for the PGDE learners to provide a nuance training in understanding theories and applications of teaching Sinhala language and its literature. The course is professionally designed to cater a unique training in identifying methods to be employed by Sinhala Language Teacher in primary and secondary school settings. This course is expected to overcome the issues faced in teaching a first language by introducing new methods and integrating creative and innovative teaching strategies. Upon completion of the course, it is expected learners to demonstrate a skill set that is shaped and profounded with updated knowledge, proper training and new avenues to enhance the student engagement in a Sinhala language classroom.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Demonstrate the knowledge on theories & approaches of Learning and Teaching Sinhala Language and Literature in primary and secondary school settings as a First Language 1.2 Analyze the issues of language teaching in school 1.3 Apply the strategies of language learning to identify and accommodate learner specific communicative competencies 1.4 Appreciate social, cultural values in Literature 1.5 Apply reflective practice for innovative professional development in language teaching 1.6 Demonstrate the role of a successful and competent language teacher			Aligned to Programme ILOs 1, 2, 7 3 3, 4, 5 5, 8 9 6
2. Course Content: 2.1 Aims and Objectives of teaching a first language and literature (2 hours) 2.1.1 Dynamics of teaching language and literature in primary and secondary schools 2.1.2 Modern trends in teaching first language and literature; an introduction 2.2 Language development and first language acquisition (2 hours) 2.2.1 Theories and applications of first language learning 2.2.2 Development stages of first language learning			Aligned to Course ILOs 1.1 1.1., 1.2 1.3, 1.5 1.1, 1.3

<p>2.3 Teaching methods and strategies in First Language Teaching (language and literature) (3 hours)</p> <p>2.3.1 Role of the language teacher (past and present)</p> <p>2.3.2 Strategies of Communicative Language Teaching (CLT); Competence Based Techniques</p> <p>2.3.3 Multi-model approach to teaching methodology</p> <p>2.4 Aesthetics, Literary Appreciation, Criticism (4 hours)</p> <p>2.4.1 Methodologies to develop text-book based skill enhancing programs</p> <p>2.4.2 New ways of promoting learner language and literature skills.</p> <p>2.4.3 Development of reading habits.</p> <p>2.5 Approaches, Methods, Challenges and modern trends in teaching grammar (2 hours)</p> <p>2.5.1 Issues in Teaching Grammar in schools</p> <p>2.5.2 Modern Approaches to Teach Grammar</p> <p>2.6 Material design and development, Assessment and Evaluation (2 hours)</p> <p>2.6.1 Using modern technology for material design and development</p> <p>2.6.2 New modes of evaluation; testing materials, methods</p>	<p>1.1</p> <p>1.1, 1.3</p> <p>1.1, 1.2, 1.3, 1.5</p> <p>1.1</p> <p>1.3</p> <p>1.1, 1.3, 1.4, 1.5</p> <p>1.2, 1.5</p> <p>1.2, 1.5</p> <p>1.6</p> <p>1.5, 1.6</p>
<p>3. Teaching / Learning Methods:</p> <p>3.1 Interactive lecture methods</p> <p>3.2 Group activities</p> <p>3.3 Assignments</p> <p>3.4 Presentations</p> <p>3.5 Creative activities</p> <p>3.6 Simulations</p>	<p>Aligned to Course ILOs</p> <p>1.1, 1.2, 1.4</p> <p>1.4, 1.5, 1.6</p> <p>1.2, 1.3</p> <p>1.4, 1.5</p> <p>1.4, 1.6</p> <p>1.5, 1.6</p>
<p>4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters</p>	<p>ILOs</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p>
<p>5. Weightage given for Assessments:</p>	
<p>Continuous Assessment - 25%</p>	<p>Final Assessment - 25%</p>
<p>Written Assignments – 10% (a critical analysis of the text-book in hand)</p> <p>Presentation – 15% (a possible model to teach aesthetics)</p>	<p>Final Written Paper</p>

Assignment	Marks	Aligned to ILOs
Written Assignment	10%	1.2, 1.3, 1.5, 1.6
Presentation	15%	1.4, 1.6
Final Written Paper	25%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

6. Reference / Reading Materials:

- Brumfit, C. J., Brumfit, C., & Carter, R. (Eds.). (1986). *Literature and language teaching*. Oxford University.
- Carless, D. R. (2003). Factors in the implementation of task-based teaching in primary schools. *System*, 31(4), 485-500.
- Ducate, L., & Nike, A. (2011). Present and future promises of CALL: From theory and research to new directions in language teaching, CALICO Monograph Series, Vol. 5 (2nd ed). Texas: San Marcos.
- Hendrickson, J. M. (1978). Error correction in foreign language teaching: Recent theory, research, and practice. *The Modern Language Journal*, 62(8), 387-398.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. San Francisco, CA: Altemany Press.
- Lee, J. F., & VanPatten, B. (1995). *Making Communicative Language Teaching Happen. Volume 1: Directions for Language Learning and Teaching*. McGraw-Hill, Inc., 860 Taylor Station Rd., Blacklick, OH 43004-0545
- Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL quarterly*, 23(4), 589-618.
- Piaget, J. (2005). *Language and thought of the child: Selected Works Vol 5*. Routledge.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Richards, J. C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.
- Savignon, S. J. (1987). Communicative language teaching. *Theory into practice*, 26(4), 235-242.

2.8.2.1.2 Course Unit: Tamil Language and Literature

Year	One Year Programme		Semester II
Course Name	Tamil Language and Literature		
Course Code	SMT 808-2		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description <p>The course “Tamil Language and literature” is designed for PGDE learners. This is a methodology course unit. This course is an expose to understand the learning principles and application in Tamil language and literature. It is also a talented course for the primary and secondary teachers. It is expected to introduce new teaching methods, creative and new ideas of teaching to overcome the hurdles in teaching Tamil language and literature. When completing this course the student can update his knowledge and appropriate practice and is able to express their skills when teaching Tamil language and literature.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Identifying the importance of Learning and Teaching Tamil Language and Literature at primary and secondary school settings as a First Language (K)</p> <p>1.2 Attaining the knowledge, competences of its uses while effective teaching and guiding in Tamil language and literature. (A,S)</p> <p>1.3 Identifying and concentrating a communicative competencies developing the techniques of learning the language Focus on developing strategies of language learning to identify and accommodate learner specific communicative competencies (Sociolinguistics, Discourse, Grammatical and Pragmatic competence – Receptive and Productive skills) in the use of Sinhala Language (K, A)</p> <p>1.4 Identifying their aesthetic and sense of tasting of language and encouraging them to act actively (S, A)</p> <p>1.5 Mastering in teaching Tamil as a first language in Sri Lankan schools and its new approaches and techniques. (K, A, M)</p> <p>1.6 Expressing as mastered language teachers’ role successfully. (S, K, M)</p>			Aligned to Programme ILOs <p>1, 2</p> <p>3, 4, 5, 8</p> <p>1, 2, 7, 8</p> <p>3, 5, 6, 7, 8</p> <p>1, 2, 8, 9</p> <p>1, 2, 3, 5, 6, 9</p>
2. Course Content: <p>2.1 Purposes and targets of teaching Tamil as first language (3 hours)</p> <p>2.1.1 Current situation of teaching Tamil language and literature in primary and secondary schools</p>			Aligned to Course ILOs <p>1.1., 1.2</p>

2.1.2	Modern techniques in teaching first language and literature.	1.5
2.2	Language development and first language acquisition (2 hours)	
2.2.1	Theories and applications of first language learning principles	1.1
2.2.2	Development stages of first language learning	1.1, 1.3
2.3	Teaching methods and strategies in First Language Teaching (language and literature) (2 hours)	
2.3.1	Role of the language teachers who teaches first language (past and present)	1.1
2.3.2	Strategies of Communicative Language Teaching (CLT); Competence Based Techniques	1.3
2.3.3	Changes with the methods of teaching Tamil	1.1, 1.3, 1.4
2.4	Aesthetics, Literary Appreciation, Criticism (3 hours)	
2.4.1	Developing language basic skills based on school text book	1.4, 1.5
2.4.2	New methods of promoting learners' language and literature skills	1.5
2.4.3	Improve and encourage the reading habits	1.4, 1.5
2.5	Approaches, Methods, Challenges and modern trends in teaching grammar (3 hours)	
2.5.1	Issues in Teaching Grammar in schools	1.2
2.5.2	Modern Approaches in Teaching Grammar	1.3, 1.6
2.6	Material design and development, Assessment and Evaluation (2 hours)	
2.6.1	Using modern technology for material design and development	1.5
2.6.2	New modes of evaluation; testing materials, methods	1.5, 1.6
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1, 1.2, 1.4
3.2	Group activities	1.4, 1.5, 1.6
3.3	Assignments	1.2, 1.3
3.4	Presentations	1.4, 1.5
3.5	Creative activities	1.4, 1.6
3.6	Simulations	1.5, 1.6

4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semester		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
5. Weightage given for Assessments:		
Continuous Assessment 30%	Final Assessment 70%	
Written Assignments – 15% (a critical analysis of the text-book in hand) Presentation – 15% (a possible model to teach aesthetics)		
Assignment	Marks	Aligned to ILOs
Written Assignment	15%	1.2, 1.3, 1.5, 1.6
Presentation	15%	1.4, 1.6
Final Written Paper	70%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
6. Reference / Reading Materials:		
Brumfit, C. J., Brumfit, C., & Carter, R. (Eds.). (1986). <i>Literature and language teaching</i> . Oxford University.		
Carless, D. R. (2003). Factors in the implementation of task-based teaching in primary schools. <i>System</i> , 31(4), 485-500.		
Ducate, L., & Nike, A. (2011). Present and Future Promises of CALL: From Theory and Research to New Directions in Language Teaching, CALICO Monograph Series, Vol 5, (2 nd ed). San Marcos, Texas.		
Hendrickson, J. M. (1978). Error correction in foreign language teaching: Recent theory, research, and practice. <i>The Modern Language Journal</i> , 62(8), 387-398.		
Kramsch, C. (1993). <i>Context and culture in language teaching</i> . Oxford University Press.		
Krashen, S. D., & Terrell, T. D. (1983). <i>The natural approach: Language acquisition in the classroom</i> .		
Lee, J. F., & VanPatten, B. (1995). <i>Making Communicative Language Teaching Happen. Volume 1: Directions for Language Learning and Teaching</i> . New York: McGraw-Hill, Inc.		
Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. <i>TESOL Quarterly</i> , 23(4), 589-618.		
Piaget, J. (2005). <i>Language and thought of the child: Selected Works Vol 5</i> . Routledge.		
Richards, J. C. (2005). <i>Communicative language teaching today</i> . SEAMEO Regional Language Centre.		
Richards, J. C., & Renandya, W. A. (Eds.). (2002). <i>Methodology in language teaching: An anthology of current practice</i> . Cambridge University Press.		
Savignon, S. J. (1987). Communicative language teaching. <i>Theory into Practice</i> , 26(4), 235-242.		
ஆறுமுகம், வ. (1968). இடைநிலைப் பாடசாலைகளில் கவிதைகற்பித்தல்.		
சிவத்தம்பி, கா. (1982). தமிழ் கற்பித்தல் மேம்பாடு.		
சிவத்தம்பி, கா. (1993). தமிழ் கற்பித்தலில் உன்னதம் ஆசிரியர் பங்கு.		
நு.மான், எம். ஏ. (2002). ஆரம்ப இடைநிலைவகுப்புகளில் தமிழ்மொழிகற்பித்தல்.		

2.8.2.1.3 Course Unit: English Language

Year	One Year Programme		Semester II
Course Name	English Language		
Course Code	STM 808-3		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description The course envisages the development of a competent practitioner well versed in teaching and learning the methodology of English as a Second Language and capable of applying various methods of teaching, learning and evaluation of classroom practice.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to,			Aligned to Programme ILOs
1.1 Examine the theories and models that can be used in the language development			1
1.2 Critically appraise the issues and problem in the development of language skills in the classroom			2
1.3 Explore the techniques and strategies that can be used to develop the language skills of the students and apply them to the tasks and activities by critically evaluating the prescribed text books			3, 4, 5, 6, 7
1.4 demonstrate positive attitudes towards professional ethics, responsibilities and creative and innovative language teaching			8
1.5 Apply reflective practice for innovative professional development in language teaching			9
2. Course Content:			Aligned to Course ILOs
2.1 Developing English as a Second Language Listening skills in the classroom (3 hours)			
2.1.1 Theories/models/approaches to develop Listening Skills			1.1
2.1.2 Issues and problems in the development of Listening skills			1.2
2.1.3 Identify techniques and strategies to develop Listening skills and prepare activities to develop the Listening skills of the students			1.3, 1.4, 1.5
2.2 Developing English as a Second Language Speaking Skills in the classroom (3 hours)			
2.2.1 Theories/models/approaches to develop speaking skills			1.1
2.2.2 Issues and problems in the development of Speaking skills			1.2

2.2.3	Identify techniques and strategies to develop Speaking skills and prepare activities to develop the Speaking skills of the students	1.3, 1.4, 1.5
2.3	Developing English as a Second Language Reading Skills in the classroom (3 hours)	
2.3.1	Theories/models/approaches to develop Reading skills	1.1
2.3.2	Issues and problems in the development of Reading skills	1.2
2.3.3	Identify techniques and strategies to develop Reading skills and prepare activities to develop the Reading skills of the students	1.3, 1.4, 1.5
2.4	Developing English as a Second Language Writing Skills in the classroom (3 hours)	
2.4.1	Theories/models/approaches to develop Writing skills	1.1
2.4.2	Issues and problems in the development of Writing skills	1.1
2.4.3	Identify techniques and strategies to develop Writing skills and prepare activities to develop the Writing skills of the students	1.2
2.5	Integrated development of language skills (3 hours)	
2.5.1	How drama, songs and games can be used for the integrated language development of students	1.3, 1.4, 1.5
2.5.2	Identify strategies and techniques for the integrated language development in the classroom and prepare activities for the simultaneous development of four language skills, vocabulary and grammar	1.1, 1.2, 1.3, 1.4, 1.5
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1, 1.2
3.2	Assignments	1.1, 1.3, 1.5
3.3	Role plays	1.4, 1.5
3.4	Drama	1.4, 1.5
3.5	Group activities	1.1, 1.2, 1.3, 1.4, 1.5
3.6	Presentations – oral and visual	1.2, 1.4, 1.5
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters		ILOs 1.1, 1.2, 1.3, 1.4, 1.5
5. Weightage given for Assessments:		
Continuous Assessment 25%		
Assignment type	Marks	Alignment to ILOs
Group activity – oral presentation on integrated language development in the classroom	15%	1.1, 1.2, 1.3, 1.4, 1.5

Written assignment (Individual) to prepare activities to develop one of the above skills	10%	1.1, 1.2, 1.3, 1.4, 1.5
Final Assessment 25%		
Five compulsory short questions and four essay type questions on which the student is given the choice to answer any two questions testing both theoretical as well as practical applications of the content.	25%	1.1, 1.2, 1.3, 1.4, 1.5
6. Reference / Reading Materials: <p>Arola, K. L., & Wysocki, A. F. (2014). <i>Composing (media) = composing (embodiment): Bodies, technologies, writing, the teaching of writing</i>. Logan, UT: Utah State University Press.</p> <p>Gass, S. M., & Mackey, A. (2012). <i>The Routledge Handbook of Second Language Acquisition</i>. London: Routledge.</p> <p>Hill, J. D. & Miller, K. B. (2013). <i>Classroom Instruction that Works with English Language Learners (2nd ed.)</i>. Alexandria: ASCD.</p> <p>Palmer, E. (2014). <i>Teaching the core skills of listening and speaking</i>. Alexandria: ASCD.</p> <p>Palmer, S. (2011). <i>How to teach writing across the curriculum: Ages 8-14</i>. NY: Routledge.</p> <p>Spiro, J. (2013). <i>Changing methodologies in TESOL</i>. Edinburgh: Edinburgh University Press.</p> <p>Steven, S. D. (2015). <i>English teaching in the secondary schools: Linking theory & practice</i>. NY: Routledge.</p> <p>Urquhart, V. & Frazee, D. (2012). <i>Teaching reading in the content areas: If not Me, then Who?</i> Alexandria: ASCD.</p>		

2.8.2.1.4 Course Unit: English Literature

Year	One Year Programme		Semester II
Course Name	English Literature		
Course Code	SMT 808-4		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description The course envisages the development teaching and learning the genres of Literature in the school.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Demonstrate clear understanding of theories, models and competencies in poetry, drama and fiction in the local and global contexts			Aligned to Programme ILOs 1, 2

1.2	Apply the knowledge in theories and approaches in addressing literary genres through reflective practice	3, 4, 9
1.3	Analyze values, social cultural and ethical issues in the main literary genres	4, 5
1.4	Demonstrate sensitivity, compassion, empathy and respect for all living beings and nature	6, 7, 8
1.5	Innovate creative activities related to main literary genres	6, 7
2. Course Content:		Aligned to Course ILOs
2.1	Objectives, models, skills, competencies in learning Literature (3 hours)	
2.1.1	Knowledge based, skill based, value centred & Lifelong objectives	1.1
2.1.2	Global and discrete skills in Literature and Literary Competencies	1.1
2.1.3	How the above skills and competencies can be developed in the classroom	1.2
2.2	Learning and Teaching Poetry (3 hours)	
2.2.1	Poetic techniques and Devices	1.1, 1.2
2.2.2	Teaching Poetry to develop Literary competencies of students (language, cultural and personal development)	1.1, 1.2, 1.3, 1.4
2.2.3	Prepare activities to develop Literary competencies through poetry	1.1, 1.2, 1.3, 1.4, 1.5
2.3	Learning and teaching prose – short story and novels (6 hours)	
2.3.1	Compare and contrast poetry and prose	1.1, 1.2
2.3.2	Elements, techniques and approaches to reading short stories & novels	1.1, 1.2
2.3.3	Teaching short stories to develop the literary competences of the students. (Language, Cultural and personal development)	1.1, 1.2, 1.3, 1.4
2.3.4	Prepare activities to develop the Literary competencies of the students through prose.	1.1, 1.2, 1.3, 1.4, 1.5
2.4	Learning and Teaching Drama (3 hours)	
2.4.1	Compare and contrast drama with other literary genres	1.1, 1.2
2.4.2	Elements, approaches and techniques in Drama	1.1, 1.2
2.4.3	Prepare activities to develop the Literary competencies of the students through Drama	1.1, 1.2, 1.3, 1.4, 1.5

3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1
3.2	Assignments	1.1, 1.2, 1.3, 1.4, 1.5
3.3	Group activities	1.1, 1.2, 1.3, 1.4, 1.5
3.4	Presentations – oral and visual	1.2, 1.3, 1.4
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semester		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5
5. Weightage given for Assessments:		
Continuous Assessment 25%		
Assignment	Marks	Aligned to ILOs
Written assignment – individual activity on social, cultural, political or personal issues.	10%	1.1, 1.2, 1.3, 1.4, 1.5
Oral & written presentation – group activity – Teaching primary or secondary students to develop literary competencies	15%	1.1, 1.2, 1.3, 1.4, 1.5
Final Assessment 25%		
Five compulsory structured questions from all genres to test the knowledge & understanding of the prescribed Literary texts and four essay type optional questions to evaluate the critical thinking, creativity, argumentation, attitudes and values (Only two questions to be answered)	25%	1.1, 1.2, 1.3, 1.4, 1.5
6. Reference / Reading Materials:		
Nance, K. A. (2010). <i>Teaching Literature in the Languages: Expanding the Literary Circle through Student Engagement</i> (1st ed.). Upper Saddle River, NJ: Prentice Hall.		
Atherton, C., Green A., & Snapper, G. (2013). <i>Teaching English Literature</i> . 16 – 19. NY: Routledge.		
Canton, J. (Ed.). (2016). <i>The Literature Book: Big Ideas Simply Explained</i> . Great Britain: Penguin Random House.		
Himmele, P., Himmele, W. & Potter, K. (2014). <i>Total literacy techniques: Tools to help students analyze literature and informational texts</i> . Alexandria, VA: ASCD.		
Jarvis, R. (2014). <i>The romantic period: The intellectual and cultural context of English</i> . London: Routledge.		
Lupton, C. (2012). <i>Knowing books: The consciousness of Mediation in Eighteenth Century Britain</i> . Philadelphia: University of Pennsylvania Press.		
Renen, V. D. (2017). <i>The Other Exchange: Women, Servants and the Urban Underclass in Early Modern English Literature</i> . Lincoln. NE: University of Nebraska Press.		
Rudd, D. (2010). <i>The Routledge Companion to Children's Literature</i> . NY: Routledge.		
Zane, P. (2015). <i>Off the Books: On Literature & Culture</i> . Columbia: University of South Carolina Press.		

2.8.2.1.5 Course Unit: Buddhism

Year	One Year Programme		Semester II
Course Name	Buddhism Teaching Methods		
Course Code	SMT 808-5		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description The course is designed to PGDE learners to provide clear understanding of main areas of Buddhism through systematic methods relevant to school setting. This course is professionally designed to cater in applying various methods and evaluation to be employed by Buddhism teacher in Primary and Secondary school setting.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Examine the nature of the Buddhism as a religion. 1.2 Identify the main areas in Buddhism. 1.3 Design the learning aids in Buddhist teaching lessons. 1.4 Improve skills of lesson planning and co-curricular activities in Buddhism. 1.5 Apply current and traditional Buddhist teaching methods. 1.6 Improve characteristic of the individual with reference to Buddhist teaching.			Aligned to Programme ILOs 1, 2 1, 2 3 6, 5 3, 7 8, 4, 9
2. Course Content: 2.1 Nature and specific features of Buddhism teaching method (2 hours) 2.1.1 Nature and Key features of Buddhism 2.1.2 Aims and Objectives of teaching Buddhism (Individual and social prosperity / Spiritual Development) 2.1.3 Buddhism as religion in school setting 2.2 Main areas in Buddhism secondary level students' syllabuses and textbooks (2 hours) 2.3 Current and traditional teaching methods and strategies in Buddhism (5 hours) 2.3.1 Lecture method 2.3.2 Story method 2.3.3 Questioning method 2.3.4 Discussion method 2.3.5 Programme learning 2.3.6 Problem solving method 2.3.7 Discovery method			Aligned to Course ILOs 1.1 1.1 1.1, 1.2 1.2 1.1 1.1, 1.2, 1.3, 1.5 1.2, 1.5 1.1, 1.5 1.5 1.5 1.5

2.3.8 Case study method	1.1, 1.5	
2.3.9 Brainstorming method	1.2, 1.5	
2.3.10 Assignment method	1.5	
2.4 Skills of lesson planning and co-curricular activities in Buddhism with reference of developing, creativity, attitudes, innovation, and social responsibility towards the society (2 hours)	1.2, 1.4, 1.6	
2.5 The role of exemplary teacher according to Buddhist teaching (2 hours)		
2.5.1 Teacher – Student interactions	1.6	
2.5.2 Motivation and Feedback	1.6	
2.5.3 Dedication	1.6	
2.5.4 Determination	1.6	
2.5.5 Showing that a fault is fault	1.6	
2.6 Material design and Development, Assessment and Evaluation (2 hours)	1.2, 1.3, 1.6	
3. Teaching / Learning Methods:	Aligned to Course ILOs	
3.1 Interactive lecture methods	1.1, 1.2, 1.3	
3.2 Group activities	1.3, 1.4, 1.5	
3.3 Assignments	1.3, 1.6	
3.4 Presentations	1.4, 1.5	
3.5 Discussions	1.5, 1.6	
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters	Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4 1.5, 1.6	
5. Weightage given for Assessments:		
Continuous Assessment - 25% Written assignments, Presentation	Final Assessment - 25% Final written paper	
Assessment	Marks	Aligned to ILOs
Written assignments	10%	1.1., 1.2,
Presentation	15%	1.3, 1.4, 1.5, 1.6
Final written paper	25%	1.1., 1.2, 1.3, 1.4, 1.5, 1.6
6. Reference / Reading Materials:		
https://www.researchgate.net/publication/337707221 The original Teaching of the Buddha අබේසේකර, එච්., අබේසේකර, විනිතා. (2015). බුදුන්වහන්සේගේ ශ්‍රේෂ්ඨ ඉගැන්වීම් ක්‍රම. කොළඹ: එස්. ගොඩගේ ප්‍රකාශකයෝ. ආරියවිමල හිමි, කොස්වත්තේ. (2010). බුද්ධ ධර්මය. කොළඹ: සමයවර්ධන ප්‍රකාශකයෝ. රාහුල හිමි, වල්පොල (1997). බුදුන් වදාළ ධර්මය. දෙහිවල: බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය. වීරසිංහ, එච්. (1990). බුද්ධාගම ඉගැන්වීමේ මූලධර්ම. ගුරු අත්පොත්. නුගේගොඩ: ක්ලැසික් මුද්‍රණාලය. සිංහල අංගුත්තර නිකාය (2005). දෙහිවල: බෞද්ධ සංස්කෘතික මධ්‍යස්ථානය. හෙට්ටිආරච්චි, ඩී., මහනන්ත්‍රිගේ, ජී. (2003). බුදුදහමේ මූලික ඉගැන්වීම්. නුගේගොඩ: තිමිර ප්‍රකාශන.		

2.8.2.1.6 Course Unit: Aesthetics

Year	One Year Programme		Semester II
Course Name	Aesthetic Teaching Methods		
Course Code	SMT 808-6		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description The purpose of this course is to discover ways to create and promote learning through dramatic teaching. Course is designed in order to explore ways of developing and implementing teaching strategies appropriate for aesthetic education, theatre in education, and educational theatre. The course will also be looking into specific abilities that performing and visual arts offer participants.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Design and implement a dramatic and structurally sound curriculum for aesthetic studies 1.2 Present and facilitate a lesson in aesthetic subjects creatively 1.3 Critically view teaching styles and methods 1.4 Articulate a personal teaching philosophy for teaching aesthetic subjects 1.5 Examines the problems in the class room with new perspective			Aligned to Programme ILOs 1, 3, 4 1, 3, 5 6, 2 2, 8 7, 8, 9
2. Course Content: 2.1 The vital importance of a methodology in teaching aesthetic subjects in schools and in higher educational institutions. Methodology of designing and implementing a curriculum for children in a primary class room by integrating aesthetic subjects as pedagogical tool. (5 hours) 2.2 Methods of using aesthetic subjects to promote active learning in other subjects to give students a kinesthetic and empathetic understanding as well as and intellectual understanding of a topic. (3 hours) 2.3 Introduction of Edutainment as a method of teaching performing arts, using <i>Sandagira</i> docu drama of <i>Jayalath Manorathne</i> and <i>Peter Pan</i> of <i>J.M. Barry</i> . (2 hours)			Aligned to Course ILOs 1.1, 1.3 1.2, 1.3, 1.5 1.3, 1.5,

2.4	Methods and techniques of teaching performance studies and visual culture studies in formal and non-formal education. (3 hours)	1.1, 1.3		
2.5	The role of aesthetics in human development, the methods of developing aesthetic sensibilities by teaching performance studies and visual culture studies. (perceiving, experiencing, creating, evaluating) (2 hours)	1.3, 1.4, 1.5		
3. Teaching / Learning Methods:		Aligned to Course ILOs		
3.1	Interactive lectures	1.1, 1.2		
3.2	Projects	1.4, 1.5		
3.3	Role Play	1.2 , 1.3, 1.5		
3.4	Case studies	1.5		
3.5	Group activities	1.1, 1.3, 1.5		
3.6	Presentations	1.5		
3.7	Small group activities	1.1, 1.3, 1.5		
3.8	Problem based learning	1.5		
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5		
5. Weightage given for Assessments:				
Continuous Assessment 25%		Final Assessment 25%		
Written Assignments – 10% Presentation –15%		Theory	Practical (%)	Other (%) (specify)
		Final written paper – 25%	—	—
Assignment		Marks	Aligned to ILOs	
Written Assignments		10%	1.1, 1.2, 1.3, 1.4, 1.5	
Presentation		15%	1.5	
Final written paper		25%	1.1, 1.2, 1.3, 1.4, 1.5	
6. Reference / Reading Materials:				
Eisner, E. (1987). <i>The Role of Art in Curriculum Planning</i> . New York: Allyn and Bacon Inc.				
Farley, F.H., & Praeger, R. W. N. (Eds.) (1988). <i>The foundations of aesthetics, art, and art education</i> .				
Courtney, R. (1980). <i>The dramatic curriculum</i> . London: Heinemann.				
O'Neill, C., & Lambert, A. (1989). <i>Drama structures: A practical handbook for teachers</i> . London: Hutchinson.				

2.8.2.1.7 Course Unit: Special Education

Year	One Year Programme		Semester II
Course Name	Special Education Teaching Methods		
Course Code	SMT 808-7		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	8	17
Course Description Specific Methods of teaching in Special Education is focused on the integration of students with special educational needs children in normal classroom setting. Hence, as a professional teacher in the 21 st century should be able to develop teaching skills and methods towards the different types of special educational needs children in the inclusive classroom. Teachers enable to implement the Individual Education Plan (IEP) with appropriate teaching methodologies and techniques assist with technologically supported inquiry-oriented learning environment for the children with special educational needs and apply different authentic assessments for the learner's educational achievements.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Explain the different types of special needs children 1.2 Describe the nature and scope of the inclusion of children with special educational needs in the normal classroom setting 1.3 Demonstrate a sound knowledge and understand of the Methods of the teaching for children with special educational needs 1.4 Design lesson plans that can be modified to fit each child with special educational needs 1.5 Design teaching aids, (Laboratory & audio-visual materials) for special needs children in the inclusive classroom 1.6 Demonstrate an ability to practice of teaching learning plan on special needs children 1.7 Apply the appropriate authentic strategies for assessing the teaching-learning process of special needs children in the inclusion			Aligned to Programme ILOs 1, 2 1, 2, 3 1, 2, 3, 4, 5 3, 4, 6 3, 4 3, 4 3, 7, 8, 9
2. Course Content: 2.1 Inclusion of children with special needs in the contemporary school setting in Sri Lanka (3 hours) 2.1.1 Nature and characteristics of different types of children with special needs 2.1.2 Inclusion policies and practices in Sri Lankan context			Aligned to Course ILOs 1.1, 1.2, 1.3, 1.5

2.1.3	Aims and objectives of inclusion for special needs children in the primary and secondary school setting	
2.2	Methods of the teaching for different types of children with special needs (6 hours)	1.3, 1.4, 1.5
2.2.1	Intellectual disability	
2.2.2	Intellectual giftedness	
2.2.3	Learning disability	
2.2.4	Communications disorders	
2.2.5	Developmental delayed issues	
2.2.6	Physical disability and impairments	
2.2.7	Children with behavioral problems	
2.3	Creating a teaching-learning plan for an individual basis for child with differently abled (3 hours)	1.3, 1.4, 1.5
2.3.1	Learning performance level and reflection in lesson design	
2.3.2	Teaching-Learning plan outline and supportive activity of special supporter	
2.3.3	Teaching learning activity	
2.3.4	Cooperative Group Teaching	
2.3.5	Student placement plan	
2.3.6	Writing plan	
2.3.7	Student Evaluation different methods	
2.3.8	Materials usage plan	
2.4	Assessment methods for the differently abled children in the inclusion (3 hours)	1.4, 1.5, 1.6, 1.7
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lectures	1.1, 1.2
3.2	Assignments	1.3, 1.5
3.3	Demonstration method	1.4, 1.6, 1.7
3.4	Field studies	1.6, 1.7
4. Assessment Strategy: Formative and Summative Assessment using		Aligned to Course ILOs
4.1	Group Assignments (Assessed through a rubric performance criteria, rating scale, and indicators)	1.1, 1.2
4.2	Quizzes	1.3, 1.5
4.3	Written examinations	1.1, 1.2, 1.3, 1.4, 1.5

5. Weightage given for Assessments:			
Continuous Assessment 25%	Final Assessment 25%		
Quiz /practical/ - 10%	Theory	Practical (%)	Other (%) (specify)
Group assignments - 15%	Final written paper – 25%	—	—
6. Reference / Reading Materials: Anastasiou, D., & Stavroula, P. (2014). Identification and over Identification of Specific Learning Disabilities (Dyslexia) in Greece, Vol.32, p.55-69. Retrieved from http://www.jstor.org/stable/27740357 Charoo, S. G., Jimit, S. P., & Pratic, J. S. (Jan-March, 2011). Dyslexia: The Developmental Reading Disorder, Vol. 1. Retrieved from http://www.ipharmsciencia.com Capacity building of Special Education Professionals (Sri Lanka). (2017). Soon Chun Hyang University: KOIKA Hornby, G. (2014). Inclusive Special Education – Evidence-based Practices for Children with Special Needs and Disabilities. Springer. Mitchell, D. R. (2006). What Really Works in Special and Inclusive Education- Using Evidence-based Teaching Strategies. Kindle Edition.			

2.8.2.1.8 Course Unit: Child Psychology and Care

Year	One Year Programme		Semester II
Course Name	Child Psychology and Care Teaching Methods		
Course Code	SMT 808-8		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	8	17
Course Description Specific Methods of teaching in Child Psychology and Care is focused on study of child development, concepts, dimensions, stages and theories as known as human development. Child Psychology is the scientific study systematic biological and psychological changes that occur in prenatal to childhood. The study of the development of Child Psychology and care enables the students to implement the child psychology and care curriculum with appropriate teaching methodologies and techniques assisted with natural as well technologically supported inquiry-oriented learning environment. Acquisition of knowledge and skills in evaluating Child Psychology and Care learning enable the learner to adopt more authentic assessments in order to the achievement in the discipline.			

<p>1. Intended Learning Outcomes:</p> <p>At the end of the course unit student will be able to,</p> <p>1.1 Describes the nature and scope of the Child Psychology and Care</p> <p>1.2 Explain the factors affecting child growth and development</p> <p>1.3 Describes the important Psychological Theories on Child Development and care</p> <p>1.4 Demonstrates a sound knowledge and understand of the Methods of the teaching for Child Psychology and Care</p> <p>1.5 Design and Plans teaching aids, assessment methods about Child Psychology and care</p>	<p>Aligned to Programme ILOs</p> <p>1, 2</p> <p>1, 2, 3</p> <p>2, 3, 4</p> <p>3, 4, 5</p> <p>3, 4, 6, 7, 8, 9</p>
<p>2. Course Content:</p> <p>2.1 Introductions to Child Psychology and Care (3 hours)</p> <p>2.1.1 Definition, concepts, nature, functions, Importance of Child Psychology and Care</p> <p>2.1.2 Growth, maturity, development and care</p> <p>2.1.3 Developmental Stages and care</p> <p>- Infancy, Early childhood, middle child hood</p> <p>2.1.4 Developmental dimensions</p> <p>- Physical development</p> <p>- Emotional development</p> <p>- Cognition development</p> <p>- Social development</p> <p>2.2 Theoretical bases of Child Psychology and Care (3 hours)</p> <p>2.2.1 Approaches and models</p> <p>2.3 Importance of care takers on Child Psychology and care (3 hours)</p> <p>2.3.1 Home based care</p> <p>2.3.2 Day care centers</p> <p>2.3.3 Pre schools</p> <p>2.4 Teaching Methods (3 hours)</p> <p>2.4.1 Teacher lecture methods</p> <p>- Lecture cum discussion/Demonstration</p> <p>- Observation method</p> <p>- Case Study method</p> <p>- Longitudinal method</p> <p>2.4.2 Student centered methods</p> <p>- Discovery methods - Guided Discovery</p> <p>- Demonstration method</p> <p>- Field study method</p>	<p>Aligned to Course ILOs</p> <p>1.2</p> <p>1.1, 1.3</p> <p>1.3</p> <p>1.2, 1.3</p> <p>1.4, 1.5</p> <p>1.2</p> <p>1.3</p> <p>1.5</p> <p>1.3</p> <p>1.4, 1.5</p>

2.5 Evaluation of student achievement in child Psychology and Care (3 hours)			
2.5.1	Identification of learning outcomes of Child Psychology and Care	1.3	
2.5.2	Classification of assessment instruments	1.4	
2.5.3	Construction and use of assessment instruments based on outcomes	1.5	
3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Interactive lectures	1.1, 1.2, 1.3	
3.2	Assignments	1.3, 1.4	
3.3	Demonstration method	1.4, 1.5	
3.4	Field studies	1.5	
3.5	Observation	1.3, 1.4, 1.5	
4. Assessment Strategy: Formative and Summative Assessment using		Aligned to Course ILOs	
4.1	Group Assignments (Assessed through a rubric performance criteria, rating scale, and indicators)	1.1, 1.2	
4.2	Quizzes	1.3, 1.5	
4.3	Written examinations	1.1, 1.2, 1.3, 1.4, 1.5	
5. Weightage given for Assessments;			
Continuous Assessment 25%		Final Assessment 25%	
Quiz /practical/ presentation - 10%	Theory	Practical (%)	Other (%) (specify)
Group Assignments - 15%	Final written paper - 25%	—	—
6. Reference / Reading Materials:			
Neil, J. S. (2002). <i>Child development</i> . New York: Macmillan Reference USA.			
Newman, B. M., & Newman, P. R. (2003). <i>Development through Life: A Psychosocial Approach</i> . University of Rhode Island: Thomson.			
Brian, H., Ronald G. B., George, F. M., & Philippe, R. (2005). <i>The Cambridge encyclopedia of child development</i> . Cambridge University Press.			
Eric, M. A., & Lynley, H. A. (2009). <i>Psychology of classroom learning: An encyclopedia</i> . USA: Macmillan.			

2.8.2.1.9 Course Unit: Accounting

Year	One Year Programme		Semester II
Course Name	Accounting Teaching Methods		
Course Code	SMT 808-9		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description <p>Student teachers preparing to teach Accounting need to be familiar with the processes of curriculum design, development and delivery in this teaching area. In order to achieve this familiarity, this course introduces students to relevant national, State, and school curriculum documents for use in the junior secondary school. The unit will assist undergraduates to acquire knowledge and skills that facilitate the teaching and learning of Accounting in the junior secondary school. Consideration is also given to student assessment strategies, responses to significant issues in teaching Accounting, and understanding Accounts in the context of a world of work.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Understand the historical background, nature, use, aims and objectives of teaching Accounting</p> <p>1.2 Enhance the abilities of teaching Accounting using appropriate methods and techniques</p> <p>1.3 Use modern techniques of assessment and evaluation</p> <p>1.4 Explore sources of information related to Accounting</p>			Aligned to Programme ILOs <p>1, 3</p> <p>2, 3, 4</p> <p>2, 3, 4, 5, 6, 7</p> <p>4, 5, 8, 9</p>
2. Course Content: <p>2.1 Nature of Accounting, aims and objectives of teaching Accounting (1 hour)</p> <p>2.2 Review of curriculum materials (Advanced Level/ Ordinary Level) (2 hours)</p> <p>2.3 Traditional and modern methods and techniques of teaching Accounting (8 hours)</p> <p>2.4 Preparation and use of teaching g aids to teach Accounting (2 hours)</p> <p>2.5 Problems in teaching and learning at classroom level (2 hours)</p>			Aligned to Course ILOs <p>1.1</p> <p>1.1, 1.2</p> <p>1.2, 1.3, 1.4</p> <p>1.2, 1.4</p> <p>1.4</p>

3. Teaching / Learning Methods:		Aligned to Course ILOs		
3.1	Interactive lecture methods	1.1		
3.2	Assignments	1.2, 1.3		
3.3	Demonstrations	1.2, 1.3		
3.4	Simulations	1.2		
3.5	Group activities	1.1, 1.2, 1.3		
3.6	Presentations	1.2, 1.3, 1.4		
3.7	Co-operative learning	1.2, 1.4		
4. Assessment Strategy: Formative and Summative Assessments using:		Aligned to Course ILOs		
4.1	Group Presentation	1.1, 1.2, 1.3, 1.4		
4.2	Quizzes	1.1, 1.3		
4.3	Demonstration	1.2		
5. Weightage given for Assessments:				
Continuous Assessment 25%		Final Assessment 25%		
Group Presentation } Quizzes } 25% Demonstration }		Theory	Practical (%)	Other (%) (specify)
		Final Written Paper – 25%	—	—
6. Reference / Reading Materials:				
Aggarwal, J. C. (1996). <i>Teaching of commerce: A practical approach</i> (2 ed.). New Delhi: Vikas Publishing.				
Boynton , L. D. (1970). <i>Methods of teaching Bookkeeping-Accounting</i> . Ohio: South-Western Pub. Co.				
Calhoun, C. C. (1980). <i>Managing the learning process in business education</i> . Belmont: Wadsworth Publishing Company.				
Daughtrey, A. S. (1965). <i>Methods of basic business and economic education</i> . Cincinnati: South-Western Pub. Co.				
Tavano, J. (2006). <i>Games accounting teachers play</i> . Warwick: Business Education Publishing.				

2.8.2.1.10 Course Unit: Citizenship Education

Year	One Year Programme		Semester II
Course Name	Citizenship Education Teaching Methods		
Course Code	STM 808-10		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description This module focuses on the nature, scope and philosophical background of Citizenship Education. It also introduces various approaches to curriculum development paying particular emphasis on a variety of teaching methodologies which are used to introduce a range of concepts taught under Citizenship Education.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Define the nature and scope of the citizenship education 1.2 Illustrate subject integration citizenship education 1.3 Ascertain objectives of teaching citizenship education in the secondary school 1.4 Analyze critically the nature of citizenship education curriculum 1.5 Adopt activity and child centered methods in teaching – learning 1.6 Plan lessons effectively 1.7 Use different educational technology effectively for teaching citizenship education 1.8 Use evaluation critically for the improvement of teaching-learning process			Aligned to Programme ILOs 1 2, 3 3, 4 5 3, 6 5, 7, 8 8 9
2. Course Content: 2.1 Citizenship education as a subject in the secondary school curriculum (3 hours) 2.1.1 Citizenship education – History, nature and scope of the subject 2.1.2 Subject Integration in citizenship education 2.1.3 Objectives of teaching citizenship education 2.1.4 The role of the citizenship education teacher 2.1.5 A critical analysis of the current citizenship education syllabus taught in Sri Lankan Schools			Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4

2.2	Activity and child centered methods of teaching-learning citizenship education (2 hours)	1.5
2.2.1	Group work	
2.2.2	Observation	
2.2.3	Dramatization	
2.2.4	Play way	
2.2.5	Simulation	
2.2.6	Problem solving	
2.2.7	Discovery learning/experimentation	
2.2.8	Project work	
2.2.9	Assignments	
2.2.10	Field trips	
2.2.11	Cooperative learning	
2.3	Nature of citizenship education (2 hours)	1.1, 1.3, 1.4, 1.6
2.3.1	Determining learning objectives	
2.3.2	Selecting subject content	
2.3.3	Selecting methodology	
2.3.4	Choice of visual aid and other material	
2.3.5	Steps in developing the lesson	
2.3.6	Use of evaluation	
2.3.7	Use of feedback and follow – up work	
2.4	Community resources (2 hours)	1.5
2.4.1	Use of community resources for teaching learning situations	
2.4.2	Types of community resources	
	- Human	
	- Physical	
	- Festivals	
	- Place of interest – Museums/art galleries	
2.5	Use of educational aids, equipment and technology for teaching learning (2 hours)	1.5, 1.6, 1.7, 1.8
2.5.1	Visual aids	
2.5.2	Audio visual aids and electronics	
2.5.3	Printed materials	
2.5.4	Electronic hardware	
2.5.5	Collections	
2.6	Citizenship teacher (2 hours)	1.1, 1.2
2.6.1	Link past, present and future	
2.6.2	Bridges school and community	
2.6.3	Integrates knowledge within and cross subject boundaries	

2.6.4 Updates knowledge			
2.6.5 Sensitive and open to social problems and change			
2.7	Evaluation of Citizenship learning (2 hours)	1.7, 1.8	
2.7.1	Use of basic teaching model		
2.7.2	Communication of evaluation to parents		
3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Group work	1.1, 1.2	
3.2	Observation	1.4, 1.5	
3.3	Dramatization	1.6	
3.4	Play way	1.6	
3.5	Simulation	1.5	
3.6	Problem solving	1.4, 1.5	
3.7	Discovery learning/ experimentation	1.5	
3.8	Project work	1.5	
3.9	Assignment	1.3	
3.10	Cooperative learning	1.1	
4. Assessment Strategy: Formative (in-course evaluation) and summative assessment at the end of the semester		Aligned to Course ILOs	
4.1	Written Examinations	1.1, 1.3, 1.4, 1.5	
4.2	Assignments	1.4, 1.5, 1.6	
4.3	Group Projects	1.5, 1.6, 1.7	
5. Weightage given for Assessments:			
Continuous Assessment 25%		Final Assessment 25%	
Presentation - 25%		Theory	Practical (%)
		Final Written Paper – 25%	Other (%) (specify)
6. Reference / Reading Materials:			
Banks, J. (2004). <i>Diversity in Citizenship Education: Global Perspectives</i> . San Francisco: Jossey- Bass.			
Brown, K. (2009). <i>The Citizenship Teacher’s Handbook</i> . London: Continuum International.			
Gaudelli, W. (2016). <i>Global Citizenship Education: Everyday Transcendence</i> . New York: Routledge.			

2.8.2.1.11 Course Unit: Commerce and Business Studies

Year	One Year Programme		Semester II
Course Name	Commerce and Business Studies Teaching Methods		
Course Code	SMT 808-11		
Credit Value	1 Credit		50 Notional Hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description <p>Student teachers preparing to teach Commerce need to be familiar with the processes of curriculum design, development and delivery in this teaching area. In order to achieve this familiarity, this course introduces students to relevant national, State, and school curriculum documents for use in the junior secondary school. The unit will assist undergraduates to acquire knowledge and skills that facilitate the teaching and learning of Commerce in the junior secondary school. Consideration is also given to student assessment strategies, responses to significant issues in teaching Commerce, and understanding Commerce in the context of a range of critical perspectives, philosophies and worldviews.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Understand the historical background, nature, use, aims and objectives of teaching Commerce and Business Studies</p> <p>1.2 Enhance the abilities of teaching Commerce and Business Studies using appropriate methods and techniques</p> <p>1.3 Use modern techniques of assessment and evaluation</p> <p>1.4 Explore sources of information related to Commerce and Business Studies</p>			Aligned to Programme ILOs <p>1, 3</p> <p>2, 3, 4</p> <p>4, 5, 6, 7</p> <p>4, 5, 8, 9</p>
2. Course Content: <p>2.1 Nature of Commerce and Business Studies, aims and objectives of teaching Commerce and Business Studies (1 hour)</p> <p>2.2 Review of curriculum materials (Advanced Level/ Ordinary Level) (2 hours)</p> <p>2.3 Traditional and modern methods and techniques of teaching Commerce and Business Studies (8 hours)</p> <p>2.4 Preparation and use of teaching aids to teach Commerce and Business Studies (2 hours)</p> <p>2.5 Problems in teaching and learning at classroom level (2 hours)</p>			Aligned to Course ILOs <p>1.1</p> <p>1.1, 1.2</p> <p>1.2, 1.3, 1.4</p> <p>1.2, 1.4</p> <p>1.4</p>

3. Teaching / Learning Methods:		Aligned to Course ILOs		
3.1	Interactive lecture methods	1.1		
3.2	Assignments	1.2, 1.3		
3.3	Demonstrations	1.2, 1.3		
3.4	Simulations	1.2		
3.5	Group activities	1.1, 1.2, 1.3		
3.6	Presentations	1.2, 1.3, 1.4		
3.7	Co-operative learning	1.2, 1.4		
4. Assessment Strategy: Formative and Summative Assessments using:		Aligned to Course ILOs		
4.1	Group Presentation	1.1, 1.2, 1.3, 1.4		
4.2	Quizzes	1.1, 1.3		
4.3	Demonstration	1.2		
5. Weightage given for Assessments:				
Continuous Assessment 25%		Final Assessment 25%		
Group Presentation } Quizzes } 25% Demonstration }		Theory	Practical (%)	Other (%) (specify)
		Final Written Paper – 25%	—	—
6. Reference / Reading Materials:				
Aggarwal, J. C. (1996). <i>Teaching of Commerce: A Practical Approach</i> (2 ed.). New Delhi: Vikas Publishing.				
Douglas, L. V. (1972). <i>Teaching Business Subjects</i> (3 rd ed.). New Jersey: Prentice Hall.				
Rao, S. (2002). <i>Teaching of commerce</i> . New Delhi: Anmol Publications Pvt. Limited.				
Singh, Y. K. (2015). <i>Teaching of commerce</i> . New Delhi: APH Publishing Corporation.				
Sharma, Y. K. (2011). <i>Teaching of commerce: Principles theories methods and techniques</i> . New Delhi: Kanishka Pub.				
Tonne, H. A., & Nanassy, L. C. (1970). <i>Principles of business education</i> (4 th ed.). New York: Gregg Division, McGraw-Hill.				
Tonne, H. A., Popham, E. L., & Freeman, M. H. (1965). <i>Methods of teaching business subjects</i> . New York: McGraw Hill Book Co.				
Venkateswarlu, K. (2010). <i>Methods of teaching commerce</i> . New Delhi: Discovery Publishing House.				

2.8.2.1.12 Course Unit: Economics

Year	One Year Programme		Semester II
Course Name	Economics Teaching Methods		
Course Code	SMT 808-12		
Credit Value	1 Credit		50
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description <p>The focus of this course is to provide knowledge paying particular emphasis on a variety of teaching methodologies which are used to introduce a range of concepts taught under Economics Education. The course contains a number of themes connected to teaching Economics. It also explains the nature, scope and philosophical background of Economics Education. Teachers will be able to make Economics interesting for students by changing the way they think after completing this course.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Define the nature and scope of the Economics education</p> <p>1.2 Determine the aims and objectives of learning-teaching Economics in the Secondary school</p> <p>1.3 Demonstrate different approaches to curriculum development in Economics</p> <p>1.4 Demonstrate skills of effective lesson planning</p> <p>1.5 Apply student centered methods in teaching – learning</p> <p>1.6 Use various educational technologies effectively for teaching Economics</p> <p>1.7 Use appropriate techniques of evaluation to improve teaching learning process</p> <p>1.8 Display attitudes and skills required for change</p>			Aligned to Programme ILOs <p>1, 2</p> <p>2</p> <p>3, 4</p> <p>3, 4</p> <p>3, 5</p> <p>3, 5</p> <p>3, 7, 9</p> <p>8, 9</p>
2. Course Content: <p>2.1 History, nature, definition and scope of Economics (1 hour)</p> <p>2.2 Aims and Objective of teaching Economics at school level (1 hour)</p> <p>2.3 The role of the Economic teacher (1 hour)</p> <p>2.4 A critical analysis of the Economic syllabus taught in secondary schools (1 hour)</p> <p>2.5 Preparation of Annual plan, term plan and lesson plan in teaching Economics (1 hour)</p>			Aligned to Course ILOs <p>1.1</p> <p>1.2</p> <p>1.3, 1.4, 1.5</p> <p>1.4</p> <p>1.4</p>

2.6	Different student centered methods of teaching – learning Economics (7 hours)	1.5
2.6.1	Lecture discussion	
2.6.2	Problem solving	
2.6.3	Group methods	
2.6.4	Case studies	
2.6.5	Discovery Vs. Guided Discovery Method	
2.6.6	Simulation	
2.6.7	Project work	
2.6.8	Cooperative learning	
2.7	Use of educational aids and technology for teaching – learning Economics (1 hour)	1.6
2.7.1	Visual aids	
2.7.2	Statistics, Charts, Graphs etc.	
2.7.3	Audio visual aids and electronics	
2.7.4	Printed materials	
2.7.5	Electronic hardware	
2.8	Assessment & evaluation of learning – teaching Economics (1 hour)	1.7
2.8.1	Type of evaluation	
2.8.2	Techniques of evaluation	
2.9	Economic teacher (1 hour)	1.8
2.9.1	Link past, present and future	
2.9.2	Updates knowledge	
2.9.3	Identify 21 st century skills of both the student and the teacher	
2.9.4	Sensitive and open to economic problems and change	
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1, 1.4, 1.5,
3.2	Assignments	1.4
3.3	Demonstration	1.2, 1.3
3.4	Simulations	1.4, 1.5
3.5	Group activities	1.6, 1.7, 1.8
3.6	Presentations	1.5
3.7	Co-operative learning	1.5
4. Assessment Strategy: Formative and summative assessment using		Aligned to Course ILOs
4.1	Case studies	1.6, 1.7, 1.8
4.2	Group presentation	1.4, 1.5, 1.6, 1.7, 1.8
4.3	Group assignments	1.4, 1.5, 1.6, 1.7, 1.8

5. Weightage given for Assessments:			
Continuous Assessment 25%	Final Assessment 25%		
Case Studies Group Presentations Group Assignments	Theory	Practical (%)	Other (%) (specify)
- 25%	Final Written Paper – 25%	—	—
6. Reference / Reading Materials: Bartlett, R. L. (1996). Discovering diversity in introductory economics. <i>Journal of Economics Perspectives</i> , 10(Spring), 141-153. Brinia, V. (2007). <i>The introduction of project method in teaching economics</i> . Athens: Gutenberg. Brinia, V., Vikas, E. (2014). Innovations in the teaching methodology of the economic science in Secondary Education: The introduction of art in teaching the course "Principles of the Economic Theory". Athens: Gutenberg. Chrisafides, K. (1994). <i>Communicative-Experiential Teaching: Introduction of the project method at school</i> . Athens: Gutenberg. Davis, B. G. (1999). Cooperative learning: Students working in small groups. <i>Speaking of Teaching</i> , 10(2), 1-4. Hansen, W.L., Salemi, M. K., & Siegfried, J. J. (2002). Use it or lose it: Teaching literacy in the Economics principles course. <i>American Economic Review</i> , 90(2), 466-70. McCloskey, D. (1994). <i>Knowledge and Persuasion in Economics</i> . Cambridge: Cambridge University Press.			

2.8.2.1.13 Course Unit: History

Year	One Year Programme		Semester II
Course Name	History		
Course Code	SMT 808-13		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description This module focuses on the nature, scope, importance of teaching and understanding the process of learning and teaching of History. Prospective teachers will learn various strategies and methodologies which can be used for teaching and learning history and how to construct and use relevant aids for teaching and Learning. Particularly, this module focuses on approaches of teaching history, techniques, use of information communication Technology in teaching history and lesson plan and demonstrates the prepared lesson using suitable method/s, techniques of teaching and learning aids.			

1. Intended Learning Outcomes: At the end of the course unit student will be able to, <ul style="list-style-type: none"> 1.1 Understand the nature of history as well as the aims and objectives of learning history 1.2 Understand and apply various approaches and strategies of teaching history 1.3 Identify, develop and use audio visual aids in teaching history 1.4 Develop various techniques of planning history syllabuses 1.5 Develop the competencies required to be an effective history teacher 1.6 Develop a sense of history in the development of civilization 	Aligned to Programme ILOs 1 6, 7 8, 9 2, 3 8, 9 3, 4, 5
2. Course Content: <ul style="list-style-type: none"> 2.1 The nature and scope of history; general definition and definitions offered by historians and others (1 hour) 2.2 Theories of history (3 hours) <ul style="list-style-type: none"> 2.2.1 General evolution of human development 2.2.2 Challenges and responses etc. 2.3 Aims and objectives of learning history (Past and Present) (2 hours) 2.4 Strategies and techniques that could be used in teaching history (3 hours) <ul style="list-style-type: none"> 2.4.1 Group methods and individualized methods 2.4.2 Educational tours, field trips, dramatization, role play etc. 2.5 Teaching and learning materials that could be used in teaching history; Characteristics of an effective history teacher (2 hours) 2.6 Planning of history lessons (3 hours) 2.7 The place of history in the school curriculum (past, present and future) (1 hour) 	Aligned to Course ILOs 1.1 1.1 1.1 1.2 1.3, 1.5 1.4, 1.5 1.6
3. Teaching / Learning Methods: <ul style="list-style-type: none"> 3.1 Lecture methods 3.2 Assignments 3.3 Group activities 3.4 Projects 3.5 Presentations 	Aligned to Course ILOs 1.1, 1.5 1.1, 1.2 1.3, 1.4 1.6 1.2, 1.3, 1.4, 1.5
4. Assessment Strategy: Formative and Summative Assessment using <ul style="list-style-type: none"> 4.1 Group presentations 4.2 Assignments 4.3 Quizzes 4.4 Case Studies 	Aligned to Course ILOs 1.1, 1.2 1.2, 1.3, 1.4 1.1, 1.5, 1.6 1.5, 1.6

5. Weightage given for Assessments:			
Continuous Assessment 25%	Final Assessment 25%		
Presentation - 15%	Theory	Practical (%)	Other (%) (specify)
Group Activity - 10%	End of semester Examination - 25%	—	—
6. Reference / Reading Materials: Aggraval, J. C. (1983). <i>Teaching of History, Delhi Bureau of Text Book</i> . New Delhi: Vikas Publishing House Private Ltd. Black, M.L. (2011). <i>History teaching today: Approaches and methods</i> . An EU funded project managed by the European Commission Liaison Office Implemented by the Council of Europe. Retrieved 20.10.2020 from https://rm.coe.int/09000016806513c2 Carr, E. H. (1962). <i>What is History?</i> London: Macmillan & Co. Ltd. Kochhar, S. K. (1986). <i>Teaching of History</i> . New Delhi: Sterling Publishers Private Ltd. Quanchi, M. (2003). <i>Pacific History, Museums and Cultural Centers; A Guide for History teachers</i> . Brisbane: The Council of Presidents of Pacific Island History Associations (HistoryCOPs). QLD. Retrieved from 20.10.2020 from https://eprints.qut.edu.au/548/ Quanchi, M., & So'o, A. (2003). <i>Teaching History: A guide for teachers teaching history for the first time</i> . The Council of Presidents of Pacific Island History Associations (HistoryCOPs). Retrieved 20.10.2020 from https://eprints.qut.edu.au/547/1/quanchi_teaching_booklet.PDF			

2.8.2.1.14 Course Unit: Political Science

Year	One Year Programme		Semester II
Course Name	Political Science Teaching Methods		
Course Code	SMT 808-14		
Credit Value	1 Credit	50 Notional hours	
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description The subject of Political Science makes an individual aware of how some of the essential functions of the society are performed and how people govern and are governed in the societal set-up. Not only this, there are several other aspects which fall under the domain of the discipline of Political Science. With a focus on providing concrete teaching strategies for students, the course on Teaching and Learning in Political Science blends both theory and practice in an accessible and clear manner.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Develop the understanding of nature of Political Science aims and objectives of teaching Political Science at school level			Aligned to Programme ILOs 1, 2, 4

1.2 Change the abilities of teaching Political Science using new techniques and methods	2, 3
1.3 Familiarize with appropriate techniques of evaluation and remedial teaching	5, 6, 8, 9
1.4 Develop attitudes towards the democratic way of life involving critical thinking, active participation in political life and tolerance of various views in multi-cultural society	4, 8, 9
2. Course Content:	Aligned to Course ILOs
2.1 Nature and aims and objectives of teaching Political Science at school level (2 hours)	1.1, 1.2
2.2 Examination of Political Science syllabus and subject matter prescribed for GCE(A/L), preparation of annual plan term plan and lesson plan for teaching at school level (2 hours)	1.2, 1.3, 1.4
2.3 Methods of teaching traditional and modern methods and techniques of teaching selection of appropriate methods and techniques and preparation of teaching aids (6 hours)	1.2, 1.4
2.4 Preparation of subject related test papers (2 hours)	1.3
2.5 Evaluation of learning in Political Science, subjective and objective evaluation, summative and formative evaluation (2 hours)	1.3
2.6 Examination of learning difficulties at school level and remedial measures (1 hour)	1.2, 1.3
3. Teaching / Learning Methods:	Aligned to Course ILOs
3.1 Interactive lecture methods	1.1, 1.2, 1.3, 1.4
3.2 Assignments	1.3
3.3 Projects	1.3, 1.4
3.4 Group activities	1.3, 1.4
3.5 Debates	1.2, 1.4
3.6 Presentations	1.3, 1.4
3.7 Cooperative learning	1.1, 1.2, 1.3, 1.4
4. Assessment Strategy: Formative and Summative Assessments using	Aligned to Course ILOs
4.1 Group presentations	1.2, 1.3, 1.4
4.2 Quizzes	1.1, 1.2, 1.3
4.3 Demonstration	1.1, 1.2, 1.3, 1.4

5. Weightage given for Assessments:			
Continuous Assessment 25%	Final Assessment 25%		
Group Presentation } Demonstration } - 15%	Theory	Practical (%)	Other (%) (specify)
Quizzes -10%	Final Written Paper – 25%	—	—
6. Reference / Reading Materials: Brennan, T. (1981). <i>Political education and democracy</i> . London: Cambridge University Press. Entwistle, H. (1971). <i>Political education in democracy</i> . London: Routledge & Kegan Paul. Heywood, A. (1994). <i>Political ideas and concepts</i> . London: Macmillan Press Ltd. Jayadev, N. (1994). <i>Theory of Civics and Political Science</i> . New Delhi: Annual publication. Marsh, D., & Stoker, G. (Eds), (1995). <i>Theory and methods in political science</i> . London: The Macmillan Press Ltd.			

2.8.2.1.15 Course Unit: Primary Education

Year	One Year Programme		Semester II
Course Name	Primary Education Teaching Methods		
Course Code	SMT 808-15		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description This course focuses on the nature, scope and philosophical background of Primary Education. It also empathizes on the development of Primary education as a distinct subject area. Various approaches to teaching methodologies which are used in Primary grades are discussed and practiced within the course to enhance the knowledge of the students.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Gain an awareness of the nature of primary education 1.2 Understand the general objectives of primary education in relation to Sri Lanka 1.3 Familiarize with the special features of the primary curriculum and the Curriculum content 1.4 Identify and utilize the approaches to primary education 1.5 Understand and apply teaching method at primary level 1.6 Understand and utilize techniques of classroom organization			Aligned to Programme ILOs 1 2, 5 3, 4 6, 7 6, 7 6, 8, 9

2. Course Content:	Aligned to Course ILOs
2.1 Nature, scope and purpose of primary education (1 hour)	1.1
2.2 Fundamentals of preprimary education curriculum: its features and content (2 hours)	1.2, 1.3
2.3 Objective of Primary Education (2 hours) 2.3.1 General Objectives of primary education 2.3.2 Objectives of Primary Education with its relevance to Sri Lanka	1.1, 1.4
2.4 Teaching Methods – Approaches Primary Level (3 hours) 2.4.1 Discovery Learning Methods 2.4.2 Student Centered Learning Methods 2.4.3 Integrated Learning Method 2.4.4 Activity based and Role Play Method	1.5, 1.6
2.5 Development of teaching aids & material for primary level (3 hours)	1.5, 1.6
2.6 Primary Education – classroom organization and management (1 hour)	1.6
2.7 Primary Education – Evaluation and assessment techniques (1 hour)	1.5
2.8 Role of the primary teacher (2 hours)	1.1, 1.4, 1.5, 1.6
3. Teaching / Learning Methods:	Aligned to Course ILOs
3.1 Interactive lecture methods	1.1, 1.2, 1.3
3.2 Assignments	1.6
3.3 Demonstrations	1.6
3.4 Simulations	1.5
3.5 Group activities	1.4, 1.5
3.6 Presentations	1.3, 1.4
3.7 Co-operative learning	1.2
4. Assessment Strategy:	Aligned to Course ILOs
4.1 Group presentations	1.1, 1.2
4.2 Assignments	1.4, 1.5
4.3 Quizzes	1.3, 1.6
4.4 Case studies	1.2

5. Weightage given for Assessments:			
Continuous Assessment 25%	Final Assessment 25%		
Group presentations - 5%	Theory	Practical (%)	Other (%) (specify)
Assignments - 10%	Final Written Paper – 25%		
Quizzes - 5%		—	—
Case Studies - 5%			
6. Reference / Reading Materials:			
Kirova, A., Prochner, L., & Massing, C. (2019). <i>Learning to teach young children: Theoretical perspectives and implications for practice</i> . New York: Bloomsbury Publishing			
Major, L. E., & Higgins, S. (2019). <i>What works? Research and evidence for successful teaching</i> . New York: Bloomsbury Publishing.			
Peiris, K.(1981). Educational changes at primary level in Sri Lanka.			

2.8.2.1.16 Course Unit: Integrated Science

Year	One Year Programme		Semester II
Course Name	Integrated Science		
Course Code	SMT 808.16		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	10	10	30
Course Description The study of Science focuses upon understanding the process of learning and teaching in Science. Prospective teachers will learn various strategies and methodologies along with how to construct and use relevant aids in the teaching and learning process in science. This course unit focuses on the nature of science, aims and objectives of teaching science, scientific theories, specific methods of teaching, laboratory and practical work and evaluation of student achievement in science.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Perceive the nature of Science, the Scientific method and related process 1.2 Develop the process skills and positive attitudes related to Science 1.3 Understand the aims and objectives of teaching Science within the secondary school curriculum 1.4 Adopt a variety of approaches to teaching science in an atmosphere of inquiry			Aligned to Programme ILOs 1, 2 1, 2, 7 1, 2 4, 5

1.5 Identify and manage the resources available locally in teaching Science	4, 6
1.6 Develop skills in evaluating total achievement in learning Science	1, 2, 3, 8, 9
2. Course Content:	
2.1 Introduction as to what Science is (2 hours)	1.1, 1.2
2.1.1 The nature of Science: The Scientific method and related process	
2.1.2 The Scientific attitude and the attitude towards Science	
2.1.3 The limits of Science	
2.1.4 The products of Science especially technology	
2.1.5 The need for an education in Science, scientific literacy for the ordinary citizen of today	
2.2 Role of the Science teacher as a facilitator of learning (1 hour)	1.4, 1.5, 1.6
2.3 The curriculum approach to teaching Science at the junior secondary level: Integrated Science, Combined Science (1hour)	1.3
2.4 Review of the present junior secondary science programme in Sri Lanka (1 hour)	1.1, 1.2
2.5 Methods and techniques of teaching Science, different approaches available for making student learn Science or do Science (6 hours)	1.3, 1.4
2.5.1 Inquiry oriented activity methods (discover methods, problem solving, projects and assignments involving field activities)	
2.5.2 Planning units and lessons for teaching science.	
2.6 Laboratory technology (6 hours)	1.5
2.6.1 The Science laboratory and its physical resources	
2.6.2 The concepts of mini laboratory and open laboratory.	
2.6.3 Laboratory organization and management	
2.6.4 Improvisation of apparatus, preparation of other learning materials.	
2.7 Co-Curricular activities in Science: (1 hour)	1.1, 1.2
Science societies, Science exhibitions, Science magazines, Field trips and other leisure activities in Science	
2.8 Evaluation of science learning (2 hours)	1.6
2.8.1 Process evaluation and the evaluation of overall attainment in science.	
2.8.2 Construction and use of objective tests.	

3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Lecture discussion methods	1.1, 1.2	
3.2	Assignments	1.2, 1.6	
3.3	Demonstrations	1.4	
3.4	Group Activities	1.3, 1.5	
3.5	Presentations	1.6	
4. Assessment Strategy: Formative and Summative Assessments using written examinations at the end of semester		Aligned to Course ILOs	
4.1	Group presentations	1.1, 1.2, 1.3	
4.2	Individual assignments	1.4, 1.5, 1.6	
4.3	Written examination	1.1 – 1.6	
5. Weightage given for Assessments:			
Continuous Assessment		Final Assessment	
25%		25%	
Take home assignments - 15%		Theory (%)	Practical (%)
Quiz - 10%		Other (%) (specify)	
		Final written paper – 25%	—
		—	—
6. Reference / Reading Materials:			
Buxtoon C. A. & Provenzo, E. F. Jr., (2010). <i>Teaching Science in elementary and middle schools: A cognitive and cultural approach</i> (2 nd ed.). CA: SAGE Publications Inc.			
Davar, M. (2012). <i>Teaching of Science</i> . New Delhi: PHI Learning Pvt. Ltd.			
Lawson A. E. (2010). <i>Teaching inquiry Science in middle schools and secondary schools</i> (1 st ed.). Thousand Oaks, CA: SAGE Publications Inc.			
McLoughlin, C., & Taji, A. (2005). <i>Teaching in the Sciences: Learner-centered approaches</i> . Binghamton, NY: Hawort Press.			

2.8.2.1.17 Course Unit: Information and Communication Technology

Year	One Year Programme		Semester II
Course Name	Information and Communication Technology Teaching Methods		
Course Code	SMT 808.17		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description			
The study of subject specific methods of Information and Communication Technology (ICT) helps ICT teachers to perceive the nature of the subject, an insight into teaching & learning approaches and the role of the ICT teacher in the present technology-oriented classroom in line with 21 st century education. It also provides acritical inquiry into present curriculum and nature of the conceptual changes over time in order to make the teachers updated with the new tendencies in teaching ICT and appropriate skills in assessing the student achievement in ICT.			

1. Intended Learning Outcomes:	Aligned to Programme ILOs
At the end of the course unit student will be able to,	
1.1 Explain the nature and scope of ICT curriculum designing and subject teaching at school	1, 2, 3
1.2 Choose methods, strategies and techniques suitable for ICT teaching and learning process at the classroom	2, 3, 5
1.3 Develop inquisitiveness on efficient development of ICT concepts in children.	1, 2, 3
1.4 Subdivide School ICT Curriculum at various stages or sections.	1, 4
1.5 Evaluates the contemporary issues in ICT teaching at Classroom and School level	1, 2, 3, 4
1.6 Develop suitable formative assessment strategies at classroom teaching and implement	1, 2, 3, 6
1.7 Acquire knowledge and skills in national level assessment and certification of ICT subject learning	1, 4, 7, 8, 9
2. Course Content:	Aligned to Course ILOs
2.1 Introduction (3 hours) 2.1.1 What is ICT? 2.1.2 Concept/s 2.1.3 Mathematical contribution for the development of ICT 2.1.4 Psychological and Sociological aspect of the Subject 2.1.5 Cross curricular themes 2.1.6 What are you expected to teach in ICT?	1.1, 1.2, 1.3
2.2 The nature, structure, construction and the utility of ICT (3 hours) 2.2.1 ICT in the curriculum 2.2.2 ICT curriculum, ICT technology and virtual learning environment changes	1.2, 1.3, 1.5
2.3 What teachers expected to teach in ICT and planning to teach an ICT lesson (2 hours) 2.3.1 Lesson plans, learning aims and objectives 2.3.2 Managing an ICT lesson 2.3.3 Problems and Issues in School curriculum	1.1, 1.2
2.4 Methodology of Teaching and Learning ICT (2 hours) 2.4.1 Lecture, Questioning, Demonstration, Project, Brainstorming, Problem Solving, Guided Discovery method, Programmed learning and Assignment method	1.3, 1.4, 1.5
2.5 Contemporary Issues in ICT teaching (2 hours) 2.5.1 Professional issues 2.5.2 Research and Reflection 2.5.3 Prospects of ICT 2.5.4 Beyond the curriculum 2.5.5 Continuing professional development and contributing to profession	1.1, 1.2, 1.4, 1.6

2.6	Assessment in ICT	(3 hours)	1.4, 1.7
2.6.1	Uses of Assessment		
2.6.2	Formative Assessment and Summative Assessment		
2.6.3	Setting targets, tracking and record keeping		
3. Teaching / Learning Methods:			Aligned to Course ILOs
3.1	Interactive lecture methods		1.1, 1.2, 1.3, 1.4
3.2	Assignments		1.1, 1.2, 1.5
3.3	Group activities		1.4, 1.6, 1.7
3.4	Presentations		1.6
3.5	Cooperative learning		1.6, 1.7
4. Assessment Strategy: Formative and Summative Assessments using:			Aligned to Course ILOs
4.1	Group Presentation		1.4, 1.6
4.2	Individual Assignment		1.1, 1.2
4.3	Written examinations		1.1 - 1.7
5. Weightage given for Assessments:			
Continuous Assessment		Final Assessment	
25%		25%	
Group Presentation - 10%	Individual Assignment - 15%	Theory	Practical (%)
		Other (%)	
		(specify)	
		Final written paper – 25%	—
			—
6. Reference / Reading Materials:			
Aggarwal, J. C. (2014). <i>Essentials of educational technology</i> . India: Vikas Publishing House Pvt Ltd.			
Anderson, L. W., & Krathwohl, D. R. (2001). <i>A taxonomy for learning, teaching and assessing: A revision of Bloom’s Taxonomy of Educational Objectives</i> . New York: Longman.			
Boyle, B., & Charles, M. (2016). <i>Curriculum development</i> . SAGE Publications Ltd.			
Simmons, C., & Hawkins, C. (2009). <i>Teaching ICT</i> . New Delhi: SAGE Publications India Pvt Ltd.			

2.8.2.1.18 Course Unit: Mathematics

Year	One Year Programme		Semester II
Course Name	Mathematics		
Course Code	SMT 808.18		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description <p>Through a critical inquiry into present-day tendencies in teaching mathematics this course unit helps prospective mathematics teachers to acquire their professional skills in teaching mathematics in the secondary school. It focuses on Fundamental concepts of mathematics and effective approaches to teaching them for the secondary students.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Understand the process of learning and teaching mathematics</p> <p>1.2 Describe the nature, structure, construction and the utility of mathematics</p> <p>1.3 Develop inquisitiveness on efficient development of mathematical concepts in children.</p> <p>1.4 Engage in studies on School Mathematics Curriculum as a whole or at various stages</p> <p>1.5 Develop Mathematical concepts efficiently and effectively through discussions on the nature</p> <p>1.6 Apply different methods of teaching suitable to specific theme</p> <p>1.7 Identify the scope of the existing curriculum and evaluation techniques in the class room</p>			Aligned to Programme ILOs <p>1, 2, 3, 9</p> <p>1, 2, 9</p> <p>1, 2</p> <p>1, 2, 3, 4, 5, 6, 7, 9</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>1,2,3,6,7,8,9</p> <p>1,2,3,6,7,8,9</p>
2. Course Content: <p>2.1 Introduction (1 hour)</p> <p>What is mathematics, why we learn mathematics, values of learning mathematics, utility value for citizenship for the non-mathematician and for the future mathematician, the cultural value of mathematics, place of mathematics in the school curriculum, the intended learning outcomes of the implemented mathematics curriculum -</p> <p>I. as a body of Knowledge</p> <p>II. as mathematical skills</p> <p>III. as mathematical attitudes and</p> <p>IV. thinking mathematically</p>			Aligned to Course ILOs <p>1.1, 1.2, 1.3</p>

2.2	The nature, structure, construction and the utility of mathematics (2 hours) - Conceptuality, rigidity, abstractness, self-discipline, maturity, sequential authority, inductive and deductive reasoning formality structure and construction of mathematical concepts, changing nature of mathematics, nature of mathematics as an art, a science and a language, helpfulness for learning other subjects, personal qualities formed by mathematical thinking.	1.2, 1.3, 1.5	
2.3	Ideas of various philosophers about mathematics. (1 hour) Historical development of mathematics during different eras: Babylonian, Egyptian, Greek, Hindu, Arabic and recent.	1.1, 1.2	
2.4	Basic mathematical concepts (3 hours) - Concepts and their development, theories of concept formation, some examples of basic mathematical concepts- primary, secondary and higher order, their development with special emphasis on the work of Piaget, Bruner and Skemp.	1.3, 1.4, 1.5	
2.5	Methodology of Teaching and Learning Mathematics (5 hours) - Brainstorming, Problem solving, Guided Discovery method, assignment method, Laboratory on Mathematical Software and Manipulative (Maple, Minitab, GeoGebra)	1.1, 1.2, 1.4, 1.6	
2.6	School Curriculum (3 hours) - The nature of mathematics curriculum today, recent developments, psychosocial background of a Sri Lankan child, sub cultures, modes of delivery, evaluation techniques and procedures, sources and resources available, constraints, new approaches of teaching mathematics, attitudes towards mathematics.	1.4,1.7	
3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Interactive lecture methods	1.1, 1.2, 1.3, 1.4,1.5	
3.2	Assignments	1.1, 1.2	
3.3	Group Activities	1.4, 1.6, 1.7	
3.4	Presentations	1.6	
3.5	Cooperative learning	1.6, 1.7	
4. Assessment Strategy: Formative and Summative Assessments using:		Aligned to Course ILOs	
4.1	Individual assignment	1.1, 1.2, 1.4, 1.6	
4.2	Written examinations	1.1 – 1.7	
5. Weightage given for Assessments:			
Continuous Assessment 25%	Final Assessment 25%		
Individual Assignment -25%	Theory	Practical (%)	Other (%) (specify)
	Final written paper – 25%	—	—

6. Reference / Reading Materials:

- Blum, W., Galbraith, P. L., Henn, H.-W., & Niss, M. (2007). Modelling and Applications in Mathematics Education: The 14th ICMI Study. In *New ICMI Study Series* (Issue 10).
- Calder, N., Larkin, K., & Sinclair, N. (2018). Using Mobile Technologies in the Teaching and Learning of Mathematics. In *Springer* (Vol. 12).
- Cui, L., Liao, Y., Wang, Y., & Dong, X. (2019). College mathematics teaching method based on big data. *International Journal of Emerging Technologies in Learning*, 14(13). <https://doi.org/10.3991/ijet.v14i13.10708>
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- Jao, L., Sahmbi, G., & Huang, Y. S. (2020). Professional Growth Through Reflection and an Approximation of Practice: Experiences of Preservice Teachers as Teaching Assistants in a Secondary Mathematics Teaching Methods Course. *Teacher Educator*, 55(1). <https://doi.org/10.1080/08878730.2019.1637986>
- Jasutienė, E. (2021). The constructive methods of teaching mathematics. *Lietuvos Matematikos Rinkiny*, 47. <https://doi.org/10.15388/lmr.2007.24204>
- Learning to Teach Mathematics in the Secondary School. (2016). In *Learning to Teach Mathematics in the Secondary School*. <https://doi.org/10.4324/9781315672175>
- Lessani, A., Suraya, A., Yunus, M., Abu Bakar, K., & Khameneh, A. Z. (2016). Comparison of Learning Theories in Mathematics Teaching Methods. *Fourth 21st CAF Conference in Harvard*, 9(1).
- Maasz, J., & Schlöglmann, W. (2019). Beliefs and Attitudes in Mathematics Education. In *Beliefs and Attitudes in Mathematics Education*. <https://doi.org/10.1163/9789087907235>
- Martin, D. B. (2009). Mathematics teaching learning and liberation in the lives of black children. In *Mathematics Teaching Learning and Liberation in the Lives of Black Children*. <https://doi.org/10.4324/9780203877708>
- Mathematical Knowledge in Teaching. (2011). In *Mathematical Knowledge in Teaching*. <https://doi.org/10.1007/978-90-481-9766-8>
- Naidoo, J. (2021). Teaching and Learning in the 21st Century. In *Teaching and Learning in the 21st Century*. <https://doi.org/10.1163/9789004460386>
- Panthi, R. K., Acharya, B. R., Kshetree, M. P., Khanal, B., & Belbase, S. (2021). Mathematics teachers' perspectives on emergent issues in teaching and learning mathematics in Nepal. In *Mathematics Teaching-Research Journal* (Vol. 13, Issue 2).
- Pimm, D. (2019). Speaking mathematically (1987): Communication in mathematics classrooms. In *Speaking Mathematically (1987): Communication in Mathematics Classrooms*. <https://doi.org/10.4324/9781315278858>
- Sawyer, A. E. (2020). Developments in primary mathematics teaching. In *Developments in Primary Mathematics Teaching*. <https://doi.org/10.4324/9781003009719>
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- Skemp, R. R. (2012b). The Psychology of Learning Mathematics. In *The Psychology of Learning Mathematics*. <https://doi.org/10.4324/9780203396391>
- Tanner, H., Jones, S., & Jones, S. (2020). Mathematics in the primary school. In *Becoming a Successful Teacher of Mathematics*. <https://doi.org/10.4324/9780203466964-13>
- Vandebrouck, F. (2013). Mathematics classrooms: Students' activities and teachers' practices. In *Mathematics Classrooms: Students' Activities and Teachers' Practices*. <https://doi.org/10.1007/978-94-6209-281-5>
- Yi, L., Ying, Z., & Wijaya, T. T. (2019). The Trend of Mathematics Teaching Method Has Change From Fragments To Systematics. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 3(2). <https://doi.org/10.31004/cendekia.v3i2.137>

2.8.2.1.19 Course Unit: Physical Sciences

Year	One Year Programme		Semester II
Course Name	Physical Sciences		
Course Code	SMT 808.19		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	08	27
Course Description The study of Physical Science focusing upon understanding the process of learning and teaching in Physical Sciences. Prospective teachers will learn various strategies and methodologies along with how to construct and use relevant aids in the teaching and learning process in Physical Sciences. This course unit focuses on the nature of Physical Sciences, the aims and objectives of teaching Physical Sciences, scientific theories, teaching methods, laboratory and practical work and evaluation of student achievement in Physical sciences.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, <ol style="list-style-type: none"> 1.1 Describe the nature and scope of the Science as an integrated and an experimental science 1.2 Understand the aims and objectives of teaching Physical Sciences within the secondary school curriculum 1.3 Acquire a sound knowledge and understanding of the “Methods of the Scientist” with special emphasis on Physical Sciences 1.4 Develop an ability to use a variety of teaching approaches in an atmosphere of inquiry 1.5 Manage educational resources available in school for teaching Physical Sciences and improve the most appropriate instruments for a particular lesson or unit 1.6 Acquire the necessary knowledge understanding and skills in the construction of instruments to evaluate student achievement under the three domains – Cognitive, Psychomotor and Affective 			Aligned to Programme ILOs 1, 2 1 2, 3 1, 2, 3, 4, 9 1, 2, 4 5, 6, 7, 8, 9

2. Course Content:		Aligned to Course ILOs
2.1	Science – It's nature and definitions (1 hour)	1.1
2.1.1	General definition	
2.1.2	Definitions offered by	
	- J.B. Conant	
	- Policy statement on Science Education	
	- England Warren Weaver	
	- E.A. Peel	
2.2	Aims and objectives of teaching Physical Sciences in the secondary school curriculum (2 hours)	1.2
2.2.1	Knowledge- Concepts and conceptual Schemes	
2.2.2	Processes of Science	
2.2.3	Attitudes and values	
2.2.4	Development of scientific thinking in pupils	
2.2.5	Place of Physical Science in the secondary school curriculum	
2.3	Teaching the ways of the scientific theories (2 hours)	1.3
2.3.1	Planned investigations	
2.3.2	Scientific method	
2.3.3	Inductive and Deductive methods	
2.3.4	Models in Science	
2.3.5	Theories in Science	
2.4	Methods of teaching (6 hours)	1.4
2.4.1	Discovery methods with special emphasis on Guided Discovery	
2.4.2	Demonstration method and Circus	
2.4.3	Historical method	
2.4.4	Micro teaching	
2.4.5	Project method	
2.4.6	Simulation	
2.4.7	Team Teaching	
2.5	Laboratory and Practical work (2 hours)	1.5
2.5.1	Objectives of practical work	
2.5.2	Organization and conduct of practical classes	
2.5.3	Maintenance of laboratory	
2.5.4	Safety in the laboratory	
2.5.5	Improvisation of apparatus in the laboratory	
2.6	Evaluation of student achievement (2 hours)	1.6
2.6.1	Identification of objective under the three domains – Cognitive, Psychomotor and Affective	
2.6.2	Measuring instrument under each domain	
2.6.3	Construction and use of instruments under each domain	

3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Lecture discussion	1.1, 1.2, 1.3, 1.6	
3.2	Demonstration	1.4, 1.5	
3.3	Group learning	1.4, 1.5, 1.6	
4. Assessment Strategy: Formative and Summative Assessments using written examinations at the end of the semesters		Aligned to Course ILOs	
4.1	Written Assignment	1.1, 1.2, 1.3, 1.6	
4.2	Presentation	1.4, 1.6	
5. Weightage given for Assessments:			
Continuous Assessment 25%		Final Assessment 25%	
Written Assignments – 15%		Theory	Practical (%)
Presentation – 10%		Final written paper – 25%	Other (%) (specify)
		—	—
6. Reference / Reading Materials:			
Brown, J. (1986). <i>Science in Schools</i> . England: Open University Press.			
Layton, D. (1992). <i>Innovations in Science and Technology Education</i> , Vol. IV. Paris: The UNESCO Press.			
Nuffield Science for Key Stage 3, (1991). Teacher’s Guides, Pearson Schools. London.			
Buxtoon C. A. & Provenzo, E. F. Jr., (2010). <i>Teaching Science in elementary and middle schools: A cognitive and cultural approach</i> , (2 nd ed.). SAGE Publications Inc.			
Davar, M. (2012). <i>Teaching of Science</i> . New Delhi: PHI Learning Pvt. Ltd.			
Lawson, A. E. (2010). <i>Teaching inquiry Science in middle schools and secondary schools</i> , SAGE Publications Inc.			
McLoughlin, C., & Taji, A. (2005). <i>Teaching in the Sciences. Learner-centered approaches</i> . Binghamton, NY: Hawort Press.			

2.8.2.1.20 Course Unit: Biological Sciences

Year	One Year Programme		Semester II
Course Name	Biological Sciences		
Course Code	SMT 808.20		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description <p>The study of subject specific Methods of teaching Biological sciences focuses on the Biology as an experimental science and aims and objectives of Biology education, having identified its present status at secondary as well tertiary level. The study of the development of Biology education in Sri Lanka enables the students to implement the Biology curriculum with appropriate teaching methodologies and techniques assisted with natural as well technologically supported inquiry-oriented learning environment. Acquisition of knowledge and skills in evaluating Biology learning enable the learner to adopt more authentic assessments in order to gauge the achievement in the discipline.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Describes the nature and scope of the Biology as an integrated and an experimental science</p> <p>1.2 Evaluates the aims and objectives of teaching Biological Sciences within the secondary school curriculum</p> <p>1.3 Demonstrates a sound knowledge and understanding of the “Methods of the Scientist” with special emphasis on Biological Sciences</p> <p>1.4 Demonstrates an ability to use a variety of teaching approaches in an atmosphere of inquiry</p> <p>1.5 Identifies, constructs, and uses educational resources (Laboratory & audio-visual materials) available in school for teaching Biology</p> <p>1.6 Uses appropriate authentic strategies in assessing the learning in Biological Sciences</p> <p>1.7 Plans out L-T process in Biological Sciences</p>			Aligned to Programme ILOs <p>1, 2</p> <p>1</p> <p>2, 3</p> <p>1, 2, 3, 4, 9</p> <p>2, 4</p> <p>1, 2</p> <p>5, 6, 7, 8, 9</p>
2. Course Content: <p>2.1 Significance of Biology education in general education (1 hour)</p> <p>2.1.1 Place of Biology in school curriculum of Sri Lanka: Overview of the historical landmarks in its development</p> <p>2.1.2 The need of functional Biology vs. traditional Biology</p> <p>2.2 Aims and objectives of teaching Biological Sciences in the secondary school curriculum (1 hours)</p>			Aligned to Course ILOs <p>1.1, 1.3</p> <p>1.2</p>

2.3	Fundamentals of Biology curriculum (1hour)	1.1, 1.3
2.3.1	Nature of Biology its unifying themes in Biological Sciences	
2.3.2	The scientific method as applied to Biological Sciences	
2.3.3	Scientific attitude and Attitudes in Biological Sciences	
2.4	Developing a Longitudinal Biology Programme for an individual (1 hour)	1.1, 1.2, 1.3 1.4, 1.7
2.5	Inquiry –oriented approaches of Teaching Biological Sciences (6 hours)	1.4, 1.7
2.5.1	Teacher led methods	
	- Lecture cum discussion/Demonstration	
	- Historical method	
2.5.2	Student centered methods	
	- Discovery methods - Guided Discovery	
	- Demonstration method	
	- Field study method	
	- Learning through Assignments(Experiment based)/ Projects	
	- Simulation	
2.6	Organization of Biology Laboratory and Practical work (3 hours)	1.5, 1.7
2.6.1	Practical skills of Biological sciences: Cognitive/ Manipulative	
2.6.2	Organization of practical work	
2.6.3	Management of apparatus and audio-visual aids in the laboratory	
2.6.4	Improvisation of apparatus in the laboratory	
2.7	Evaluation of student achievement in Biological Sciences (2 hours)	1.6, 1.7
2.7.1	Identification of learning outcomes of Biological Sciences	
2.7.2	Classification of assessment instruments	
2.7.3	Construction and use of assessment instruments based on learning outcomes	
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lectures	1.1 - 1.7
3.2	Assignments	1.5, 1.7
3.3	Demonstration method	1.4, 1.5
3.4	Field studies	1.3, 1.4, 1.5
4. Assessment Strategy: Formative and Summative Assessments using:		Aligned to Course ILOs
4.1	Group Assignments	1.5, 1.6
4.2	Quizzes	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

5. Weightage given for Assessments:			
Continuous Assessment 25%		Final Assessment 25%	
Quiz - 10%		Theory (%)	Practical (%)
Group Assignments - 15%		Final written paper – 25%	—
6. Reference / Reading Materials: Dowdeswel, W. H. (1981). <i>Teaching & learning Biology</i> . New Hampshire: Heinemann Education Books Ltd. Green, T. L. (1954). <i>Teaching and learning Biology</i> . London: Allman and Son Ltd. Kampourakis, K. & Reiss, M. J. (2018). <i>Teaching Biology in schools: Global research, issues and trends</i> . New Delhi: Routledge. Nuffield Science for Key Stage 3, Teacher's Guide, (1991). London: Paul Chapman publishing. UNESCO (1981). <i>Innovations in Science and Technology Education</i> , Vol. IV. Paris.			

2.8.2.1.21 Course Unit: Geography

Year	One Year Programme		Semester II
Course Name	Geography Teaching Methods		
Course Code	SMT 808-21		
Credit Value	1 Credit		50 Notional hours
Core / Optional	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	—	35
Course Description This course provides a platform for teacher students to gain knowledge about curriculum structure of geography and different types of teaching methods to teach geography. Furthermore, it develops necessary pedagogical and didactic knowledge and skills to teach geography at a higher level.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, <ol style="list-style-type: none"> 1.1 State the nature and purpose of the subject geography 1.2 Determine the objectives of learning – teaching geography 1.3 Display different approaches to curriculum development in geography 1.4 Demonstrate lesson planning abilities to suite various teaching – learning situations 1.5 Display cartographic skills, the main tool of a geographer 1.6 Exhibit skills in the evaluation of learning 1.7 Demonstrate a better understanding of and favorable attitudes towards national integration, national understanding, and sustainable development 			Aligned to Programme ILOs 1, 5 2, 5 1, 2, 6 3, 7, 4 3 3, 7 4, 5, 8, 9

2. Course Content:	Aligned to Course ILOs
2.1 Definition of Geography – Its nature and scope (1 hour)	1.1
2.2 Objectives of teaching geography (1 hour)	1.2
2.3 Approaches to teaching of geography and syllabus construction (1 hour)	1.3
2.4 Lesson planning in geography to suite different learning – teaching situation in the secondary school (2 hours)	1.4
2.5 Methods of teaching geography (6 hours) 2.5.1 Field work 2.5.2 Story method 2.5.3 Observation method 2.5.4 Statistical method 2.5.5 Problem solving method 2.5.6 Group work 2.5.7 Sample studies 2.5.8 Lecture discussion 2.5.9 Projects	1.4, 1.5
2.6 Developing cartographic skills including Sri Lanka topographical maps (1 hour)	1.5
2.7 Planning evaluation in geography using Basic Teaching Model (1 hour)	1.6
2.8 Geography room (1 hour)	1.1
2.9 Developing national integration and international understanding and favorable social attitudes through geography (1 hour)	1.7
3. Teaching / Learning Methods:	Aligned to Course ILOs
3.1 Group work	1.1, 1.2, 1.3, 1.4
3.2 Observation	1.5
3.3 Problem solving	1.4, 1.7
3.4 Project work	1.1, 1.5
3.5 Assignment	1.3, 1.6
3.6 Cooperative learning	1.1, 1.2, 1.3, 1.4, 1.6, 1.7
4. Assessment Strategy: Formative and Summative Assessment using	Aligned to Course ILOs
4.1 Group Assignments	1.4, 1.6
4.2 Written examinations	1.1, 1.2, 1.3, 1.5, 1.7

5. Weightage given for Assessments:			
Continuous Assessment 25%	Final Assessment 25%		
Group Assignment - 10%	Theory	Practical (%)	Other (%) (specify)
Presentation - 15%	Final Written Paper – 25%	—	—
6. Reference / Reading Materials: Gersmehl, P. (2014). <i>Teaching Geography</i> . New York: The Guilford Press. Palmerand, J. A., & Brich, J. C. (2004). <i>Geography in the early Years</i> . New York: Routledge Falmer.			

2.8.2.2 Course Unit: Curriculum Theory and Process

Year	One Year Programme		Semester II
Course Name	Curriculum Theory and Process		
Course Code	CTP 809		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description The study of Curriculum Theory and Process focuses on the concept of curriculum in the educational process. Prospective teachers would interpret the curriculum implementation using the different theories. The study of challenges for curriculum organization process enables the learners to implement any curriculum at the classroom level. Having identified the challenges for curriculum, the learners would adopt new curriculum, appreciating the need for evaluation and periodic revision of a curriculum, hence contributes for its effective implementation.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Define the concept of curriculum and understand the place of curriculum in the educational process 1.2 Interpret a curriculum using curriculum theories 1.3 Demonstrate skills to implement a curriculum at classroom level 1.4 Appreciate the need for evaluation and periodic revision of a curriculum			Aligned to Programme ILOs 1, 2 1, 2, 3, 2, 3, 4, 5, 6 1, 2, 7, 8, 9
2. Course Content: 2.1 The curriculum and its significant place in the educational process (6 hours) 2.1.1 What is a curriculum? Using several definitions, arrive at a working definitions of the term			Aligned to Course ILOs 1.1

2.1.2	Significant factors that influence a curriculum. Educational, Philosophical, Social, Psychological, Cultural, Political, Scientific and Technological factors and their relative influence on the curriculum	
2.2	Developing a curriculum (10 hours)	1.1, 1.2
2.2.1	Brief history of curriculum construction before and after 1949	
2.2.2	Curriculum development models based on identified weakness; Models of Tyler, Wheeler, Halliwell, Kerr and Lawton	
2.2.3	Educational objectives in the curriculum. Identification of a set of objectives for a curriculum and the need to establish a relationship between the specific classroom objectives, educational aims and National Goals	
2.3	Selection of learning experiences; Criteria for selection of learning experiences (7 hours)	1.2, 1.3
2.3.1	Selection of Content, problems in selecting content and criteria for selection	
2.3.2	Development of the teaching learning situation Organization and integration of content with curriculum experiences Organizational patterns such as subject centered, core, activity and integrated	
2.4	Curriculum evaluation (5 hours)	1.2, 1.4
2.4.1	Latest definitions on curriculum evaluation	
2.4.2	Need for formative and summative evaluation	
2.4.3	Curriculum evaluation process	
2.4.4	Feasibility, effectiveness, educational values	
2.5	Critical examination of the total school curriculum in Sri Lanka – past and present examination of objectives, learning experiences, content, implementation and evaluation (2 hours)	1.1, 1.2, 1.3, 1.4
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lectures	1.1, 1.2, 1.3, 1.4
3.2	Small group discussions	1.1, 1.2, 1.3, 1.4
3.3	Project work	1.1, 1.2, 1.4
4. Assessment Strategy: Formative and Summative Assessments using:		Aligned to Course ILOs
4.1	Group Assignments (Assessed through a rubric (performance criteria, rating scale, and indicators)	1.1, 1.2, 1.4
4.2	Quizzes	1.1, 1.2, 1.3, 1.4
4.3	Written examination	1.1, 1.2, 1.3, 1.4

5. Weightage given for Assessments:

Continuous Assessment 50%		Final Assessment 50%	
Quiz - 25%		Theory (%)	Practical (%)
Group Assignments - 25%		Final Written Paper – 50%	—
			—

6. Reference / Reading Materials:

- Beauchamp, G. A. (1961). *Curriculum in theory*. Willamette: Kegg Press.
- Doll, R. C. (1970). *Curriculum improvement; Decision making and process*. Boston: Allyn and Bacon.
- Glatthorn, A. A. (2004). *Developing a quality curriculum*. Long Grove: Waveland Press, Inc.
- Heywood, J. (1984). *Considering the curriculum during student teaching*. London: University of London Press.
- Kerr, J. F. (Ed.) (1968). *Changing the curriculum*. London: University of London Press.
- Lawton, D. (1975). *Class, culture and the curriculum*. London: Routledge and Kegan Paul.
- Pinar, W. F. (2014). *International Handbook of Curriculum Research*. New York: Routledge.
- Skilbeck, M. (1987). *Evaluating the curriculum in the Eighties*. London: Hodder and Stagnation.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Wheeler, D. K. (1967). *Curriculum process*. London: University of London Press.

2.8.2.3 Course Unit: School Counseling

Year	One Year Programme		Semester II
Course Name	School Counseling		
Course Code	SCC 810		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description <p>The basic concepts of Guidance and Counselling will be discussed in this unit. Student teacher will be able to understand the basic concepts of Guidance and Counselling, the differences between concepts of Guidance and Counselling and the areas of Guidance and Counseling. Here discusses how the counseling process is implemented. Qualities of a counselor and client's ethics also will be made aware in this unit. Student teacher will be made aware of the theoretical framework of counseling. Practical knowledge regarding the theories will be addressed and knowledge on maintaining a counselling center will be made aware at the end of the course.</p>			

<p>1. Intended Learning Outcomes:</p> <p>At the end of the course unit student will be able to,</p> <p>1.1 Describe the fundamental concepts of counselling psychology</p> <p>1.2 Demonstrate ethical practices appropriate personality characteristics as a school Counselor</p> <p>1.3 Describe the psychological, physical, emotional and social problems faced by individuals in different situations</p> <p>1.4 Explain and apply the concepts of career guidance and counselling</p> <p>1.5 Apply the basic theoretical approaches of counselling for personal development of children</p> <p>1.6 Demonstrate the ability to apply knowledge of counselling skills in teaching learning process</p> <p>1.7 Apply learned theories and skills for continuous professional development</p>	<p>Aligned to Programme ILOs</p> <p>1, 2</p> <p>2, 3, 4, 8</p> <p>1, 2, 4</p> <p>2, 4, 5</p> <p>3, 6, 7</p> <p>6, 8, 9</p> <p>3, 4, 8, 9</p>
<p>2. Course Content:</p> <p>2.1 Nature and Scope of Counseling (6 hours)</p> <p>2.1.1 Nature of guidance and counseling</p> <p>2.1.2 Historical movement in counseling (America and Sri Lanka)</p> <p>2.1.3 Differences between terms counseling, psychotherapy and advice</p> <p>2.1.4 Needs and the goals of counseling</p> <ul style="list-style-type: none"> - Need of counseling in contemporary society - Main goals of counseling (Development, Prevention, Treatment) - Types of counseling (Individual, Parental, Group) <p>2.2 Special areas of counseling (6 hours)</p> <p>2.2.1 Psychological, educational, and family related area</p> <p>2.2.2 Trauma counseling (Natural disaster related traumas, child abuse)</p> <p>2.2.3 Reproductive problems, Health issues</p> <p>2.2.4 Substance abusers and drug addiction</p> <p>2.2.5 Career guidance and counseling</p> <ul style="list-style-type: none"> - Career choice - Identify the world of work - Career information service <p>2.3 Teacher as a counselor (7 hours)</p> <p>2.3.1 Characteristics of an Effective Counsellor</p>	<p>Aligned to Course ILOs</p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p>

<p>2.3.2 Ethics in counseling</p> <p>2.3.3 Basic counseling skills</p> <ul style="list-style-type: none"> - Client counselor relationship - Attending behavior, paraphrasing, communicating skills, observations <p>2.3.4 Collecting and documenting information</p> <ul style="list-style-type: none"> - Interview, Observation - Cumulative records - Social network <p>2.4 Theoretical and Practical framework of counseling (10 hours)</p> <p>2.4.1 Introduction to approaches in counseling</p> <p>2.4.2 Perceptual phenomenological theory (Carl Rogers)</p> <p>2.4.3 Psychoanalytic theory (Sigmund Freud)</p> <p>2.4.4 Rational emotive behavior therapy (Albert Ellis)</p> <p>2.4.5 Behavior modification theory (Joseph Wolpe)</p> <p>2.4.6 Existential theory (Viktor Frankl)</p> <p>2.5 Managing the counseling centre in schools (1 hour)</p> <p>2.5.1 Managing physical environment</p> <p>2.5.2 Record keeping</p> <ul style="list-style-type: none"> - GDF - Managing career information service 	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>1.1, 1.2, 1.3</p>
<p>3. Teaching / Learning Methods:</p> <p>3.1 Lecture method</p> <p>3.2 Discussion method</p> <p>3.3 Group activities</p> <p>3.4 Presentations</p> <p>3.5 Assignments</p> <p>3.6 Blended learning</p>	<p>Aligned to Course ILOs</p> <p>1.1, 1.2, 1.3</p> <p>1.4, 1.5</p> <p>1.3, 1.5</p> <p>1.4, 1.6</p> <p>1.6, 1.7</p> <p>1.6, 1.7</p>
<p>4. Assessment Strategy:</p> <p>4.1 Group Presentation</p> <p>4.2 Classroom assignments</p> <p>4.3 Quizzes</p>	<p>Aligned to Course ILOs</p> <p>1.1, 1.4, 1.6</p> <p>1.2, 1.3, 1.5</p> <p>1.2, 1.7</p>
<p>5. Weightage given for Assessments:</p>	
<p>Continuous Assessment</p> <p>50%</p>	<p>Final Assessment</p> <p>50%</p>
<p>Midterm test - 25%</p>	<p>Theory</p> <p>Practical (%)</p> <p>Other (%) (specify)</p>
<p>Assignments - 25%</p>	<p>Final written paper – 50%</p> <p>—</p> <p>—</p>

6. Reference / Reading Materials:

- Arnold, J. (1997). *Managing career in to the 21st century*. London: Chapman.
- Brigman, G., Mullis, F., & Webb, L. (2004). *School Counsellor consultation: Skills for working effectively with parents, teachers, and other school personnel*. New Jersey: Wiley.
- Dasai, S. V., & Shan, D. S. (1983). *Drug abuse the directive prohibition and excise*. Ahmadabad, Gujarat.
- Eddy, S. (1994). *Counseling for family problem* (2nd ed.). London: SAGA Publication Ltd.
- Egan, G. (1994). *The skilled helper: A problem-management approach to helping*. Pacific Grove, CA: Brooks/Cole.
- Kochhar, S. K. (1993). *Guidance and Counseling in Colleges and Universities* (3rd ed.). New Delhi: Sterling Publication Private Ltd.
- North, A. R. (2014). *Motivational is interviewing for school counselors* (2nd ed.). Sage Publications.
- Richard, S. S. (2006). *Theories of Psychotherapy and Counseling* (3rd ed.). USA: Thomson Publication.
- Schmidt, J. J. (2010). *The elementary/ Middle school counselors' survival guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Tosi, B. D. J., & Osipow, S. H. (1980). *A survey of counseling methods*. Ontario: The Dorsey Press.
- Yalom, I. D. (1973). *The theory and practice of group psychotherapy*. New York: Basic Books.

2.8.2.4 Course Unit: Educational Technology

Year	One Year Programme		Semester II
Course Name	Educational Technology		
Course Code	EDT 811		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	20	20	60

Course Description

Educational Technology course is designed to help our students become educational technology leaders at the school and district levels by emphasizing a conscientious approach to technology that goes beyond the latest trends. The course of study blends practical applications of technology integration—whether developing, implementing, or administering technological resources or curriculum—with ethical, philosophical, and theoretical perspectives.

Information and Communication Technology course is designed to help our students to become Information and Communication technology leaders at the school and district levels by emphasizing a conscientious approach to technology that goes beyond the latest trends. The course of study blends practical applications of technology integration—whether developing, implementing, or administering technological resources or curriculum—with ethical, philosophical, and theoretical perspectives.

<p>1. Intended Learning Outcomes:</p> <p>At the end of the course unit student will be able to,</p> <p>1.1 Trace definitions, content and need for Educational Technology today</p> <p>1.2 Realize the value of Educational Technology in the teaching-learning process</p> <p>1.3 Expose himself to a vast array of teaching-learning aids based on Dale's Cone of Experiences</p> <p>1.4 Plan, design, implement and evaluate instruction systematically utilizing a variety of instructional materials</p> <p>1.5 Acquire practical skills in the production, organization and evaluation of instructional materials.</p> <p>1.6 Understand the uses of ICT in teaching learning process</p> <p>1.7 Develop teaching aids using ICT applications</p> <p>1.8 Prepare mark sheets and graphical charts using MS Excel</p> <p>1.9 Develop databases using MS Access</p> <p>1.10 Developing multimedia content to express ideas effectively</p> <p>1.11 Use Internet for education and technology enabled learning</p>	<p>Aligned to Programme ILOs</p> <p>1, 2</p> <p>1, 2, 3, 4</p> <p>1, 2, 3</p> <p>2, 3, 4</p> <p>1, 2, 3, 4, 5</p> <p>1, 2</p> <p>1, 2, 6</p> <p>1, 2, 3, 4</p> <p>1, 2, 3</p> <p>2, 3, 4, 7, 8</p> <p>1, 2, 7, 8, 9</p>
<p>2. Course Content:</p> <p>2.1 The need for a Technology of Education (2 hours)</p> <p>2.1.1 Three explosions (Population, Knowledge, Aspirations) experienced since World War II</p> <p>2.1.2 Problems faced by Educational Systems as a result of the above explosions</p> <p>2.1.3 Solutions attempted-Short Term and Long Term</p> <p>2.1.4 Emergence of Educational Technology</p> <p>2.2 Definitions of Educational Technology (2 hours)</p> <p>2.2.1 "Software and "Hardware" definitions</p> <p>2.2.2 Definitions offered by England and U.S.A.</p> <p>2.2.3 Accepted definition today</p> <p>2.3 Theoretical knowledge and practice in (6 hours)</p> <p>2.3.1 Non-projected Aids</p> <p>2.3.2 Projected Aids</p> <p>2.3.3 Radio Lessons</p> <p>2.3.4 Recorded Radio Lesson for Individual Learning</p> <p>2.3.5 Educational Television</p> <p>2.3.6 Video-Tape Recorder</p> <p>2.3.7 Computer</p>	<p>Aligned to Course ILOs</p> <p>1.1, 1.2</p> <p>1.2, 1.4, 1.5</p> <p>1.2, 1.4, 1.5</p>

2.4	Latest tools in Education (6 hours)	1.2, 1.4
2.4.1	Language Laboratory	
2.4.2	Internet Base Education	
2.4.3	Blogs and Blogging resources	
2.4.4	Cloud app	
2.4.5	Flipped Classroom	
2.4.6	Massive Open Courses (MOOC)	
2.4.7	Surveys and Polls	
2.4.8	Social Network Application and social learning	
2.4.9	Presentation and Screen casting	
2.5	Distance Education today: usage of Educational Technology (2 hours)	1.1, 1.2, 1.6
2.5.1	Developmental needs	
2.5.2	Behavioral and other special needs	
2.6	Information Communication Technology and evolution of Computers (3 hours)	1.1, 1.8
2.6.1	Definition of ICT and Data and Communication	
2.6.2	Applications of ICT in the society	
2.6.3	Generations of Computers	
2.6.4	Basic computer components	
2.6.5	Software, hardware, live-ware, firmware definitions	
2.7	Handling Data using MS Excel (3 hours)	1.2, 1.5, 1.6
2.7.1	Introduction MS Excel functions and data types	
2.7.2	Draw graph	
2.7.3	Data handling, data analysis and presentation	
2.8	Developing applications using MS Access (3 hours)	1.2, 1.5, 1.6
2.8.1	MS Access introduction	
2.8.2	Access tables, queries, forms, reports	
2.8.3	Build expressions	
2.9	Developing multimedia content to express ideas effectively (3 hours)	1.6, 1.8, 1.10
2.9.1	Creates effective still graphics using graphic software	
2.9.2	Creates effective 2D and 3D animations	
2.9.3	Edit audio and video content	
2.10	Using internet for education and use of technology enabled classrooms (6 hours)	1.6, 1.8, 1.9, 1.11
2.10.1	Internet for education	

2.10.2 Google for education 2.10.3 Technology for education 2.10.4 LMS 2.10.5 Smart classrooms			
3. Teaching / Learning Methods: 3.1 Interactive lecture methods 3.2 Assignments 3.3 Projects 3.4 Group activities 3.5 Debates 3.6 Presentations 3.7 Cooperative learning		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4 1.3, 1.7, 1.8, 1.9, 1.10, 1.11 1.3, 1.7, 1.8, 1.9, 1.10, 1.11 1.2, 1.4, 1.5 1.2, 1.4, 1.5 1.2, 1.4, 1.5, 1.6 1.1, 1.2, 1.3, 1.4, 1.5	
4. Assessment Strategy: Formative and Summative Assessments using 4.1 Group presentation 4.2 Written examinations		Aligned to Course ILOs 1.3, 1.4, 1.6 1.1 – 1.11	
5. Weightage given for Assessments:			
Continuous Assessment 50%		Final Assessment 50%	
Group Presentation - 25% Online assessment - 15% Quiz - 10%		Theory Final Written Paper – 50%	Practical (%) — — Other (%) (specify) — —
6. Reference / Reading Materials: Budhai, S.S. (2015). <i>Teaching the 4Cs with technology: How do I use 21st century tools to teach 21st century skills?</i> Association for Supervision & Curriculum Development. (ASCD). Arias ed. Edition. Dale, E. (1969). <i>Audio visual methods in teaching</i> . New York: Holt Rinehart and Winston Inc. Ellington, H. (1985). <i>Producing Teaching Materials</i> . London: Kogan Page Limited. Hackbarth, S. (1996). <i>The educational technology handbook; A comprehensive guide: Process and products for learning</i> . Educational Technology Publishing. Lynnette, R. P. (2010). <i>Developing an online curriculum: Technologies and techniques</i> . Information Science Publishing. Panneerselvam, S. K., & Santhanum, S. (1994). <i>Introduction to educational technology</i> . New Delhi: Sterling Publishers Limited. Younie, S., & Leask, M (2013). <i>Teaching with technologies: The essential guide 1st Edition</i> , Open University Press.			

2.8.2.5 Extended Essay (Ref. Section 2.11 for instructions)

Year	One Year Programme		Semester II
Course Name	Extended Essay		
Course Code	EXE 812		
Credit Value	2 Credits		200 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	170
Course Description This course provides introduction on conducting an academic research and directs the student to be practically engaged in research. Student will be equipped with knowledge on various research designs and methods of data collection and analysis as well as in academic writing enabling them to select a suitable research design for the study. Student will be engaged in carrying out an independent research study on a problem identified in the field of Education and will produce a report at the end of the study. This course lays foundation to develop the research capacity of the students and produce researchers who would be able to make decisions by critically examining the evidence.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Critically evaluate existing research to identify gaps 1.2 Determine appropriate research design & tools to investigate a problem 1.3 Develop a proposal to carry out a study on an identified problem 1.4 Develop appropriate tools to collect data from an identified sample 1.5 Make appropriate judgments by critically examining the available data 1.6 Use ethical practices in the collection of data 1.7 Produce an academic report using appropriate language and the structure			Aligned to Programme ILOs 1, 2, 3, 7 1, 2, 7 1, 2, 3, 4, 5, 9 1, 2, 3, 4, 5, 6, 7 3, 4, 5, 6, 7, 8, 9 8 1, 2, 3, 5, 6, 7, 8, 9
2. Course Content: 2.1 Research Methods (15 hours) 2.1.1 Introduction to Educational Research 2.1.2 Literature Review and Research Ethics 2.1.3 Sampling and Preparation of Data collecting tools 2.1.4 Analysis of data 2.1.5 Writing a research report 2.2 Tutorials (15 hours) 2.2.1 Problem identification & formulating objectives/research questions			Aligned to Course ILOs 1.1, 1.2 1.1, 1.6 1.2 1.2 1.7 1.1, 1.3

2.2.2	How to select a Research design	1.1, 1.2, 1.3
2.2.3	Selection of the sample	1.1, 1.2, 1.3, 1.6
2.2.4	Data collecting tools and analysis of data	1.3, 1.4, 1.5
2.2.5	Writing a research proposal	1.1, 1.2, 1.3, 1.6
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1, 1.2, 1.6
3.2	Reflective practices	1.1, 1.2, 1.5
3.3	Field study	1.5, 1.6
3.4	Experiential learning	1.3, 1.4, 1.5, 1.6, 1.7
3.5	Problem solving	1.1, 1.2, 1.4, 1.5, 1.6, 1.7
4. Assessment Strategy: Summative Assessment of the Independent Study by two independent examiners using a criteria for assessment		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
5. Weightage given for Assessments:		
Final Research Report - 100%		
Criterion		Assigned Marks
		Alignment to Course ILOs
1. Identifying the problem, explaining the research problem and the rationale, display understanding of the background of the problem. Presenting the facts using appropriate academic language.		20
2. Presenting theories and research relevant to the research problem appropriately & precisely. Critically evaluating the existing Literature; Research and Theory to identify research gaps; Presenting the facts & information using appropriate academic language. Appropriate citations & referencing using an approved format.		25
3. Presenting the research design, sample, data collecting tools, data analysis methods & research ethics clearly & precisely using appropriate academic language.		20
4. Presenting data correctly & precisely with appropriate interpretations using academic language.		15
5. Presenting the findings clearly & precisely by comparing with the relevant Literature using appropriate academic language; appropriate conclusions and suggestions.		20
6. Reference / Reading Materials:		
Best, W. J., & Kahn, J. V. (1998). <i>Research in Education, Eighth Edition</i> . America: Allyn & Baken.		
Lambert, M. (2012). <i>A beginners guide to doing your education research</i> . Sage Publications.		
Machi, L. A. (2008). <i>The literature review: Six steps to success</i> . Corwin Publishers		
Opie, C., & Brown, D. (2019). <i>Getting Started in your Educational Research</i> . Sage Publications.		

2.8.2.6 Teaching Practicum

Year	One Year Programme		Semester II
Course Name	Teaching Practicum		
Course Code	TEP 813		
Credit Value	4 Credits		400 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	100	270
Course Description This course is focused on producing a competent professional teacher by offering teaching - learning experiences to student teachers in the actual classroom setting. Prior to the classroom experience, student is equipped with an extensive knowledge on theories of lesson development, material development and personality development as well as skills required for teaching and assessment.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Demonstrate a high level of pedagogical knowledge and skills in teaching 1.2 Address the challenges and issues in the classroom setting through Critical evaluation 1.3 Demonstrate the professional knowledge and skills in planning, implementing and managing the teaching-learning process. 1.4 Develop the teaching potentialities through collaborative practice with colleagues, students, community and relevant authorities 1.5 Demonstrate the commitment for professional ethics and responsibilities 1.6 Exhibit the ability for continuous professional development through critical analysis and reflective practice			Aligned to Programme ILOs 1, 7 2 3, 4, 7 3, 4, 5, 6 8 9
2. Course Content: 2.0 Development of Professional Teaching Competencies 2.1 Objective Writing (3 hours) 2.1.1 Theoretical base 2.1.2 Identifying aims and objectives 2.1.3 Formulating objectives for lessons 2.2 Lesson Planning (3 hours) 2.2.1 Structure of a Term Plan 2.2.2 Structure of a Lesson Plan 2.2.3 Planning a lesson for a given content			Aligned to Course ILOs 1.1, 1.3, 1.5 1.1, 1.3, 1.4, 1.5, 1.6

2.3	Classroom Assessment (3 hours)	1.1 ,1.2 , 1.3, 1.4 , 1.5, 1.6
2.3.1	Different types of assessment methods	
2.3.2	Designing formative and summative assessment for a specific lesson	
2.4	Development of Learning Aids (3 hours)	1.1,1.2, 1.3, 1.4, 1.5, 1.6
2.4.1	Theories of learning material development	
2.4.2	Classification of Learning material	
2.4.3	Designing learning material	
2.5	Computer Applications (3 hours)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.5.1	Identifying suitable software for the subject content	
2.5.2	Designing suitable ICT integrated instructional material for lessons	
2.6	Classroom Management (3 hours)	1.1,1.2,1.3,1.4,1.5,1.6
2.6.1	Theories of Classroom Management	
2.6.2	Identifying techniques for effective classroom management	
2.7	Counseling in the classroom (3 hours)	1.1,1.2, 1.3, 1.4, 1.5, 1.6
2.7.1	Identifying Psychological, Educational and Family related issues of the student	
2.7.2	Identifying techniques to Facilitate student's problems in-order to enhance learning	
2.8	Teacher Personality Development (3 hours)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.8.1	Concepts and theories of teacher personality	
2.8.2	Special character traits of a teacher personality	
2.8.3	How to develop a positive teacher personality?	
2.9	Teaching Practice Orientation (6 hours)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.9.1	Design a lesson plan by incorporating the components of Professional Teaching	
2.9.2	Micro-teaching	
2.9.3	Simulation	
2.10	Practical Component – Teaching Practicum (100 hours)	1.1,1.2, 1.3, 1.4, 1.5, 1.6
2.10.1	Teaching practice in the actual classroom	
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture method	1.1 , 1.5
3.2	Problem based learning	
3.3	Individual/Group Presentations	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
3.4	Collaborative Learning	
3.5	Reflective practice	
3.6	Case study	
3.7	Work-based learning	

4. Assessment Strategy: Formative assessment in the;		Aligned to Course ILOs
4.1	practical application of theories in teaching & assessment & classroom management	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
4.2	demonstration of skills in the teaching, learning & assessment process	
4.3	team work and reflective practice	
5. Weightage given for Assessments:		
Criterion		Marks
Work based Assessment 1 - 30%		Alignment to Course ILOs
Presentations based on the professional Teaching competencies (2.1 – 2.8)		1.1,1.2,1.3,1.4,1.5,1.6
Simulation		20 marks
Planning of lessons (minimum 100 lessons)		30 marks
Reflections		10 marks
Work based assessment 2 - 70%		
Evaluation of the planning, teaching, assessment, classroom management & reflection of five lessons in the school setting according to a standard marking criteria. (70% of the mark out of 100)		5 lessons x 100 marks = 500
		1.1, 1.2, 1.3, 1.4, 1.5, 1.6
6. Reference / Reading Materials:		
Boarders, L. D. (2002). School counseling in the 21st century: Personal and professional reflections on the four focus articles. <i>Professional School Counseling</i> , 5, 180-185.		
Chandio, M. T. Pandhiani, S. M., & Iqbal, R. (2017). Bloom’s taxonomy: Improving assessment and teaching-learning process. <i>Journal of Education and Educational Development</i> , 3(2).		
Kazaure, J. S., & Matthew, O. U. (2019). <i>Computer applications in education</i> . https://onlinelibrary.wiley.com/journal/10990542		
Lahrichi, A, (2019). <i>Study on the effectiveness of formative and summative assessment techniques in Education</i> . https://www.researchgate.net/publication/333809381_Study_on_the_Effectiveness_of_Formative_and_Summative_Assessment_Techniques_in_Education		
Mitchell, B. S., Hirn, R. G., & Lewis, T. J. (2017). Enhancing effective classroom management in schools: Structures for changing teacher behavior. <i>Teacher Education and Special Education</i> , 40(2), 140-153.		
Rushton, S. Morgan, J., & Richard, M. (2007). Teacher's Myers-Briggs personality profiles: Identifying effective teacher personality traits. <i>Teaching and Teacher Education</i> , 3(4), 432-441.		
Shabiralyani, G. at.el. (2015). Impact of visual aids in enhancing the learning process case research: District Dera Ghazi Khan. <i>Journal of Education and Practice</i> , 6(19).		

2.9 Course Details – Postgraduate Diploma in Education (Teaching of English as a Second Language Programme)

2.9.1 Semester I Course Units

1. PPE 801 - Philosophical Principles of Education
2. SPE 802 - Sociological Principles of Education
3. PBE 803 - Psychological Bases of Education
4. PMS 805 - Planning and Management at the School Level
5. EMA 806 - Educational Measurement and Assessment
6. APL 831 - Applied Linguistics
7. LAR 833 - Language Arts

2.9.1.1 Course Unit: Philosophical Principles of Education

Ref. Section 2.8.1.1

2.9.1.2 Course Unit: Sociological Principles of Education

Ref. Section 2.8.1.2

2.9.1.3 Course Unit: Psychological Bases of Education

Ref. Section 2.8.1.3

2.9.1.4 Course Unit: Planning and Management at the School Level

Ref. Section 2.8.1.5

2.9.1.5 Course Unit: Educational Measurement and Assessment

Ref. Section 2.8.1.6

2.9.1.6 Course Unit: Applied Linguistics

Year	One Year Programme		Semester I
Course Name	Applied Linguistics		
Course Code	APL 831		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description The course envisages the development of a competent practioner who can demonstrate the theoretical knowledge in Applied Linguistics. Further she/he should be capable of applying this knowledge to identify the issues and concerns related to second language learning in the classroom and propose solutions.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Demonstrate a clear understanding of the interdisciplinary nature of Applied Linguistics 1.2 Explore the concept of Language and its functions 1.3 Examine the different systems of language 1.4 Critically evaluate the prescribed school text books and identify issues in relation to developing systems of language teaching synthesizing the theoretical knowledge gained through Applied Linguistics 1.5 Provide opportunities for autonomous learning through strategy training 1.6 Demonstrate the need for constant professional development in language teaching			Aligned to Programme ILOs 1, 8 2, 8 3, 8 3, 7 4, 8, 9 5, 6, 8
2. Course Content: 2.1 Interdisciplinary nature of Applied Linguistics (3 hours) 2.1.1 Definitions of Applied Linguistics 2.1.2 Scope of Applied Linguistics 2.1.3 The need for Applied Linguistics for a teacher 2.2 The concept of Language and its functions (3 hours) 2.2.1 Definitions of language 2.2.2 Characteristics of human language 2.2.3 Functions of language 2.2.4 Implications for language teaching in the Sri Lankan classroom context			Aligned to Course ILOs 1.1 1.1, 1.2 1.1, 1.2 1.1, 1.2, 1.3 1.1, 1.2, 1.3 1.1, 1.2, 1.3 1.1, 1.2, 1.3

2.3	Systems of language (6 hours)	1.1, 1.2, 1.3, 1.4, 1.5
2.3.1	Phonological system	1.1, 1.2, 1.3, 1.4, 1.5
2.3.2	Morphological & Symentic System	1.1, 1.2, 1.3, 1.4, 1.5
2.3.3	Pragmatics	1.1, 1.2, 1.3, 1.4, 1.5
2.3.4	Implications for teaching & Learning	1.1, 1.2, 1.3, 1.4, 1.5
2.4	Psycholinguistics (6 hours)	1.1, 1.2, 1.3, 1.4, 1.5
2.4.1	First Language Acquisition	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.4.2	Second & Additional language acquisition/learning	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.4.3	The impact of learning theories in facilitating	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.5	Bi/multilingualism (3 hours)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.5.1	Concept of Bi/multilingualism	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.5.2	Theoretical basis of Bilingualism	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.5.3	Identify strategies to develop bilingualism	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.6	Sociolinguistics (6 hours)	1.1, 1.2, 1.3
2.6.1	Sociolinguistics competence	1.1, 1.2, 1.3
2.6.2	Socio cultural and affective factors in learning a second Language	1.1, 1.2, 1.3
2.6.3	Implications of sociolinguistics to facilitating ESL learning	1.1, 1.2, 1.3
2.7	Learning styles and strategies (3 hours)	1.1, 1.2, 1.3, 1.4
2.7.1	Catering to different learning styles	1.1, 1.2, 1.3
2.7.2	Main types of learning strategies	1.1, 1.2, 1.3
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture method	1.1, 1.2
3.2	Use of video clips	1.1, 1.3, 1.4
3.3	Analysis of classroom transcripts	1.1, 1.3, 1.4, 1.6
3.4	Group activities	1.1, 1.4, 1.5, 1.6
3.5	Work place based research	1.4, 1.5, 1.6
3.6	Presentations – oral and visual	1.3, 1.4, 1.6
3.7	Problem based learning	1.1, 1.2, 1.4, 1.6
3.8	Case study	1.1, 1.2, 1.3, 1.4, 1.6
3.9	Scenario based teaching	1.1, 1.2, 1.4, 1.5, 1.6
3.10	Reflective practice	1.1, 1.2, 1.4, 1.5, 1.6
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

5. Weightage given for Assessments:		
Continuous Assessment 50%		
Assignment	Marks	Alignment to Course ILOs
Written Assignments Oral presentation or concept map on one of the topics above	25 %	1.1, 1.2, 1.4, 1.5, 1.6
Oral Presentation or concept map on one of the topics above	25 %	1.3, 1.4, 1.5, 1.6
Final Assessment 50 %		
Student is given the choice to answer any four questions from the eight questions testing both theoretical as well as practical applications of the content.	50%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
6. Reference / Reading Materials:		
Aitchison, J. (2007). <i>The articulate Mammal: An introduction to psycholinguistics</i> . 5 th Edition. UK: Routledge.		
Cruse, A. (2011). <i>Meaning in Language; An Introduction to Semantics and Pragmatics</i> . UK: Oxford University Press.		
Dornyei, Z., & Ryan, S. (2015). <i>The psychology of the language learner revisited</i> . Routledge.		
Ellis, R. (2013). <i>Exploring Language Pedagogy through Second Language Acquisition</i> . Routledge Taylor and Francis group.		
Gass, M. (2013). <i>Second Language Acquisition: An Introductory Course</i> . 4 th Edition. USA: Routledge.		
Grenfell, M., & Harris, V. (2017). <i>Language learner strategies: Contexts, issues and applications in Second Language learning and teaching</i> . London: Bloomsbury Academic.		
Lass, R. (2000). <i>Phonology: An introduction to basic concepts</i> . Cambridge: Oxford University Press.		
Lightbown, P., & Spada, N. (2003). <i>How languages are learned</i> . (4 th ed.). UK: Oxford University Press.		
Loewen, S. (2014). <i>Introduction to instructed second language acquisition</i> . Routledge.		
Mitchell, R., & Myles, F. (2012). <i>Second language learning theories</i> . Routledge.		
Pritchard, A. (2008). <i>Ways of learning: Learning theories and learning styles in the classroom</i> . USA: Routledge.		
Schmitt, S. (2010). <i>An introduction to applied linguistics</i> . (2 nd ed.). UK: Taylor and Francis.		
Trudgil, P. (2000). <i>Sociolinguistics: An introduction to language and society</i> . Penguin Books.		
Van Patten, B., & Williams J. (Eds) (2015). <i>Theories in Second Language acquisition: An introduction</i> (Second Language Acquisition Research Series) 2 nd Edition. NY: Routledge.		

2.9.1.7 Course Unit: Language Arts

Year	One Year Programme		Semester I
Course Name	Language Arts		
Course Code	LAR 833		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description The course envisages the development of a competent practitioner well versed in teaching and learning the methodology of English as a Second Language and capable of applying various methods of teaching, learning and evaluation of classroom practice.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Apply effective oral Presentations skills. 1.2 Develop Academic Reading and Writing Skills. 1.3 Develop Creative Writing Skills. 1.4 Use Discourse Analysis for in depth analysis of texts.			Aligned to Programme ILOs 1, 2, 3, 4, 5, 8, 9 1, 2, 3, 4, 5, 6, 7, 9 1, 2, 3, 4, 5, 8 1, 2, 3, 4, 5, 7, 9
2. Course Content: 2.1 Developing Presentation Skills (8 hours) 2.1.1 Techniques used in effective academic Presentations 2.1.2 The Presenter and the Presentation 2.2 Developing Academic Reading and Writing Skills (12 hours) 2.2.1 Academic Reading skills 2.2.2 Reading for Critical Evaluation 2.2.3 Reading and Transferring information 2.2.4 Academic Writing skills 2.2.5 Creative Writing 2.2.6 Report Writing 2.2.7 Letter Writing 2.3 Discourse Analysis (10 hours) 2.3.1 Difference between text and discourse 2.3.2 Elements of Discourse Analysis 2.3.3 Types of Discourse Analysis			Aligned to Course ILOs 1.1 1.1 1.2, 1.4 1.2, 1.4 1.2, 1.4 1.2 1.3 1.2 1.2 1.2, 1.4 1.4 1.4
3. Teaching / Learning Methods: 3.1 Interactive lecture methods 3.2 Assignments 3.3 Role plays 3.4 Individual and group Presentation			Aligned to Course ILOs 1.1, 1.2, 1.4 1.1, 1.2, 1.3 1.1 1.1

4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semester		Aligned to Course ILOs 1,1, 1.2, 1.3, 1.4
5. Weightage given for Assessments:		
Assignment Type	Marks	Alignment to Course ILOs
Continuous Assessment 50%		
Group activity – oral presentation	25	1.1, 1.2
Written assignment (Individual) – Portfolio	25	1.2, 1.4
Final Assessment 50%		
Three compulsory questions and two other questions from which the student is given the choice to choose one.	50	1.2, 1.3, 1.4
6. Reference / Reading Materials: Bowers, E., & Keisler, L. (2011). <i>Building academic language through content-area text</i> . Shell Educational Publications Inc. Harrington, J. A. (2013). <i>Creative writing for adult learners</i> . Cambridge. Miller, P., & Huntington, C. (2010). <i>Speaking persuasively</i> . Sydney: Allen and Unwin. Soles, D. (2009). <i>The essentials of academic writing</i> . Cengage Learning. Swales, M. J., & Feak, C. (2012). <i>Academic writing for graduate students</i> . University of Michigan Press/ELT.		

2.9.2 Semester II Course Units

1. EDT 811 - Educational Technology
2. MTE 830 - Methodology of Teaching English
3. ELT 832 - English Literature
4. EXE 812 - Extended Essay
5. TEP 813 - Teaching practicum

2.9.2.1 Course Unit: Educational Technology

Ref. Section 2.8.2.4

2.9.2.2 Course Unit: Methodology of Teaching English

Year	One Year Programme		Semester II
Course Name	Methodology of Teaching English		
Course Code	MTE 830		
Credit Value	3 Credits		150 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	—	105
Course Description The course envisages the development of a competent practitioner well versed in teaching and learning the methodology of English as a Second Language and capable of applying various methods of teaching, learning and evaluation of classroom practice.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Examine current issues in classroom practices of universal English language teaching in comparison to the Sri Lankan context. 1.2 Critically appraise past teaching methods and techniques to derive an eclectic approach to enhance learner creativity. 1.3 Explore the concept of Eclectism in relation to the four skills, grammar and vocabulary. 1.4 Develop language skills and techniques of teaching, learning and assessment and apply them to the tasks and activities by critically evaluating the prescribed text books 1.5 Create positive attitudes towards creative and innovative language teaching 1.6 Apply reflective practice for innovative professional development in language teaching			Aligned to Programme ILOs 1, 2 1, 2, 3, 4 2, 3, 4, 5, 6, 9 1, 2, 3, 4, 5, 6, 7, 9 8 9
2. Course Content: 2.1 Teaching English in the Global context (3 hours) 2.1.1 The status of teaching English in the world 2.1.2 Problems and issues in teaching English in Sri Lanka 2.2 Towards an eclectic approach to teaching ESL (6 hours) 2.2.1 A critical survey of past language teaching methods 2.2.2 Theory and practice of eclectism 2.2.3 Designing an eclectic approach to ESL teaching in the Sri Lankan context			Aligned to Course ILOs 1.1 1.1 1.2, 1.3, 1.6 1.2, 1.3 1.2, 1.3, 1.4, 1.5, 1.6

2.3	Developing the second language skills, grammar & vocabulary in the classroom (15 hours)	
2.3.1	Identifying Issues & problems of Listening in the Second Language & designing activities to develop the Second Language Listening Skills in the classroom.	1.1, 1.3, 1.4, 1.5, 1.6
2.3.2	Identifying issues & problems of Speaking in the Second Language & designing activities to develop the Second Language Speaking Skills in the classroom.	1.1, 1.3, 1.4, 1.5, 1.6
2.3.3	Identifying Issues & problems of Reading in the Second Language & designing activities to develop the Second Language Reading Skills in the classroom	1.1, 1.3, 1.4, 1.5, 1.6
2.3.4	Identifying Issues & problems of Writing in the Second Language & designing activities to develop the Second Language Writing Skills in the classroom.	1.1, 1.3, 1.4, 1.5, 1.6
2.3.5	Identifying problems & issues in teaching Grammar & Vocabulary for Second Language Learners & designing activities to develop Second Language Grammar & Vocabulary in the classroom.	1.1, 1.3, 1.4, 1.5, 1.6
2.4	Developing classroom strategies and techniques of language teaching (6 hours)	
2.4.1	Drama techniques in language learning	1.4, 1.5, 1.6
2.4.2	Songs and games in the classroom	1.4, 1.5, 1.6
2.4.3	Group and pair work	1.3, 1.4, 1.5, 1.6
2.4.4	Cooperative learning	1.2, 1.3, 1.4, 1.5, 1.6
2.4.5	Content based language instruction	1.2, 1.3, 1.4, 1.5, 1.6
2.4.6	Use of Mother tongue	1.2, 1.3, 1.4, 1.5, 1.6
2.4.7	Questioning Techniques	1.2, 1.3, 1.4, 1.5, 1.6
2.5	Preparation of test items and assessment of Second Language Skills (6 hours)	
2.5.1	Listening & Speaking Skills (Oral Skills)	1.2, 1.4, 1.6
2.5.2	Reading Skills	1.2, 1.4, 1.6
2.5.3	Writing Skills	1.2, 1.4, 1.6
2.5.4	Grammar & Vocabulary	1.2, 1.4, 1.6
2.6	Critically examine the ESL curriculum and the suggested approaches at school level in; (9 hours)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.6.1	Teaching English in the Primary classes	
2.6.2	Teaching English in the Secondary classes	
2.6.3	Teaching General English at 'A' Level	

3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1, 1.2, 1.4
3.2	Assignments	1.1, 1.3, 1.5, 1.6
3.3	Role plays	1.4, 1.5, 1.6
3.4	Drama	1.4, 1.5, 1.6
3.5	Group activities	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
3.6	Presentations – oral and visual	1.1, 1.2, 1.4
3.7	Problem based learning	1.6
3.8	Reflective practice	1.6
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
5. Weightage given for Assessments:		
	Assignment Type	Marks
		Alignment to Course ILOs
Continuous Assessment 50%		
	Group activity – oral presentation on integrated language development in the classroom	20
	Individual Presentation on development of one of the skills of Listening, Speaking, Reading, Writing, vocabulary or Grammar.	15
	Written assignment (Individual) to prepare activities to develop one of the above skills using the strategies in 2.4	15
Final Assessment 50%		
	Five compulsory short questions and six essay type optional questions on which the student is given the choice to answer any three questions testing both theoretical as well as practical applications of the content.	50
6. Reference / Reading Materials:		
Arola, L. K., & Wysocki, F. A. (2014). <i>Composing (Media) = Composing (Embodiment): Bodies, Technologies, Writing, the Teaching of Writing</i> . UT: Utah State University Press. Logan.		
Gass, S.M., & Mackey, A. (2012). <i>The Routledge Handbook of Second Language Acquisition</i> . London; Routledge.		
Hill, J.D. & Miller, K.B. (2013). <i>Classroom Instruction that Works with English Language Learners (2nd Ed.)</i> . Alexandria: ASCD.		
Palmer, E. (2014). <i>Teaching the Core Skills of Listening, Speaking</i> . Alexandria: ASCD.		
Palmer, S. (2011). <i>How to Teach Writing Across the Curriculum: Ages 8-14</i> . NY: Routledge.		

- Spiro, J. (2013). *Changing Methodologies in TESOL*. Edinburgh: Edinburgh University Press.
- Steven, S. D. (2015). *English Teaching in the Secondary Schools: Linking Theory & Practice*. NY: Routledge.
- Urquhart, V. & Frazee, D. (2012). *Teaching Reading in the Content Areas: If not Me, Then Who?* Alexandria: ASCD.

2.9.2.3 Course Unit: English Literature

Year	One Year Programme		Semester II
Course Name	English Literature		
Course Code	ENL 817		
Credit Value	3 Credits		150 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	—	105
Course Description The course envisages the development of a competent practitioner well versed in the genres of Literature and capable of applying various theories of Literary criticism in teaching, learning and evaluation of Literature.			
1. Intended Learning Outcomes: At the end of the course unit student will be able to,			Aligned to Programme ILOs
1.1 Demonstrate clear understanding of theories, models and competencies in poetry, drama and fiction in the local and global contexts.			1, 2
1.2 Apply the knowledge in theories and approaches in addressing literary genres through reflective practice.			3, 4, 9
1.3 Analyze values, social cultural and ethical issues in the main literary genres.			4, 5
1.4 Demonstrate sensitivity, compassion, empathy and respect for all living beings and nature.			6, 7, 8
1.5 Innovate creative activities related to main literary genres.			6, 7
1.6 Demonstrate the skills of communication, critical thinking, creativity, performance, assessment and collaborative work			3, 4, 5, 7, 9
2. Course Content:			Aligned to Course ILOs
2.1 Objectives of learning Literature & theories skills and competencies in Literature (4 hours)			
2.1.1 Knowledge based objectives			1.1
2.1.2 Skill based objectives			1.1

2.1.3	Value centred objectives	1.1
2.1.4	Global and discrete skills in Literature	1.1, 1.2
2.1.5	Literary Competencies	1.1, 1.2
2.1.6	Literary Theories	1.1, 1.2
2.2	Learning and Teaching Poetry (10 hours)	
2.2.1	Elements and techniques of poetry	1.1, 1.2
2.2.2	Teaching poetry to develop the literary competences of primary students (Language, Cultural and personal development)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.2.3	Teaching poetry to develop the literary competences of secondary students (Language, Cultural and personal development)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.2.4	Teaching poetry to develop the literary competences of tertiary students (Language, Cultural and personal development)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.3	Learning and teaching short stories & novels (12 hours)	
2.3.1	Elements and techniques of reading prose; short stories & novels.	1.1, 1.2
2.3.2	Using prose to develop the literary competences of primary students. (Language, Cultural and personal development)	1.2, 1.3, 1.4, 1.5, 1.6
2.3.3	Using prose to develop the literary competences of secondary students. (Language, Cultural and personal development)	1.2, 1.3, 1.4, 1.5, 1.6
2.3.4	Using prose to develop the literary competences of tertiary students (Language, Cultural and personal development)	1.2, 1.3, 1.4, 1.5, 1.6
2.4	Approaches to Learning Drama (6 hours)	
2.4.1	Compare and contrast drama with other literary genres	1.1, 1.2
2.4.2	Elements, approaches and techniques in Drama	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.4.3	Writing a drama script & Stage performance	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.5	Critical Examination of English Literature Curriculum in Sri Lanka (10 hours)	
2.5.1	Content, objectives & evaluation procedure of the Secondary school Literature Curriculum	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.5.2	Examine the suitability of the Secondary School curriculum & suggest alternatives	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

2.5.3	Content, objectives & evaluation procedure of the Advance Level Literature Curriculum in Sri Lanka	1.1, 1.2, 1.3, 1.4
2.5.4	Examine the suitability of the Advance Level Literature curriculum & suggest alternatives.	1.5, 1.6
2.6	Assessment of Literature (3 hours)	
2.6.1	Preparing structural test items	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.6.2	Preparing essay type test items	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
2.6.3	Preparing evaluation criteria based on the Learning outcomes	1.1, 1.2, 1.6
3. Teaching / Learning Methods:		Aligned to Course ILOs
3.1	Interactive lecture methods	1.1
3.2	Assignments	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
3.3	Projects	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
3.4	Role plays	1.2, 1.3, 1.4
3.5	Drama	1.5, 1.6
3.6	Group activities	1.6
3.7	Work place based research	1.2, 1.5, 1.6
3.8	Presentations – oral and visual	1.1, 1.2, 1.6
3.9	Problem based learning	1.2, 1.6
3.10	Case study	1.2, 1.3, 1.4, 1.6
3.11	Reflective practice	1.2
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
5. Weightage given for Assessments:		
Assignment		Marks
Continuous Assessment 50%		Alignment to Course ILOs
A research based assignment for the students to examine a situation of teaching & learning Literature in school		25
Producing a drama based on an issue highlighted in the prescribed Literary texts – group activity		25
Final Assessment 50%		
Essay type questions from all genres. Six essay type optional questions to evaluate the critical thinking, creativity, argumentation, attitudes and values (Only four questions to be answered)		50

6. Reference / Reading Materials:

- Atherton, C., Green A., & Snapper, G. (2013). *Teaching English Literature*. 16 – 19. NY: Routledge.
- Canton, J. (Ed.). (2016). *The Literature Book: Big Ideas Simply Explained*. Great Britain; Penguin Random House.
- Himmele, P., Himmele, W., & Potter, K. (2014). *Total Literacy Techniques: Tools to Help Students Analyze Literature and Informational Texts*. Alexandria, VA: ASCD.
- Jarvis, R. (2014). *The Romantic Period: The Intellectual and Cultural Context of English*. London: Routledge.
- Lupton, C. (2012). *Knowing Books: The Consciousness of Mediation in Eighteenth Century Britain*. Philadelphia: University of Pennsylvania Press.
- Nance, K. A. (2010). *Teaching Literature in the Languages: Expanding the Literary circle through Student Engagement*. Upper Saddle River, Prentice Hall, NJ.
- Renen, V. D. (2017). *The Other Exchange: Women, Servants and the Urban Underclass in Early Modern English Literature*. Lincoln, NE: University of Nebraska Press.
- Rudd, D. (2010). *The Routledge Companion to Children's Literature*. NY: Routledge.
- Zane, P. (2015). *Off the Books: On Literature & Culture*. Columbia: University of South Carolina Press.

2.9.2.4 Course Unit: Extended Essay

Ref. Section 2.8.2.5

2.9.2.5 Course Unit: Teaching Practicum

Ref. Section 2.8.2.6

2.10 Course Details – Postgraduate Diploma in Education (Drama and Theatre Programme)

2.10.1 Semester I Course Units

1. PPE 801 - Philosophical Principles of Education
2. SPE 802 - Sociological Principles of Education
3. PBE 803 - Psychological Bases of Education
4. PMS 805 - Planning and Management at School Level
5. EMA 806 - Educational Measurement and Assessment
6. PDT 820 - Principles of Drama and Theatre

2.10.1.1 Course Unit: Philosophical Principles of Education

Ref. Section 2.8.1.1

2.10.1.2 Course Unit: Sociological Principles of Education

Ref. Section 2.8.1.2

2.10.1.3 Course Unit: Psychological Bases of Education

Ref. Section 2.8.1.3

2.10.1.4 Course Unit: Planning and Management at School Level

Ref. Section 2.8.1.5

2.10.1.5 Course Unit: Educational Measurement and Assessment

Ref. Section 2.8.1.6

2.10.1.6 Course Unit: Principles of Drama and Theatre

Year	One Year Programme		Semester I
Course Name	Principles of Drama and Theatre		
Course Code	PDT 820		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70
Course Description			
<div>1. Drama and theatre is a collaborative form of art that uses live performers, mainly actors or actresses and performers, to present the experience of a real or imagined world before a live audience in a specific place. The performers may communicate this experience to the audience through combinations of gesture, language, speech, song, music, dance and movement.</div> <div>2. Objective of this course is to make learner students understand the collaborative nature of theatre arts in order to be used and apply in teaching and learning process.</div>			
1. Intended Learning Outcomes: At the end of the course unit student will be able to,			Aligned to Programme ILOs
1.1 Analyze the functions of the playwright, actor, director, and designers			1, 2
1.2 Appreciate the collaborative nature of the theatre arts			1, 8
1.3 Be familiar with a broad range of theatrical terminology			1, 5
1.4 Organize a production crew and plan the accomplishment of constructing props, scenery, lights, and makeup for a performance			2, 4, 6, 7
1.5 Demonstrate familiarity with the fundamentals of the social/psychological aspects of theatre			1, 2, 3, 5
1.6 Analyze, critic, assess and appreciate works of theatre with understanding of critical theories of drama			3, 7, 9
2. Course Content:			Aligned to Course ILOs
2.1 Knowledge and skills (7 hours) Study of following topics with examples; Playwright, Actor, Director, Designer (scene, costume, makeup, lighting, choreography), Manager, Technician and Critic			1.1, 1.2, 1.3, 1.5
2.2 Knowledge, Attitude, Mind set and Paradigm (8 hours) Definition of drama, its origin, growth and development, genres of drama (tragedy, comedy, tragi- comedy)			1.3, 1.4, 1.5

2.3 Impact of critical theory and criticism on the development of drama and theatre in the East and the West; Study of Poetics of Aristotle and Natyashastra of Bharatamuni, brief history of theories of aesthetics and art criticism in the East and the West. Plato, Bavmgarten, Hegal, Marx, Nietze, Jacques Derrida, Michel Foucault, Sanskrit literary theories <i>Including Abhinavagupta, Abhinavabharati and Anandawardhana</i> (15 hours)		1.3, 1.6	
3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Interactive lecture methods	1.1, 1.2, 1.3, 1.6	
3.2	Group discussions	1.1, 1.3, 1.6	
3.3	Creative/Group activities	1.4, 1.5	
3.4	Assignments	1.2	
3.5	Presentations	1.5	
3.6	Debates	1.6	
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
5. Weightage given for Assessments:			
Continuous Assessment 50%		Final Assessment 50%	
Written Assignments – 25%		Theory	Practical (%)
Presentation – 25%		Final Written Paper – 50%	Other (specify)
6. Reference / Reading Materials:			
Bentley, E. (1964). <i>The life of the drama</i> . New York: Applause Theatre Books.			
Bruder, M, Cohn, L.M., Olnek, M., Pollack N, Previto, R., & Zigler, S. (1986). <i>A practical handbook for the actor</i> . New York: Vintage Books.			
Dorsch, T. S. (Tr.) (1965). <i>Classical literary criticism</i> . Britain: Penguin Books.			
Stanford Encyclopedia of Philosophy, (2007). <i>18th Century German Aesthetics</i> , p 1-78			
Styan, J. L. (1960). <i>Elements of drama</i> . Cambridge University Press.			
Trotsky, L. (1923). <i>The social roots and the social function of literature</i> . History Archive.			
Ubersfeld, A., & Collins, F. (1999). <i>Reading theatre</i> (P. Perron & P. Debbèche, Eds.). University of Toronto Press.			
කලන්සූරිය, ඩී. ඩී. පී., (1987), <i>බර්ට්න්ඩ් රසල් සහ සමකාලීන දර්ශනය</i> . වරකාපොල: ආරිය ප්‍රකාශකයෝ.			
මාරසිංහ, ඩී. (2003). <i>හරනමුනිප්‍රණීත නාට්‍ය ශාස්ත්‍රය, ප්‍රථම භාගය</i> . කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.			
මාරසිංහ, ඩී. (2005). <i>හරනමුනිප්‍රණීත නාට්‍ය ශාස්ත්‍රය, ද්විතීය භාගය</i> . කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.			
වීරක්කොඩි, ඩී. පී. එම්. 2005, (පරි.) <i>ජනරජය</i> . කොළඹ: සංස්කෘතික කටයුතු දෙපාර්තමේන්තුව.			
සූරවීර ඩී. ඩී. (පරි), (1984). <i>ඇරිස්ටෝටල්ගේ කාව්‍ය ශාස්ත්‍රය</i> . කොළඹ: ලේක්හවුස් ඉන්වෙස්ට්මන්ට් සමාගම.			

2.10.2 Semester II Course Units

1. EDT 811 - Educational Technology
2. MTD 821 - Methodology of Teaching of Drama and Theatre
3. PPP 822 - Production Process and Final Performance
4. RTH 819 - Ritual Theatre
5. EXE 812 - Extended Essay
6. TEP 813 - Teaching practicum

2.10.2.1 Course Unit: Educational Technology

Ref. Section 2.8.2.4

2.10.2.2 Course Unit: Methodology of Teaching of Drama and Theatre

Year	One Year Programme		Semester II
Course Name	Methodology of Teaching of Drama and Theatre		
Course Code	MTD 819		
Credit Value	3 Credits		150 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	—	105
Course Description <p>The purpose of this course is to discover ways to create and promote learning through dramatic teaching. Course is designed in order to explore ways of developing and implementing teaching strategies appropriate for drama classes, theatre in education, and educational theatre. The course will also be looking into specific abilities that drama, theatre, and acting offer participants.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <ol style="list-style-type: none"> 1.1 Demonstrate an ability to design and implement a dramatic and structurally sound curriculum 1.2 Display an ability to present and facilitate a drama lesson creatively 1.3 Analyze the view of teaching styles and methods 1.4 Articulate a personal teaching philosophy for teaching theatre 1.5 Examines the problems in the class room with new perspective; Aligned to Graduate ILOs 			Aligned to Programme ILOs <p>1, 2, 5</p> <p>3, 4, 5, 6</p> <p>3, 4</p> <p>7, 8, 9</p> <p>2, 7</p>

2. Course Content:		Aligned to Course ILOs	
2.1 Knowledge	(11 hours)	1.1, 1.3	
The Vital Importance of a methodology in teaching drama in schools and in higher educational institutions. Methodology of designing and implementing a curriculum for children in a primary class room by integrating drama as pedagogical tool			
2.2 Skills	(10 hours)	1.2, 1.3, 1.5	
Methods of using drama to promote active learning in other subjects to give students a kinesthetic and empathetic understanding as well as and intellectual understanding of a topic			
2.3 Professionalism	(12 hours)	1.3, 1.5	
Introduction of Edutainment as a method of teaching drama, using <i>Sandagira</i> docu drama of <i>Jayalath Manoratne</i> and <i>Peter Pan</i> of <i>J. M. Barry</i> ,			
2.4 Human Development	(12 hours)	1.3, 1.4, 1.5	
Action and drama methods in experiential learning based on Psychodrama of J. L. Moreno. (Psychodrama is an action method, in which clients use spontaneous dramatization, role playing, and dramatic self-presentation to investigate and gain insight into their lives.)			
3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1 Interactive lecture method		1.3, 1.4	
3.2 Group discussions		1.1, 1.3, 1.4, 1.5	
3.3 Creative/Group activities		1.1, 1.2	
3.4 Assignments		1.5	
3.5 Presentations		1.2	
3.6 Debates		1.5	
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters		Aligned to Course ILOs	
		1.1, 1.2, 1.3, 1.4, 1.5	
5. Weightage given for Assessments:			
Continuous Assessment 50%	Final Assessment 50%		
Written Assignments – 25%	Theory	Practical (%)	Other (specify)
Presentation – 25%	Final Written Paper – 50%		

6. Reference / Reading Materials:

Allen, J. (1979). *Drama in schools: Its theory and practice*. London: Heinemann Educational Books.

Casado, D. (2014). *Teaching drama: The essential handbook: 16 ready-to-go lesson plans to build a better actor*. New York: Beat by Beat Press.

Courtney, R. (1980). *The dramatic curriculum*. London: Heinemann.

Harischandra, D. V. J. (2015). *Psychiatric aspects of Jataka stories*. Colombo: Vijitha Yapa Publications.

O'Neill, C., & Lambert, A. (1989). *Drama structures. A practical handbook for teachers*. London: Hutchinson.

Philbin, M., & Myers, J. S. (1991). "Classroom Drama". *The Social Studies*, 82(5). p.179.

Way, B. (1998). *Development through drama*. USA: Prometheus Book Publishers.

2.10.2.3 Course Unit: Production Process and Final Performance

Year	One Year Programme		Semester II
Course Name	Production Process and Final Performance		
Course Code	PPP 821		
Credit Value	3 Credits		250 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	15	30	205
Course Description <p>Objective of the course is to provide an in depth knowledge of techniques of theatre practitioners and instruct them to translate that knowledge into practice through well planned performance.</p> <p>Create a flat form to unleash the hidden talent and to discard the protective walls of student teachers.</p>			
1. Intended Learning Outcomes: <p>At the end of the course unit student will be able to,</p> <p>1.1 Recall well known theatre theorists and practitioners and describe significant concepts</p> <p>1.2 Demonstrate understanding of the key theories, concepts and historical practices of theatre, including works of leading playwrights, actors, dancers, choreographers, directors and designers, both past and present</p> <p>1.3 Perform intra and interpersonal skills through involvement in the group process</p> <p>1.4 Adopt to a constantly changing situations and conditions</p> <p>1.5 Demonstrate adherence to rehearsal schedules and meet all dead lines</p> <p>1.6 Apply play production skills in a public performance</p>			Aligned to Programme ILOs <p>1</p> <p>1, 2</p> <p>4, 5, 9</p> <p>4, 7</p> <p>6, 8, 9</p> <p>3, 4, 5, 6, 9</p>

2. Course Content:	Aligned to Course ILOs
2.1 Traditional performance concepts (2 hours) 2.1.1 <i>NatyaDharmi</i> and <i>Lokadharmi</i> concepts of Bharatamuni.	1.1
2.2 A study of the practioners of styles who developed modern performance concepts (9 hours) 2.2.1 System of Stanislavski 2.2.2 Method acting of Lee Strasberg 2.2.3 Adler and Meisner techniques of acting 2.2.4 Bertolt Brecht and epic theatre 2.2.5 Theatre of the Absurd, including Eugène Ionesco, Martin Esslin and Samuel Beckett 2.2.6 Meyerhold's Biomechanics 2.2.7 Antonin Artaud and the Theatre of Cruelty 2.2.8 Augusto Boal's Theatre of the oppressed 2.2.9 Dario Fo's Popular Theatre	1.2
2.3 Theatre of Story Telling (2 hours)	1.3, 1.4, 1.6
2.4 Theatre for children, young audiences (2 hours)	1.3, 1.4, 1.5, 1.6
2.5 Final performance (30 hours) How to develop a production concept for a performance; (theme, relationship of the characters, mood of the play, style of performance); students have to be adhered to a technique of one of the above practitioners in producing their performance <ul style="list-style-type: none"> • Casting, rehearsals, run through, dress rehearsals, play for an audience/Young audience 	1.3, 1.4, 1.6
3. Teaching / Learning Methods:	Aligned to Course ILOs
3.1 Interactive lecture method	1.1, 1.2
3.2 Group discussions	1., 1.2, 1.3, 1.5, 1.6
3.3 Creative/Group activities	1.3, 1.6
3.4 Assignments	1.2
3.5 Presentations	1.4, 1.6
3.6 Debates	1.4
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semesters	Aligned to Course ILOs
	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

5. Weightage given for Assessments:			
Continuous Assessment 50%		Final Assessment 50%	
Creative Script Writing - 10%		Theory	
Creative Work - 40%		Final Written Paper - 50%	

6. Reference / Reading Materials:

Esslin, M. (2001). *The theatre of the absurd*. New York: Random House, Inc.

Richard, D. (1995). *Twentieth Century theatre: A source book*. London: Routledge.

Willett, J. (1977). *The theatre of Bertolt Brecht*. London: Methuen Drama.

Willett, J. (1978). *Brecht on Theatre*. Britain: Methuen Drama.

මාර්සින්, ඩී. (2005). *භරතමුනි ප්‍රණීත නාට්‍ය ශාස්ත්‍රය*. කොළඹ: ඇස්. ගොඩගේ සහ සහෝදරයෝ.

2.10.2.4 Course Unit: Ritual Theatre

Year	One Year Programme		Semester II
Course Name	Ritual Theatre		
Course Code	RTH 819		
Credit Value	2 Credits		100 Notional hours
Core / Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	—	70

Course Description

Ritual theatre is a community based activity. Therefore, it helps to build a sense of community within the classroom and helps students to understand how dramatic art originated in various cultures. Objective of the course is to give an in depth knowledge to teacher students of the above fact and make them understand the broad range of skills involve in ritual theatre and how to use those skills to motivate diverse learners in the class room to develop self-actualization.

1. Intended Learning Outcomes: At the end of the course unit student will be able to, 1.1 Collect information related to ritual theatre around the globe 1.2 Differentiate ritual theatre from growing body of theatre companies who are calling their work ritual theatre 1.3 Associate ancient wisdom with current knowledge and understanding 1.4 Explain the ability of ritual theatre in integrating marginalized groups or persons with personality disorders into the society 1.5 Use ritual theatre elements to re-enact powerful archetypal stories by using innovative dramatic techniques, which will help participants to purge their excessive emotions	Aligned to Programme ILOs 1, 2, 3 2, 4, 6, 9 2, 7 1, 3, 4, 5, 8 1, 3, 4
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2. Course Content:		Aligned to Course ILOs	
2.1	Knowledge (14 hours)	1.1, 1.2, 1.3	
2.1.1	Introductory lessons on ritual theatre		
2.1.2	Basic elements of rituals		
2.1.3	Emergence of theatre in different societies worldwide through myth and ritual		
2.1.4	Introduction to major rituals in the East and the West. (<i>Dionysiac</i> ritual in Greece, Liturgical theatre of Mideaval Europe, Major rituals in Bali, <i>Teyyam</i> of Malabar, <i>Obon</i> festival of Japan, Mask dance of <i>Burkina Faso</i> , Indigenous rituals of Sri Lanka)		
2.1.5	Purpose of ritual arena, objects, decoration, ritual purification		
2.2	Personality (4 hours)	1.4	
	Ritual theatre as healing system		
2.3	Human development (6 hours)	1.4	
	Power of dramatic ritual in personal development		
2.4	Motivation (6 hours)	1.5	
	Relevance of ritual theatre in contemporary theatre		
3. Teaching / Learning Methods:		Aligned to Course ILOs	
3.1	Interactive lecture method	1.1	
3.2	Group discussions	1.1, 1.2, 1.5	
3.3	Creative/Group activities	1.3, 1.4	
3.4	Assignments	1.4	
3.5	Presentations	1.5	
3.6	Debates	1.2, 1.5	
4. Assessment Strategy: Formative and Summative Assessment using written examination at the final semester (Presentations, Practical examination, written examination)		Aligned to Course ILOs 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
5. Weightage given for Assessments:			
Continuous Assessment 50%		Final Assessment 50%	
Written Assignments - 25%	Theory	Practical (%)	Other (%)
Presentation - 25%			specify
	Final Written Paper - 50%		

6. Reference / Reading Materials:

Obeysekara, G. (1984). *The Cult of Goddess Pattini*. Chicago: University of Chicago Press.

Schechner, R., & Schuman, M. (1976). *Ritual, play and performance: Readings in the social sciences/theatre*. New York: Seabury Press.

Turner, V., & Turner, V.W. (1982). *From ritual to theatre: The human seriousness of play*. Performing The University of Michigan: Arts Journal Publication.

කාරියවසම්, ටී. (1992). *ශ්‍රී ලංකාවේ දේවතාවියෝ සහ යකින්නියෝ*. නාවින්න: තරංජි ප්‍රින්ටර්ස්.

කාරියවසම්, ටී. (1995). *ඊට යකුම් යාග විග්‍රහය*. තලවතුගොඩ: නව සමගි මුද්‍රණාලය.

විජයශ්‍රීවර්ධන, ඩී. (1999). *මදනසක් පුවත*. කොළඹ: එස්. ගොඩගේ සහ සහෝදරයෝ.

සරච්චන්ද්‍ර, එ. (1992). *සිංහල ගැමි නාටකය*. මහරගම: ජාතික අධ්‍යාපන ආයතනය.

2.10.2.5 Course Unit: Extended Essay

Ref. Section 2.8.2.5

2.10.2.6 Course Unit: Teaching Practicum

Ref. Section 2.8.2.6

2.11 Instructions for the Extended Essay

- The report should be an original work of the candidate
- Topic should be chosen by considering an area that needs to be investigated in the field of Education in Sri Lanka
- A supervisor will be assigned by the Faculty for each candidate to guide the students at the initial stages of the study.
- The candidate is required to get the research plan approved by the supervisor before commencing the study. The final report will not be accepted without the original research plan approved by the supervisor.
- Main Body of the report should be between 8000 - 10,000 words, word processed using the font of Times New Romans/Abeya/IskolaPotha/Kalaham/Bamini in 1.5 spacing.
- On each page, a margin of 4cm should be kept on the left side of the page. A margin of 3cm should be kept at the top, bottom and right side of the paper.

- The main body of the report should be numbered using Arabic Numerals and the first pages before the First chapter and the pages that follow the Final Chapter of the main body should be numbered using Roman Numerals.
- All Literature cited in the Research Study should be listed under References using the American Psychological Association (APA) referencing style.
- The final report should be printed on one side of good quality A4 paper and bound with a dark brown cover.

Format of the Extended Essay

Preliminary pages

- Title Page
Research Topic, Full Name of the Candidate & Index Number, Name of the programme, Name of the Faculty & the University,
- Original Research Plan
The plan approved by the Supervisor
- Declaration (as given below*)

Declaration	
I certify that this research study does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university or any other institution and to the best of my knowledge it does not contain any material previously published or written by another person except when due reference is made in text.	
Name	Signature of
- Acknowledgement
- Table of Contents
List all sections, sub-sections, tables, graphs, appendices with the relevant page numbers.

Main Text

Chapter 1 - Introduction

- Background to the problem
- Significance of the study (Rationale) - Why is it important to do the study?
- Objectives of the study
- An overview of the study
- Limitations of the study
- Define any special technical terms or abbreviations used in the study

Chapter 2 - Literature Review

- Review previous research related to your area of study. (What is already known)
- Theory/theories that would be used in the study
- Critical examination of relevant research in Sri Lanka
- Critical examination of relevant research in other countries

Chapter 3 - Methodology

- Explain in detail how the objectives have been achieved
- Explain how the sample was selected for the study
- Explain how data were collected - data collecting tools & methods
- Explain how data were analyzed
- Explain the Ethical considerations

Chapter 4 - Analysis and Presentation of Data

- Present the collected quantitative data using graphs, tables & charts where appropriate.
- Present the collected qualitative data under identified themes
- Interpret and discuss the results
- Compare the results with the previous research

Chapter 5 - Conclusions and Suggestions

- Explain how the objectives/research questions of the study have been achieved
- Highlight the new findings and explain how these findings can be applied to strengthen & develop the area identified in the field of Education

References/Bibliography

- Direct or paraphrased ideas of other researchers should be duly cited.
- Direct Citations - Indicate the name of the author, the year of publication & the page number within brackets.
 - *Eg. (Fernando, 2020, p.15)*
- All in-text citations must be listed in detail in the Reference List by following the APA style. In-text citation is placed immediately after the information is cited.
- All references should be in a hanging indent format - first line of each reference is placed against the left margin and the subsequent lines of each reference are indented 0.5 inch.

3.0 Rules, Regulations and Ethical Practices of Faculty of Education

1. The right of the students to express views is safe-guarded provided that any student does not interfere with the rights of the others, dishonor the values, beliefs or character of any person in the Faculty or provoke others to disruptive behavior. Disruptive behavior or undesirable conduct by any student of the Faculty may lead to the cancellation of Registration of the student and elimination from the programme.
2. Students are permitted to freely move in the Faculty premises as long as they do not initiate or be involved in actions that disrupt the normal function of the Faculty or the University or engage in activities that damage the University property.
3. Students have the right to file a complaint against a staff member of the Faculty or another student or any other person employed by the Faculty only if the complaint is made confidentially only to the Coordinator of the Programme and/or the Dean of the Faculty with the identity of the student. The identity of the complainant is not disclosed by the Dean or the Coordinator of the Programme without the consent of the student.
4. Students must behave appropriately in physical as well as online learning environment by treating the staff members and other students with respect and dignity. Faculty reserves the right to take action against inappropriate behavior of the students and the student's right to participate in the programme may be revoked but the course fee will not be returned.

5. Use of liquor, tobacco and other intoxicants is prohibited within the Faculty Premises.
6. Students must wear acceptable attire to the Faculty and specially during the visits to schools. Faculty reserves the right to determine the acceptability of the attire.
7. Faculty is not responsible for the personal belongings of the students.
8. Faculty shall establish and maintain fair and reasonable standards in such matters as attendance, class decorum, submission of assignments and final examinations and disciplinary actions may be taken at the violation of these standards.
9. Students who have not completed minimum of eighty percent attendance in the study programme will not be permitted to sit for the Final Semester Examination unless permission is granted by the Faculty Board for valid reasons. In such cases the student should submit a written request with evidence to support the request to the Faculty Board through the Coordinator of the programme.
10. If a student is unable to meet the deadlines for the assignments or sit for the final semester examinations due to a valid reason, a request should be made to the Faculty Board through the coordinator of the programme along with documentary evidence such as a medical certificate attested by the Medical Officer of the University of Colombo.
11. Students shall not give, receive, offer or solicit information on examinations. This includes; copying from another student's paper, possessing materials other than those specified & permitted by the Examiners, obtaining the contents of an examination paper prior to the examination, substituting another person at an examination or allowing another to substitute oneself and plagiarism.
12. Disciplinary action shall be taken against the students who disregard the instructions and directions of the university officials acting in the performance of their duties.
13. Any student who furnishes false or misleading information on admission and registration or alters any university record, report or document will be expelled from the Faculty.
14. Students shall not reproduce, in whole or in part classroom lectures or study material of a lecturer without the expressed consent of the lecturer.
15. Students registered for a particular programme are not permitted to transfer to another programme. If a student wishes to discontinue in one programme in-order to register in another, cancellation of registration should be done according to the procedure of the Faculty and the student may apply for another programme as a new student. The course fee paid will not be refunded or transferred to another programme.
