

Faculty of Arts & Culture Eastern University, Sri Lanka



John Dewey



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Bachelor of Arts (General Degree) and Bachelor of Education

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

The Bachelor of Education, generally known as B.Ed., is a two year professional programme in the field of Teacher Education which aims at preparing teachers for primary level (Grade 1 to 5), junior secondary level (Grade 6 to 9), and senior secondary level (Grade 10 to 13). The two year B.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, develop competencies & skills that contribute to make an effective teacher and to train and create quality human resource with positive attitude towards learners, leading to specialization in either primary education or secondary education. The B.Ed curriculum shall be designed to integrate the study of subject knowledge, human development pedagogical knowledge and communication skills. The Programme shall comprise three broad curricular areas: Perspectives in Education, curriculum and pedagogic studies and engagement with the field.

Objectives

1. To know the subject matter areas and create meaningful learning experiences based on this knowledge.
2. To understanding of each student's cognitive, social, physical, and emotional development and to create learning opportunities that support the student is academic development.
3. To demonstrate pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills
4. To enable to create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.
5. To demonstrate effective verbal, nonverbal, written, technological, and media communication skills to support and enhance student learning
6. To demonstrate an understanding of the role of assessment and the use of formal and informal assessment strategies to evaluate student learning
7. To Evaluate the skills necessary for self-reflection and use this knowledge to analyze past experiences and pursue professional development opportunities
8. To demonstrate the ability to collaborate with students, candidates, parents, community members, and professional colleagues in order to support student learning and development.
9. To promote capabilities for inculcating national values and goals as mentioned in the constitution of Sri Lanka.
10. To explain the nature of issues and problems faced by the state system of education and through some innovative remedies try to solve them.
11. To develop experts of curriculum, pedagogy and evaluation for primary, junior and senior secondary education.
12. To act as agents of modernization and social change.
13. To promote social cohesion, international understanding and protection of human rights and rights of the child.
14. To become competent and committed professional swilling to perform the identified tasks.
15. To use competencies and skills needed for becoming an effective teacher.
16. To be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy etc.

17. To inculcate rational thinking and scientific temper among the students.
18. To develop critical awareness about the social realities among the students.
19. To use managerial and organizational skills.

Intended Learning Outcomes

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

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

Why and How B.Ed. is important?

If you want to become a perfect teacher and want to be a role model, first you need to achieve Bachelor of Education. It was introduced to teach a person about teaching and the various aspects associated with teaching. Once you complete the Bachelor of Education coaching or training, then you are awarded with a B. Ed degree. So if you have teaching qualities or want to be a teacher, then move forward and join a year's course on Bachelor of Education.

B. Ed degree is considered compulsory if you want to take teaching as your profession. Anyone can do Bachelor's degree whether you are an arts or a science graduate. B. Ed course has its own importance. After this degree, you become efficient in teaching subjects of your specialization on the basis of accepted principles of learning and teaching. It develops your skills and widens your understanding so that you can impart quality education and make you skilled in coming up with innovative teaching techniques. This course teaches you a lot and you become more competent in understanding psychological principles of growth and development. You can also learn to guide the children and counsel them in solving their personal and academic problems as there is a

separate section for it which you can achieve. B. Ed degree ensures a good teaching job and hence, the demand for qualified and trained teachers all over the country has made the students choose this degree. So what are you waiting for? If you want to be a perfect teacher, B. Ed degree is the pillar and compulsory too, to impart quality education & innovative teaching techniques.

GENERAL DEGREE PROGRAMME - SCHEDULE

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

BACHELOR OF EDUCATION DEGREE PROGRAMME - SCHEDULE

Subject Code	Subject Name	Credit	Teaching hours
2nd Year 1st Semester			
ED/S-2113	Educational Psychology	03	45
EDS -2133	Philosophical Foundation of Education	03	45
2nd Year 2nd Semester			
ED/S-2213	Organizational Behavior and Effective school Management	03	45
EDS -2223	Child Growth and Study	03	45
3rd Year 1st Semester			
ED/S -3113	Measurement and Evaluation of Students' Learning	03	45
EDS -3133	Management Theories and Practice	03	45
3rd Year 2nd Semester			
ED/S-3213	Teaching Methods and Techniques	03	45
EDS-3223	Special Needs Education	03	45
4th Year 1st Semester			
EDS-4113	Research Methods in Education	03	45
EDS-4123	Comparative Education	03	45
EDS-4133	Evaluation of Learning Outcome	03	45
EDS-4143	Educational Planning and Development	03	45
EDS-4153	Sociology of Education	03	45
4th Year 2nd Semester			
EDS-4216	Dissertation	06	-
EDS-4223	Curriculum Theories and Practice	03	45
EDS-4233	Teaching practice - (10 Weeks - 300 hours in a school)	03	45
EDS-4243	Contemporary issues and policies in Education	03	45

Details Syllabus

ED 1112 Basic Concepts of Education (2C)

Objectives

1. To understanding the definition of Education.
2. To understand aims objectives and the nature of Education.
3. To develop and understanding of the philosophy of life.

Learning outcomes

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

- Know the purpose of Learning of Education.
- Organize knowledge on various philosophy of Education.
- Discuss teaching and learning profession.
- Evaluate present system of Education in Sri Lanka.
- Demonstrate the concepts and principles of education sociology in teaching-learning process.

Contents

01. Introduction to Education

- a. Aims, Objectives
- b. Functions of Education
- c. Education as a Lifelong process

02. Philosophy of Education

- a. Introduction- Buddhist, Hindu, and Christianity.
- b. Education thought of,
 - i. Rousseau and Dewey
 - ii. Vivekananda
 - iii. Gandhi
 - iv. Plato

03. Different mode of Education

- a. Formal education
- b. Informal education
- c. Non- formal Education
- d. Open School education

04. The teaching profession

- a. Teaching Learning activities

- b. Teacher/Student role
05. National Education Policy in Sri Lanka
- a. Educational policy after 1948
 - b. Reforms from 1972 to 1997
 - c. Implemented policies (example)
06. Education and Human/Children's right
- a. Learning right/Students right
 - b. Factors affecting the Student's learning
07. Present Education System in Sri Lanka
- a. School System
 - b. Types of School
 - c. Functions of MOE, PED, ZED, DEO
08. Vocational Education
09. Higher Education
- a. Technical Education
 - b. University Education
 - c. Others

Reading list

1. Theory and Principle of Educational and philosophical and Sociological bases of Education. J.C.Aggarwal, Vikas publishing house PVT Ltd – 1986.
2. The Principle of Education, T.Raymont, Orient Longman Limited – 1989.
3. Education for a New World, Maria Montessori, Akalakshetra pub, India – 1978
4. Education- Culture, Economy, and Society, A.H.Halsey, Hugh Lauder, Philip Brown, Oxford University Press, New York – 1981
5. Foundation of Education, S.P. Chaube and A.Chaube, Vikas publishing house PVT Ltd – 1992
6. Vocational and Technical Education (2nd edition), Devendra Thakur and D.N.Thakur – 1998

ED 1212 Education and Human resource Development (2C)

Objectives

1. To understanding education as an instrument for development.
2. To understand the importance of education in developing human resources.

Learning outcome

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

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

Contents

01. Education for Development

- a. Education and Individual Development
- b. Education for Social Change
- c. Education and modernization
- d. Education and Economic Development
- e. Education for National Harmony

02. Education and Society

- a. Family, School and Society
- b. Social class and Education
- c. Sociology of School

03. Teaching Profession

- a. Professional Growth and Development
- b. Teacher role
- c. Teacher activities in Co-curriculum
- d. Ethic and Right

04. Wastage in Education

- a. Different types of cost in Education
- b. Total cost in Education
- c. Wastage in Education at different levels

05. Change and innovation for Development

- a. Aims and Objectives
- b. importance of Innovation in School
- c. Methods of change for Education development
- d. Strategies to effect change

06. Conflict Resolution

- a. Definition
- b. How to manage resolve the conflict
- c. Types of conflict (Teaching / Learning / Management)

07. Development of Thinking Skill

- a. Self thinking
- b. Concept development
- c. Develop creativity

Reading list:

1. Theory of philosophy of Education, S.R.Sharma, Mohit publication, New Delhi – 1982
2. Secodary Education, A.K.Nayak and V.K.RaoA.P.H.Publishing Corporation, New Delhi- 1976
3. Education Science and Human Values (Essay in honor of professor D.S.kothari)
R.C.Mehrotra, Wiley Eastern Limited, New Dilhi – 1984
4. Ethical Values for Excellence in Education and Science, J.N.Kapur, WishwaPracashan, London 1987
5. To Education the Human potential, Maria Montesoori, Kalakshetra publication, India - 1948
6. Ethical Values for Excellence in Education and Science, J.N.Kapur, Wishwa Prakashan – 1996
7. Education and Quality of Life, J.E.Jayasuriya, Asian path finder publishers and Book Sellers, Sri Lanka -1993.

ED/S 2113 Educational Psychology (3C)

Objectives

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

Learning outcomes

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

1. Explain the skills pertaining to psychological analysis of concepts of education.
2. Understand the role of psychology in human development process.
3. Acquire knowledge in understanding human values and morals.
4. Identify the individual needs of the children and assist them to develop their personality.

Contents

1. Definition and Scope of Educational psychology
 - a. Definition of psychology
 - b. History of psychology
 - c. Scope of Educational psychology
 2. Factors affecting child development
 - a. Maturity and Learning
 - b. Intelligence (What is intelligence and Different types of intelligence test)
 - c. Different methods of child study.
 - d. Heredity and environment.
 3. Method of Child Study
 - a. How to study the child.
 - b. The factors are influence by the child study.
 - c. Different methods of child study.
 4. Stage in Development of the child-Stage and facets of child Development
 - a. Stage of year 0-5
 - b. Stage of year 6-12
 - c. Stage of year 13-20
 - d. Over year 20
 5. Theories of Learning
 - a. Characteristic of Learning
 - b. Stimulus- Response theories
 - c. Edward.L.Thornduke theories
 - d. Ivan petrovich Pavlov theories
 - e. J.B.Watson theories.
 6. Motivation – Theories and Classroom Application
 - a. Theories
 - b. Classroom Application
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7. Concepts of memory

- a. Memorization
- b. Factors related to memory
- c. Retroactive inhibition
- d. proactive inhibition

8. Development of Thoughts, Concepts, language and Communication

- a. Importance of Language skill
- b. Thoughts and relation to Language
- c. Classroom Application

9. Transfer of Learning

- a. Definition of transfer of learning
- b. Application

10. Heredity and Environment

11. Children with Special needs

12. Personality Development

- a. Definition
- b. Personality characters
- c. How to develop the personality

References:

1. சிவானந்தமூர்த்தி.கே(1985) உளவியல்-ஓர் அறிமுகம் *பகுதி I, II*, குமரன் புத்தக இல்லம், கொழும்பு.
2. முத்துலிங்கம். எஸ் (1989) *கல்வியும் உளவியலும் I, I*, குமரன் புத்தக இல்லம், கொழும்பு
3. Mavis Hetherington.E, and Rees D.Parke, (1988) *Child Psychology a Contemporary view point*
4. அருள்மொழி.செ (2010) பிள்ளைவளர்ச்சியும் கற்றலும், ராஜாஸ் புத்தகநிலையம், மட்டக்களப்பு.

ED 2122 Educational planning and development (2C)

Objectives

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

2. To develop an understanding and appreciation of the role of different agencies of educational planning.
3. To understand contemporary developments in educational management and planning.

Learning outcomes

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

1. Explain, and define the educational planning
2. Demonstrate the students to understand basic concepts of educational planning, management and development.
3. Designate the stages of planning.
4. Define the objectives of educational planning.
5. Report the regional disparities in education.
6. Explain the skills in project planning.

Contents

1. Basic Concepts in Education Planning
 - a. What is planning?
 - b. Relationship between planning and management
 - c. Important of Planning

5. Process of Planning – Planning Cycle
 - a. Pre – Planning
 - b. Planning
 - c. plan Promotion
 - d. Plan Elaboration
 - e. Plan Implementation
 - f. Plan Evaluation

6. Preliminary Objectives in Education Planning
 - a. Specific Objective in Educational planning
 - b. Alternative ways

7. Place of Education in Social sector planning
 - a. Social Demand approach
 - b. Manpower needs approach
 - c. Cost- benefit analysis
 - d. System analysis

8. Regional disparities in Education Development

- a. Demographic factors
 - b. Educational Factors
 - c. Geographical factors
 - d. Political Factors
9. Diagnosis in planning
- a. Importance of Institutional planning
 - b. Advantages/Disadvantages of Institutional planning
 - c. Top-down/Bottom- Up planning
10. Long Term and short Term planning
- a. Long term planning at School level
 - b. Intermediate planning
 - c. Short Term planning
11. Planning at School Level
- a. Routine
 - b. Annual Implementation Programme
 - c. Administrative planning
 - d. Development planning

References:

1. சந்திரசேகரம். எஸ், and சின்னத்தம்பி.எம், (1985), புதியகல்வித்திட்டமிடலும் அபிவிருத்தியும்.
2. செல்வராஜா.மா, (1992) கல்விக்கொள்கையும் முகாமைத்துவமும், A J Prints, Colombo
3. Aggarwal J.C (1989). *Development and planning of Modern Education*, Vikas publishing house PVT Limited
4. Bush, T and Harlow, Longman. (1994) *Principle of Educational Development*, West – Burnham

EDS 2133 Philosophical foundations of Education (3C)

Objectives

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

Learning outcomes

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

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

Contents

1. The concepts of education
 - a. Philosophical analysis of the concept of education.
 - b. Education in the early stage, school years and beyond.
2. Aims and objectives of education
 - a. Nature of aims and objectives in education: individual, national and global aims of education.
 - b. An analysis of the educational objectives in relation to Sir Lanka.
3. Philosophies in education
 - a. Idealism
 - b. Naturalism
 - c. Pragmatism
 - d. Marxian interpretation
 - e. Asian thoughts in education
4. Concept of lifelong Education
 - a. Lifelong Education
 - b. Learning requirement for the future
 - c. Religious, Cultural, Ethical and Humanistic Education.
5. Stages of Education
 - a. Primary stage
 - b. Secondary stage
 - c. Tertiary stage

6. Current issues in Education
 - a. Formal vs. Non Formal Education
 - b. Institutional based vs Open and Distance Education
 - c. Education for Natural integration
 - d. Education of Socialization

7. Education and Socialization
 - a. Concept of Socialization and social mobility
 - b. Education and Socialization
 - c. Agents of Socialization

8. Social Change and Education
 - a. Relationship between Education and Social Change
 - b. Education and Cultural change
 - c. Education for Modernization
 - d. Impact of Social change on Education
 - e. Education for social change

9. Human Values in Education
 - a. Education values and school curriculum
 - b. Community based factors in developing human values.

10. Professional Culture among teachers
 - a. Teachers' role in the school and the community
 - b. Responsibilities and rights of teachers
 - c. Ethical code for teachers
 - d. Teachers as an agent of Socialization
 - e. Professional development of teachers

References:

1. Chaube S.P &Chaube.A,(1973) *Foundations of Education*, Vikas Publishing house Pvt,Ltd, New Delhi
2. Coombs, Philip, H(1985) *The World crisis in Education*, The view from the Eighties, Oxford University Press, UK

3. செல்வராஜா.மா, (2002) கல்வியியல் அடிப்படை எண்ணக்கருக்கள், எவகிறீன் பிரிண்டர்ஸ், மட்டக்களப்பு
4. *Human Development Report*, (2000) Oxford University Press, UN Plaza, NY
5. Corson, David (1991) *Education for work*, Multilingual Matters Ltd, Cleve don England

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

Objectives

1. To understand the structure of the effective school management.
2. To understanding the organization and function of the effective school.
3. To understanding the character of positive school management.

Learning outcomes

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

- Justify the meaning of definition.
- Respond the knowledge organizational effectiveness.
- List and understanding school resources.
- Explain developing education management information system.
- Classify the importance of school and community relations.

Contents

1. Definition of Management Organizational Behavior
 - a. School as Organization
 - b. Characteristics of an Effective School
 - c. Creating Effective Organizational Climate
 - d. Positive and Negative School
 - e. Type of Organization
 - f. Implementing Change
2. Managing Resources in the School
 - a. Physical resource Management
 - b. Human resource Management
 - c. Resource acquisition
 - d. Analysis of resource
 - e. Resource Allocation
 - f. Maintenance of Resource

3. Teacher Development
 - a. Definition
 - b. Analysis of teacher role
 - c. Staff Development needs
 - d. Supervision
 - e. Professional Development of teacher at School level(Counselor, Manager, and Researcher)
4. Education Management Information System
 - a. Concepts and Function
 - b. Designing EMIS and use of EMIS
 - c. Efficiency, Effectiveness, Equity, Quality Improvement indicators
 - d. Contacts of an EMIS at School level
5. Managing Curriculum
 - a. Concept
 - b. Curriculum Development at School level
 - c. Curriculum Implementation.
 - d. Instructional Leadership.
 - e. Managing Multi grade teaching and other special situation
6. School Community
 - a. Problems and issues
 - b. community Development strategies
 - c. Parental Education
 - d. Past pupil and other to maintaining positive school Community relationship
7. School Based Management in Sri Lanka – Characteristic and method
 - a. Characteristic of SBM
 - b. Implementation

References:

1. Maria Montessori, (1986) *To Educate the Human Potential*, Kalakshetra press India.
2. David Fontana, (1985) *Classroom Control*, London and New York.
3. Everard.K.B. and Geoffrey Morris, PCP Paul Chapman *Effective School Management*, New York
4. Brent Davies and Linda Ellison, (1999) *School Leadership for the 21st century. A Competency and Knowledge approach*. London

EDS 2223 Child Growth and Study (3C)

Objectives

1. To study the child behavior and their growth and development

2. To understanding the child psychology and their behavioral pattern.
3. To understanding the principle of growth and development.

Learning outcomes

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

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

Contents

1. Growth and Development
 - a. General nature and principles of growth and development.
 - b. The concept of growth
 - c. Maturation as a phase of growth
 - d. Maturation and learning
 - e. Growth and Learning
 - f. Personality and Development
2. Heredity and Environment
 - a. Principles of heredity
 - b. Heredity characteristics
 - c. Biological characteristics
 - d. Bodily Structure
 - e. Environmental characteristics
3. Physical growth and Development
 - a. Growth process
 - b. Growth in height and weight
 - c. Other important growth features
 - d. Different rate of growth
4. Mental growth and development
 - a. Growth of intelligence
 - b. Constancy of intelligence quotient
 - c. Growth of different mental functions
5. Language development

- a. Development of speech
 - b. Growth of vocabulary
 - c. Growth of length of response
 - d. Development of concept
 - e. Concept of space, time, causal relations, numbers
 - f. Changes in intellectual development
6. Emotional Development
 - a. Emotional in School life
 - b. School's role in emotional development
 - c. Influence of academic achievement on emotion
 - d. Self concepts of and academic achievement
 - e. Early emotional experience and their significance
 - f. Education implication of emotion.
 7. Social Development and Character formation
 - a. Character, factors of social development
 - b. Factors of Socialization
 8. Development of Attitudes, interest and values
 - a. Attitudes
 - b. Interest
 - c. Values
 9. Personal Development
 - a. influence of culture on development
 - b. influence of groups
 - c. Close relationship among different aspects of development
 - d. Emotional love and physical growth.
 10. Stages of Cognitive/intellectual development
 - a. Jean Piaget
 - b. Jerome. S. Bruner.

References:

1. Kakkar, S.B. (1992). *Advanced Educational psychology*, Oxford & IBH Publishing Co. PVT. Ltd.
2. Pamela.S, Briggs, Theo L, Pilot. Janet.H, Bagby, Pelmar Thomson,(2001) *Early Childhood Activities For Creative Education*.
3. அருள்மொழி.செ (2010) பிள்ளைவளர்ச்சியும் கற்றலும்,ராஜாஸ் புத்தகநிலையம்,மட்டக்களப்பு.

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

Objectives

1. To enable the students to understand the basic concepts of measurement, assessment and evaluation.
2. To enable the students to understand the role of assessment in the teaching-learning process.

Learning outcomes

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

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

Contents

1. Introduction
 - a. definition of measurement and evaluation
 - b. How to measure the outcomes
 - c. Important steps of Evaluation
2. Techniques of evaluation of Student' Learning
 - a. The clarification of educational Objectives
Blooms Theories: Cognitive Domain
Affective Domain
Psychomotor domain
 - b. techniques : Essay Test, objective test, performance Test.
3. Structural question and Standardized Test
 - a. Types and characteristic of Structural question
 - b. Importance of Standardized test
4. Intelligence
 - a. What is intelligence?
 - b. How to measure intelligence
 - c. Intelligent Quotient

- d. Types of intelligent test
- 5. Aptitude test
 - a. Skill and Aptitude
 - b. Type of measure the Aptitude
 - c. Different aptitude test
- 6. Techniques to Evaluate Psychomotor of Students
 - a. What is Psychomotor growth and Skills
 - b. School activities related to growth of psychomotor skill.
- 7. Techniques to Evaluate Emotional Development of Students
 - a. What is Emotional Development?
 - b. Learning outcome of emotion
 - c. Characteristic of Attitude and interest
 - d. Measurement techniques of attitude and interest.
- 8. Statistics in Educational Evaluation
 - a. Mean
 - b. Median
 - c. Standard deviation
 - d. Normal curve
 - e. Frequency table

References:

1. Rambhai.N.Patel, (1978) *Education Evaluation Theory and Practice*, Bombay
2. Wragg E.C (1987), *Assessment and learning in the Secondary School*, London.
3. Clark, Prerna, (1991) *Teaching and Learning, The Culture of Pedagogy*, New Delhi
4. Wragg E.C, Routledge Flmer (1975) *Assessment and Learning in the Secondary School*, London and New York.
5. அருள்மொழி.செ, (2009) கற்றலின் அளவீடும் மதிப்பீடும், கிழக்குப் பல்கலைக்கழகம், வந்தாறுமூலை.

ED 3122 Student adjustment and counseling (2C)

Objectives

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

Learning outcomes

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

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

Contents

1. Student Adjustment
 - a. Introduction
 - b. Definition
 - c. Agreeableness
 - d. Consciousness
2. The factors affecting student adjustment
 - a. Depression
 - b. Psychological barriers
 - c. Tension
 - d. Parent relationship
3. Maladjusted students
 - a. Maladjusted students
 - b. Behavior
 - c. Consciousness/ unconsciousness
 - d. Nervousness
4. Guidance and counseling
 - a. Guidance and counseling definition
 - b. Definition between Guidance and counseling
 - c. Counseling methods
5. Career guidance
Career development theories- Ginzberg, Robert hoppock, Ann roe, Holland, Donald super.
6. School learning process and Guidance
 - a. Culture
 - b. Culture free

- c. Gifted child
 - d. Slow learners
 - e. Optimistic
 - f. Unwanted
7. Techniques of guidance
 - a. Predict
 - b. Selection
 - c. Differentiate
 - d. Evaluate
 - e. Intelligence quotient test
 - f. Data and interest test
 8. Organizing counseling service at school.
 9. Importance of guidance and counseling
 - a. Adjustment
 - b. Pseudo concepts guidance
 10. Special Guidance and counseling service
 - a. Slow learner
 - b. Development Guidance

References:

1. Education in Human Values,
Somnath Saraf, Vikas Publishing house PVT Ltd, New Delhi- 1986
2. Adult and Non-Formal Education
Jagannath, Mohanty, New Delhi - 1978
3. Learning to Teach in Higher Education.
Paul Ramsden, London – 1982
4. Fundamental of Guidance,
Bruce Shertzer and Shelley C.Stone,4th Edition, Houghton Mifflin Com,
Boston USA. - 1994
5. Vocational and Career Counseling
Joya Lonsdale, Hatherleigh press NY - 1997

EDS 3133 Management Theories and Practice (3C)

Objectives

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

Learning outcomes

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

1. Classify the importance of management.
2. Evaluate the importance of management theories.
3. Justify how to apply the theories to school management.
4. Organize the skills and techniques to manage peoples.
5. Contrasts the roles and function of a manager of an educational institution.

Contents

01. Introduction to Management theories
 - a. What is management?
 - b. Who is a Manager?
 - c. School management and Organization
 - d. Ethics and the manager
02. Management theories.
 - a. Frederic Tyler
 - b. Hendry Fayol
 - c. McGregor
 - d. Minzberg
 - e. Hersberg
03. Major theories of management
 - a. Traits theory
 - b. Contingency theory
 - c. Theory X and Y
 - d. Systems theory
04. Managing People
 - a. Managing as leader
 - b. Motivating people
 - c. Taking leadership decision
 - d. Managing Meeting

- e. Managing yourself

05. School Structure

- a. Organizing School
- b. Setting Objective
- c. Resource allocation
- d. Co-Curricular activities
- e. Using community resource

06. Core leadership and management function

- a. Reflection on leadership in self-managing School
- b. Leading and managing staff for high performance
- c. Managing leadership and teaching

07. Envisaging the future

- a. Global trend and expectation for the further reforms of school
- b. Thinking in time a Gestalt for school of the new millennium.

References:

1. Sharma.S.A, (1992)*Organizational Behavior and Effective school*, Vikas Publication, New Delhi
2. Grawford, Megan etal (eds) (1997) *Leadership and Teams in Education Management*, Open University Press, Philadelphia
3. Preedy, M Routedge (1992) *Managing the Effective school*, Open University Press, Philadelphia

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

Objectives

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

Expected Learning outcomes

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

1. Compute the meaning of educational technology and the need for in the present context of education.
2. Analyze the various components of the teaching-learning process.

3. Collaborate the students the skills of constructing and utilizing instructional materials to facilitate and predate learning.
4. Identify the basic concept of methodology of teaching.
5. Explain and use appropriate instructional materials and aids for learning and teaching.

Contents

1. Theoretical Basis of Teaching & Learning
 - a. Teaching, Learning Pattern in Classroom
 - b. Input, Output process
 - c. Learning output
2. Importance of effective communication in classroom teaching
 - a. Importance of communication
 - b. types of communication
 - c. How to Develop the Learning process through communication
3. General methods of Teaching and learning
 - a. Social Introduction Theory
 - b. Information Processing Theory
 - c. Personality theory
4. Teaching Methods
 - a. Identification of objectives
 - b. Explaining the relevant of Objective
 - c. teaching aids
 - d. Training and skill development in Teaching
 - e. Lectures
 - f. Discussion
 - g. Group process (activities)
 - h. Role play
 - i. Case study
 - j. team reaching
 - k. Multi-grade teaching
5. Lesson Planning
 - a. Preparing Notes of Lesson
 - b. Preparing Scheme of Work
6. Special Methods of Teaching & Learning
 - a. Mathematics
 - b. Science & Technology
 - c. Social Studies
 - d. Tamil language
7. Questioning, Methods of Teaching in classroom

8. Problem solving Methods in Teaching
 - a. Type of Problems
 - b. Methods of solving the problem
9. Project Method in teaching
 - a. Qualitative performances of Students
 - b. Quantitative performances of Students.

References:

1. Aggarwal, J.C (2000) *Principle Methods and Techniques of Teaching*, Vikas Publication, New Delhi
2. Aggarwal, J.C. (2001) *Teaching of History*, Vikas Publication, New Delhi
3. Ahamedkhan waseem, (2004) *Teaching Motivation* Vikas Publication, New Delhi
4. Daniel Mujis and David Reynolds, (2001) *Effective Teaching*, London
5. Hill, P J, Croom Heim (2001) *Teaching Learning and Communication*, Australia.
6. Nayaka, A.K., and Rao, V.K., (1984) *Classroom Teaching Methods and Practice*, New Delhi

EDS 3223 Special Needs Education (3C)

Objectives

1. To understand the needs and importance of special education.
2. To enable the students acquaint about the meaning, scope and history of special education.
3. To acquaint about definition, types, causes, identification, characteristics, prevention and educational programmes of various exceptional learners.
4. To understand the various suggestions given by different commissions on education of children with special needs.

Learning outcomes

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

1. Demonstrate the attitudes to teaching and learning of special needs children.
2. Derive the capacities to understand the children with disabilities.

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

Contents

1. Introduction of Special and Special need Education
 - a. Concepts of special and special need education.
 - b. Background of special and special need education.
 - c. Importance of special and special need education.
 - d. Special education in Sri Lanka
2. Learning disabilities
 - a. Visual disabilities
 - b. Listening disabilities
 - c. Social emotional
 - d. Special disabilities
 - e. Psycho motor disabilities
 - f. Language and communicational disabilities
 - g. Intellectual and brain disabilities
3. Children with special needs
 - a. Slow learners
 - b. Gifted children
 - c. Handicap children
 - d. Children with physical defects
4. Behavior management- brain based approach
 - a. Partisan's activities of brain
 - b. Relationship between behavior and brain
 - c. Behavior changing process
5. Education of exceptional students
 - a. Behavior disorder
 - b. Attitude disorder
 - c. Skill disorder
 - d. Poor competence

6. Environment with special education
 - a. Parents and gradients
 - b. Teachers and principals
 - c. Counselors
 - d. Institution

7. Maladjusted children
 - a. Behavior of maladjusted children
 - b. Effect in education
 - c. Special need

8. Field study approach
 - a. Institution observation and report
 - b. Special education and school level counseling programme
 - c. Researches in special education, Action research, case study

References

1. Maria Montessori (1972) *Education and Peace*. Kalakshantra Press, India
2. Peters, R.S (1996) *Ethnic and Education*, London
3. Hirst, H.P (1974) *Moral Education in a Secular Society*, London
4. William, Gray (1978) *Teaching for Reading and writing*, London
5. Benet, Roduet (1980) *The Play way of speech and reading*, London
6. Boyd, A. & Jones, M (1982) *Teaching communication skills in elementary schools*, Second edition, London
7. Cruickshank and Johnson, (1985) *Education of exceptional Child and Youths*. New Jersey,
8. Hallahan Daniel, P and Kauffman, J.M., (1992) *Exceptional Children Introduction to special education*, Prentice hall, Inc.NJ
9. Kirk, S.A. (1970). *Educating Exceptional children*, Oxford and I B H Publishing Co.
10. Dunn Llyod, (1973). *Exceptional Children in School*, London: Harper and Row.

EDS 4113 Research Methods in Education (3C)

Objectives

1. To understand the foundations of educational research.
2. To identify research problems, and variables.

3. To formulate hypothesis, design educational research and to make the different techniques of data collection.
4. To expose the student to different kinds of research approaches undertaken by educational researchers.
5. To familiarize with different methods and approaches of educational research.

Learning outcomes

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

1. Define the student to understand the need for research in education to find answers to unsolved problems.
2. Respond the student to identify educational situation which need investigation?
3. Appreciate the student to gain competence in the use of different techniques of data collection.
4. Report the students to develop skills necessary to analyze and interpret relevant data.
5. Synthesize them to develop knowledge, skills and competencies in engaging in an educational research and to formulate a research report.
6. Explain them to gain competency to evaluate research reports.

Contents

01. Scientific methods of inquiry
 - a. the Scientific approach to investigate education al problem
 - b. Use of deductive and inductive reasoning
 - c. Limitation of Scientific methods of inquiry
02. Review of Literature
 - a. Role of literature survey in research studies
 - b. Sources of literature related to the research proposal
03. Research Design
 - a. Quantitative and Qualitative research designs
 - b. Action research in education
 - c. Sampling Procedures
04. Data Collection in research Studies
 - b. Construction and use of various type of data collection tools
 - c. Observation, Questionnaire, interview, tests, records
05. Analysis of data
 - a. Quantitative analysis
 - d. Qualitative analysis

- e. Use if statistical procedures
06. Research Reports
- a. Guideline in formulating a research report
 - b. Starting research proposal
 - c. Choosing a format for thesis
 - f. Preparation of abstract
 - g. Bibliography and acknowledgement

References:

1. Sharma R.N. (1992), Methodology of Education research, Surjeet Publication,
2. John.W.Best and James V.Kahn (1996) Research in Education, New Delhi
3. Gay, L.R. (1987) Educational Research, OhioMevrie publishing
4. Fraenkel, Joek.R (1993) How to Design and Evaluate Research in Education, New Delhi, Megnaw Hill
5. Best John W and Kahn James V, (1992)Research in Education, Prentice hall India Pvt. Ltd., New Delhi.
6. Truckman Bruce W, (1972)Conducting Educational Research, New York: Harcourt Brace Jovanovich, Inc.
7. Travers Robert MW, (1978)An Introduction to Educational Research, New York: MacMillan Publishing Co., Inc.,
8. அருள்மொழி.செ, (2008) கல்வி ஆய்வு முறைகள், எவர்கிறீன் பிரிண்டர்ஸ், மட்டக்களப்பு.

EDS 4123 Comparative Education (3C)

Objectives

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

Learning outcomes

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

1. Organize need for comparative education.

2. Solicit the methods of comparative study
3. Identify the benefits of comparative study
4. Report and gain knowledge about the problems of comparative education in related countries
5. Synthesize the skills in comparing the system of the countries.

Contents

1. Factors of Comparative Education
 - a. Geographical factor
 - b. Economical factor
 - c. Racial factor
 - d. Philosophical factor
 - e. Moral factor
 - f. Religious factor
2. Method of study of Comparative Education
 - a. Quantitative of statistical methods
 - b. Descriptive method
 - c. Sociological method
 - d. Historical method
3. development and aims of Comparative Education
 - a. Comparative study in early stages
 - b. Development of Comparative Education
 - i. First stage
 - ii. Second stage
 - iii. Third stage
4. Factors of National System of Education
 - a. Cultural consciousness
 - b. Some permanent values of culture
 - c. Necessity to develop live for one's own culture
 - d. Economic security
 - e. Consciousness of National unity
5. Problems in Comparative education in UK, USA, China, and India .
 - a. The government and education
 - b. Educational Autonomy
 - c. Organization of Curriculum
 - d. Students unrest
 - e. Examination System
 - f. Problems of Admission
 - g. Correspondence courses
6. Preschool & Primary Educate

References

1. Chaube S.P and Chaube.A(1993) Comparative Education, Vikas Publication house PVT Ltd, New Delhi
2. Sodh T.S, (1998), Text Book of comparative Education, Vikas Publication house PVT Ltd, New Delhi
3. செல்வராஜா.மா (2009) ஒப்பியற்கல்வி, எவகிறீன் பிரிண்டர்ஸ், மட்டக்களப்பு.

EDS 4133 Evaluation of Learning Outcomes (3C)

Objectives

1. To enable the students to understand the basic concepts of measurement, assessment and evaluation.
2. To understand the role of assessment in the teaching-learning process.
3. To develop understanding about the fundamentals of sampling theory.
4. To impart knowledge about various measurement and scaling techniques.
5. To understand the application aspects of descriptive and inferential statistics.

Learning outcomes

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

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

Contents

1. Nature of Educational Assessment and Evaluation
 - a. Role of assessment in teaching – learning process
 - b. Use and purpose of different types of assessment
 - i. Formative
 - ii. Summative

- iii. Norm referenced
 - iv. Criterion referenced
 - v. Achievement and aptitude testing
- 2. Educational Objective
 - a. Importance stating objective
 - b. General and specific objectives in the three domains
 - c. Bloom's taxonomy
 - d. Krathwhol's taxonomy
 - e. Simpson's taxonomy
- 3. Characteristics of Assessment tools
 - a. Reliability
 - b. Validity
- 4. Assessment techniques of achievement in the cognitive domain
 - a. Writing objectives to measure learning out come
 - b. Different types of assessment tools
 - c. Supply type test
 - i. Essay
 - ii. Structural essay
 - iii. Short answer
 - d. Selection types tests
 - i. Alternative type
 - ii. MCQ type.
- 5. Assessment of affective Characteristics
 - a. Techniques of assessment
 - i. Observation
 - ii. Self- report
 - b. Construction and use of assessment tools such as
 - i. Check list
 - ii. Observation schedules
 - iii. Rating scale
 - iv. Interest inventories
 - v. Interview schedules
 - vi. Personality inventories
- 6. Assessment of psychomotor abilities
 - a. Assessment of psychomotor aspects of students behaviors
 - b. performance tests – Evaluation of process and product
- 7. Analysis and interpretation of test scores
 - a. Tabulation and graphical representation of data
 - b. Measures of central tendency and variability
 - c. Measures of relationship
 - d. Standard scores
 - i. Z score
 - ii. T score
 - iii. Percentile
 - e. Normal curve equivalents

- f. Normal
- 8. Current trends in Assessment and Evaluation
 - a. In course assessment and continuous assessment
 - b. School based assessment
 - c. Evaluation of assessment and projects portfolios

References:

1. Grounlund, N.E. Macmillan (1997) Measurement and Evaluation in teaching, New York
2. Ally & Bacon.(1994) How to make achievement tests and assessment, Grounlund, N.E.(5th edition) Bostan:
3. Ariasina, P.W. McGraw-Hill 1994 Classroom assessment, (2nd edition) New York, , Inc.
4. Bloom, B.S (1956). Taxonomy of Educational objectives: the classification of Educational Goal, Hand book 1

EDS 4143 Educational Planning and Development (3C)

Objectives

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

Learning outcomes

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

1. Explain, what is the educational planning?
2. Demonstrate the students to understand basic concepts of educational planning, management and development.
3. Designate the stages of planning.
4. Define the objectives of educational planning.
5. Report the regional disparities in education.
6. Explain the skills in project planning.

Contents

1. Basic Concepts in Education Planning
 - a. What is planning?
 - b. Relationship between planning and management
 - c. Important of Planning

2. Process of Planning – Planning Cycle
 - a. Pre – Planning
 - b. Planning
 - c. plan Promotion
 - d. Plan Elaboration
 - e. Plan Implementation
 - f. Plan Evaluation

3. Preliminary Objectives in Education Planning
 - a. Specific Objective in Educational planning
 - b. Alternative ways

4. Place of Education in Social sector planning
 - a. Social Demand approach
 - b. Manpower needs approach
 - c. Cost- benefit analysis
 - d. System analysis

5. Regional disparities in Education Development
 - a. Demographic factors
 - b. Educational Factors
 - c. Geographical factors
 - d. Political Factors

6. Diagnosis in planning
 - a. Importance of Institutional planning
 - b. Advantages/Disadvantages of Institutional planning
 - c. Top-down/Bottom- Up planning

7. Long Term and short Term planning
 - a. Long term planning at School level
 - b. Intermediate planning

- c. Short Term planning
- 8. Planning at School Level
 - a. Routine
 - b. Annual Implementation Programme
 - c. Administrative planning
 - d. Development planning
- 9. Field Experience in School Level planning and planning Exercise.

References

1. சந்திரசேகரம். எஸ், சின்னத்தம்பி.எம்,(1985) புதிய கல்வி அபிவிருத்தி திட்டமிடல், குமரன் புத்தகசாலை, கொழும்பு
2. J.C. Aggarwal, (1989) Development and planning of Modern Education Vikas publishing house PVT Limited, New Delhi.
3. Kenneth T. Henson (1986) Curriculum planning, USA
4. Bush, T and West – Burnham (Eds) (1994) The Principle of Educational, Development, Harlow, Longman.

EDS 4153 Sociology of Education (3C)

Objectives

1. To Use sociological theories to explain the causes and consequences of the expansion of schooling
2. To Describe and explain the extent of and changes in inequalities in education;
3. To Describe the forces shaping the organization of schooling and the work of teachers;
4. To Critically evaluate proposals for school reform;
5. To Understand own school experiences sociologically.

Learning outcomes

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

1. Understand the influence of sociological factors in education
2. Identify and examine the influence of social agents in socializing children

3. Develop the skills to prepare school based projects in accordance with the cultural background of the school
4. Equip the students with the ability of participating in programmes to find solution to problem of the society
5. Equip them to comprehend the participatory role of the school community in social development
6. Develop in them the ability to engage in sociology related research

Contents

01. Nature and scope of sociology of Education
 - a. Role of Sociology in understanding human behavior.
 - b. Historical sketch of development of Sociology of Education.
 - c. The status of Sociology among Social Sciences.
 - d. Sociology as a scientific discipline.
 - e. Different areas of sociology.
 - f. Importance of Educational Sociology for teaching – learning process.

02. Agents of Socialization
 - a. Traditional and modern role family.
 - b. School as an agent of socialization.
 - c. Importance of peer groups with reference / emphasis on childhood and adolescence.
 - d. Effect of modern technology and mass media.
 - e. Crises of socialization in modern society.

03. Culture and Education
 - a. Definition of culture.
 - b. Nature of culture, sub – culture.
 - c. Relationship between education and culture.
 - d. Education in the process of transferring culture and the role of the school and the teacher in transferring of culture.
 - e. The responsibility of the school and the teacher in transferring of culture.
 - f. Effects of cultural environment and deprivation on education.

04. School and Community
 - a. School community relationship.
 - b. Role of school in developing community.

- c. Functions of the community in developing the school.
- d. Role of school management in linking school and community with special reference to Sri Lanka.

Reading List:

1. Shah, B.V and Shah, KB (2006)Sociology of Education, Rawat Publication, New Delhi.
2. Aggorwal, J.C. (1985) Theory and Principles of Education – Philosophical and Sociological bases of Education. Vivas Publishing house Pvt Ltd, New Delhi.
3. A.H.Halsey, Hugh Lader (1997).Education and Society, Oxford – New York.
4. Bertrand Russell, Education and Social order- (1991). Great Brition by Cox & Wyman Ltd, Reading. UK.
5. Giddens A.Birdsall. (2003).Sociology
6. Hallinan,M.T.(2006). Handbook of the Sociology of Education
7. Hammock,F.M.(2008),The Sociology of Education: A Systematic Analysis
8. Sadovnik,A.R.E.(2006). Sociology of Education: A Critical Reader

EDS 4216 Dissertation (6C)

Students will be required to carry out this assignment on an approved topic pertaining to education in consultation with their respective supervisors.

The dissertation is expected to be research oriented and should be in typed and bound form, like any other dissertation. The last day for submission of the dissertation will be the last day of the final examination.

EDS 4223 Curriculum Theories and Practice (3C)

Objectives

1. To develop a broad perspective of the theory of curriculum development and history of curriculum development in relation with philosophy, psychology and sociology.
2. To develop in them the conceptual bases relating to curriculum planning and organization.
3. To develop in them futuristic orientation towards the needs of the society in regards to types of curricula and research in curriculum.

Learning outcomes

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

1. Explain the students to understand the concepts of curriculum.
2. Compute the students to cognize the place of curriculum in the educative process.
3. Integrate them to enhance the knowledge of curriculum theory.
4. Analyze the students to acquire knowledge and skills in implementing a curriculum at the classroom level.
5. State the understanding about different models of evaluation.

Contents

1. Management changing definition of curriculum
2. Types of curriculum and trends in curriculum development
3. Curriculum development in Sri Lanka before and after independence
4. Models of curriculum development
5. Curriculum organization: Objective and contents
6. Development of the teaching- learning situation
7. Problem of curriculum organization
8. Curriculum evaluation
9. A critical study of contemporary curricular organization in Sri Lanka

References

1. Kelly A.V (1999) The curriculum theory and practice, Paul chasnal publishing Ltd, London
2. Barry Mac Donald and Rob Walker (1976) Changing the Curriculum., Open Books publishing Ltd, Shaftesbury , Avenue, London
3. Douglas Barnes, Routledge and Keganpaul, (1976) Practical Curriculum study, London
4. Bell and Bain (1990) Managing the National Curriculum., Tim Brig house and Bob moon, The British Education , Management Administration.
5. ஜெயராஜா.சபா (2008) கலைத்திட்டக் கோட்பாடுகள், குமரன் புத்தகசாலை, கொழும்பு

EDS 4233 Teaching practice (10 Weeks duration in a school - 3C)

Objectives

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

Learning outcomes

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

1. Compare the student to understand the basic concepts in methodology of teaching.
2. Discuss them the skill of applying different methods in classroom teaching.
3. List them to construct and use appropriate teaching materials and aids.
4. Justify them to manage the curriculum at the classroom level
5. Demonstrate them to understand the importance and management of co-curricular activities.
6. Interpret them with relevant knowledge and skills in handling assessment techniques

Contents

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

References:

1. Aggarwal, J.C.(2000), Principle Methods and Techniques of Teaching, Viskas Publication, New Delhi
2. Aggarwal, J.C, (2001) Teaching of History, Vikas Publication, New Delhi
3. Ahamedkhanwaseem, (2004) Teaching Motivation Vikas Publication, New Delhi
4. Daniel Muijs and David Reynolds, (2001) Effective Teaching London
5. Hill, P J, Croom Heim (2001) Teaching Learning and Communication, , Australia.
6. Nayaka, A.K., and Rao, V.K., (1984) Classroom Teaching Methods and Practice, New Delhi

EDS 4243 Contemporary issues and policies in Education (3C)

Objectives

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

Learning outcomes

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

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

Contents

1. Education and Development
 - a. Concept of Development and Education
 - b. Interaction between Educational and Economics
 - c. Interaction among Educators, Politics and Social structure
 - d. Education and Human Development
 - e. Educational planning for Development
2. Decentralization and Devolution in education
 - a. Concept of centralization Decentralization and Devolution
 - b. Problem and issues in Decentralization and devolution
3. Problems in Education
 - a. Problems related to race, Religion and Language
 - b. Women Education
 - c. Adult Education
4. Education Policies and Reforms in Sri Lanka
 - a. Historical perspective: Educational Development up to Dutch period

- b. Educational Development under the British rule.
 - c. Forces of change in Education during the pre- independent era.
 - d. Major Educational policies and reforms after independence
 - e. Present National education policy and practices.
5. Contemporary Social problems in Sri Lanka in relation to education
 - a. Youth unrest: Strategies to resolve youth unrest through education
 - b. Gender issue: towards gender equity in education.
6. Relative outlook on educational problems: Case studies
 - a. Educational systems in a few selected countries.
7. Current issues in education in comparative perspectives
 - a. Internationalization of education
 - b. Feature of education in developing countries
 - c. Media in education.

References

1. Rodopi (2005), Contemporary issue on education, David Seth Preston, Parris
2. ஜெயராஜா.சபா, (2009), கல்வியில் தற்கால எழுவினாக்கள், குமரன் புத்தகசாலை, கொழும்பு.
3. செல்வராஜா.மா. (2002), கல்விக்கொள்கை முகாமைத்துவம், எவகிறீன் பிரிண்டர்ஸ், மட்டக்களப்பு.

Bachelor of Preschool and Primary Education (PPE)

This course will equip you with the knowledge and skills needed to be an effective early childhood teacher and leader. To meet the needs of contemporary early childhood services, students will need to demonstrate an exemplary standard of teaching and be adaptable and highly proficient in critical and future thinking with a sound grasp of early childhood thinking and pedagogy. Students will study philosophies, principles and practices of early childhood teaching and how teaching and learning in discipline areas of language and literacy, mathematics, arts, science and health and

well-being is integrated across early childhood education programs. Students will further develop leadership and management skills to lead programs across a range of early childhood service types.

During the course, students will gain an in depth knowledge of the principles and practices of exemplary practice in early childhood service provision including child development, early childhood pedagogy, child and family centered practice, legal and regulatory compliance requirements, provision of inclusive environments, and early childhood leadership. Students will also gain skills in research methods, professional practice, project management, and professional communication.

The PPE degree programme in Pre- School and Primary Education of the Faculty of Arts and Culture is conducted by the department of Education and Childcare for four year duration with two semesters per year. The PPE four year degree in Pre- School and Primary prepares graduates for careers in primary schools, child care centers, coaching, human service professions, corporate training and other areas. At the department of Education and Childcare, degree with additional coursework, leads to a license to teach primary education in Sri Lanka. It also prepares students to specialize in early childhood growth and development.

Why study the Bachelor of Preschool and Primary Education

The Bachelor of Education (Preschool and Primary Education) is a unique teacher education course that offers two career options for graduates. It is an initial teacher education qualification that encompasses working with children from birth to age 12 in both Early Childhood settings and Primary Schools.

Being a teacher is a rewarding career for those who enjoy being part of children's growth and learning. The professional understandings and abilities learned in the Bachelor of Education (Preschool and Primary Education) will be valued by the broader community. Students will have opportunities to develop their skills, knowledge and attitudes for being a successful early childhood and primary school teacher and become a member of one of the largest professions worldwide. This course meets the accreditation requirements for both Early Childhood Teacher and Primary School Teacher.

The Bachelor of Education (Preschool and Primary Education) is a fully prescribed (all core units) course in which students study both early childhood teacher education and primary teacher education. Graduates develop a range of skills and values that prepare them for a variety of employment opportunities in either field of the education profession.

Objectives

1. To Know of the subject matter areas and create meaningful learning experiences based on this knowledge.
2. To understanding of each student's cognitive, social, physical, and emotional development and to create learning opportunities that support the pre-school student is development.
3. To promote to develop critical-thinking and problem-solving skills
4. To encourage fairness, positive social interactions, active learning, and self-motivation.
5. To explain the formal and informal assessment strategies to evaluate student learning
6. To demonstrate the ability to collaborate with students, candidates, parents, community members, and professional colleagues in order to support student learning and development.

Intended Learning Outcomes

After completion of the course in Pre- School & Primary Education, students will be able to :

1. Perform and appreciating childhood as a unique and valuable state of the human life cycle,
2. Examine with children with knowledge of child development and learning,
3. Appreciate and support the close ties between the child and family,
4. Recognize that children are best understood in the context of family, culture, and society,
5. Respect the dignity, worth, and individuality of each individual (child, family member, and colleague),
6. Help children and adults achieve their full potential in the context of relationships based on trust, respect, and positive regard.

Practicum Experience (PPE 3133 School and Community – 120 hrs)

One of the important features of the PPE program is the combination of the theoretical and the practical aspects of teaching and learning. During the two year program you will have the

opportunity to work with experienced professional educators in a variety of educative settings for up to 120 hours, and this programme basically development on students' community skill and interaction with preschool students. This programme followed under two ways.

1. Elementary program (60 hrs)

You will have the opportunity to practice in two different schools and at least two different grade levels. The grade levels are lower (age group 4) and upper (age group 5).

2. Secondary program (60hrs)

You will have the opportunity to practice in two different schools and in each of your first and second teachable areas. The grades levels are between grade one and grade 5.

This unique opportunity is designed to introduce the PPE student to experience an educative placement outside the traditional classroom setting. It allows the student to practice the skills and use the knowledge they have acquired throughout the program in a different educative site. All PPE students in the program have the option to apply for a community placement to be completed during the final practicum course. The PPE second year students are notified in early which community organizations will be taking part in the Community Placement Option (CPO) for their year. Students who choose to apply for the Community Placement Option will also be interviewed by the Department of Education and Childcare will make the final decision on who will be accepted for the placement.

The PPE aims to provide basic training needed to work as a teacher of the 3 to 10 year age group in compulsory education. The degree is based on the teaching methods of approval by Ministry of Education, known throughout the country for her tasks as an educator and teacher. It shares the same study plan (objectives, subjects and curricular contents) with the Primary trained teacher at preschool level.

The ideal student for this course should have the following qualities,

1. Motivation for the education and training of preschool children.

2. Responsible and able to work in a team and form relationships with children and community.
3. Observant and able to listen, argue, communicate, negotiate and reach agreements.
4. Organized and methodological and at the same time creative and flexible with the capacity for analysis and to respond to complex situations.
5. It is recommended that you have a broad knowledge in the scientific areas of the matters you wish to teach in.

**BACHELOR OF PRESCHOOL AND PRIMARY EDUCATION DEGREE PROGRAMME -
SCHEDULE**

Subject Code	Subject Name	Credits	Teaching hrs
Second Year First Semester			
PPE 2113	Principles of Early Childhood Development	3	45
PPE 2123	Food, Nutrition, Child health and brain development	3	45
PPE 2133	Infants / Toddlers Care giving	3	45
Second Year Second Semester			
PPE 2213	Aesthetic and creative development	3	45
PPE 2223	Child rights and abuse	3	45
Total Credits		15	
Third Year First Semester			
PPE 3113	Understanding the behavior of young children	3	45
PPE 3123	Cognitive and intellectual development of Children	3	45
PPE 3133	School and community	3	45
Third Year Second Semester			
PPE 3213	Prenatal care	3	45
PPE 3223	Organization and management of pre and primary schools	3	45
Total Credits		15	
Fourth Year First Semester			
BED 4113	Research Methods in Education	3	45
BED 4123	Evaluation of Learning Outcome	3	45
BED 4133	Comparative Education	3	45
BED 4143	Educational Planning and Development	3	45
BED 4153	Sociology of Education	3	45
BED 4163	Educational Administration and Management	3	45
Fourth Year Second Semester			
BED 4213	Curriculum Theories and Practice	3	45
BED 4223	Contemporary issues and policies in Education	3	45
BED 4236	Internship Programme (Teaching Practice)	6	-
BED 4246	Dissertation	6	-
Total Credits		36	

Details Syllabus

Second Year First Semester

PPE 2113 Principles of Early Childhood Development (3C)

Objectives

1. To understand theories of early childhood.
2. To know the early childhood education system of selected countries.
3. To know the role of UNICEF and other organization in ECD.
4. To understand the importance of psychology in human development.

Learning outcomes

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

1. Clear understand of theories of early child development and its concept.
2. Understand the system of early child hood education in selected countries.
3. Understand the organization which functions early child development field.
4. Understand the early years and its importance of child.

Contents

01. Review of Early Childhood Development theories.
02. Presentation of ideas of
 - Friedrich Froebel
 - Rudolph Steiner
 - Maria Montessori
03. Sociology of children (03 hrs)
04. Comparative Education through study of two Countries
(India, USA, Canada. Australia)
05. Convention on the Rights of the child
06. Sri Lanka's 13th Amendment and Education reforms of 1997.
07. Responsibilities regarding ECCD of the Ministry of Social Welfare, Ministry of Women's Affairs, and the Children's Secretariat

08. Sri Lanka laws on child abuse, child labor, child custody, illegal drug use, trafficking, and childhood immunizations.(03 hrs)

09. Role of UNICEF and international NGOs in preschool programme

References:

- 1.செல்வராஜா.மா, (2005) முன்பள்ளிக்கல்வி- சிந்தனைகளும் செயற்பாடுகளும்,எவகிறீன் பிரிண்டர்ஸ்,மட்டக்களப்பு
- 2.அருள்மொழி.செ (2010) பிள்ளைவிருத்தியும் கற்றலும், எவகிறீன் பிரிண்டர்ஸ்,மட்டக்களப்பு.
3. Debbie Curtis, Margie Carter (2003) Designs for Living and Learning: Transforming Early Childhood Environments, USA

PPE 2123 Food, Nutrition, Child health and brain development (3C)

Objectives

1. To understand the significance of nutrition in child Development.
2. To understand the elements of food.
3. To know the importance of the provision of nutrition and policies of government.
4. To know the functions of schools in brain development in developed countries

Learning outcomes

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

1. To understand the significant of nutrition in child development.
2. To know the roles of parents to their children's brain development
3. To understand the importance of nutrition and exercise for brain development
4. To get knowledge on the structure and functions of brain

Contents:

01. Promoting good nutrition in childcare
 - a. Nutrition policies
 - b. Understanding Nutritional Guidelines.
 - c. Basic Nutrients

d. Childhood Nutritional challenges.

02. Providing good Nutrition in childcare

- a. Specific nutrition policies
- b. Early feeding and the infant in care
- c. Feeding the toddler
- d. Food and the preschooler
- e. School-age nutrition
- f. Nutrition and the child with special needs.

03. Nature of Human brain

- a. Learning and the function of brain
- b. Healthy environment for growth of brain
- c. Brain, Gender, and learning
- d. Special qualities of brain
- e. Cognitive and Affective functions of brain
- f. Forces and threats that affects effective functions of brain

04. Digestion, Absorption and Utilization of nutrients.

References:

1. Ellen G. White, (2010), *A Call To Medical Evangelism and Health Education*, Review and Herald Publishing

2. Debbie Curtis, (2003) *Design for living and learning: Transforming early childhood elements*, Herald Publishing.

3. ChritineChaille, (2007) *Constructuvusm across the curriculum in early childhood classroom*. Herald publication

4. செல்வராஜா.மா, (2002) தொடக்கப்பள்ளிச் சிந்தனைகளும் பாடத்திட்டமும், மணிமேகலைபிரசுரம், இந்தியா

PPE 2133 Infants / Toddlers Care giving (3C)

Objectives

1. To examine the unique developmental needs of infants and toddlers.
2. To study the role of the caregivers.
3. To understand relationships with families, developmentally appropriate practices.
4. To understand nurturing environments for infants and toddlers, and culturally relevant.

Learning outcomes:

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

1. Developing a plan to create reciprocal, culturally sensitive partnership with families.
2. Describing state infant/toddler child care regulations and procedures related to health, nutrition and safety.
3. Describing guidance techniques that are appropriate and effective with infants and toddlers.
4. Creating and critique infant and toddlers early learning environments.
5. Constructing a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social, and emotional development.
6. Identifying resources supporting infant/toddler programs and infant/toddler specialists.

Contents:

1. Developmental milestone from birth to 36 months influences of child development cultural norms etc.
2. Developing a partnership with families.
3. Guidance techniques suitable with infants and toddlers.
4. Create early learning environment.
5. Prepare a plan to support language, physical, cognitive creative, Social and emotional development
6. Identify resources supporting infant/toddler programs.

References

1. Janet Gonzalez-Mena, Dianne WidmeyerEyer (2013), *Infants, Toddlers and Caregivers*. The ninth edition.
2. Cook (2013) *the world of children*.

3. Julie Bullard (2012) creating environments for Learning Birth to Eight.

Second Year Second Semester

PPE 2213 Aesthetic and creative development (3C)

Objectives

1. To understand the importance of aesthetic and creativity.
2. To develop skills in planning creative activities.
3. To understand creativities in everyday life.
4. To build confidence and skills in offering a range of creative activities in the classrooms.

Learning outcomes

At the end of the course students will be able to

1. Understand the importance of aesthetic and creativity for child development
2. Develop their skills in planning creative activities
3. Understand the creative process is relative to child development product.
4. Understand creativity in everyday life.

Contents:

1. Fostering creativity and Aesthetic sense in young children
2. Planning and Implementing creative activity
3. Art and the development of the young children
4. The early childhood art programme
5. Play, Development, and creativity
6. Creative activates in other curriculum areas
7. Creative activities involving holidays
8. Creative activities involving seasons

References

1. Dutton.D,(2009) *The art instinct*, New York, Bloombury press.
2. Breuer, J.T (1993) *Schools for thought*, Cambridge MA;MIT press.
3. Gardner, H (1991) *the unschooled mind*, New York

PPE 2223 Child rights and abuse (3C)

Objectives

1. To understand legality of the child's life
2. To create a protective environment through legal systems of the country
3. To make parents to understand their role on child rights

Learning outcomes

At the end the course student will be able to

1. Understand the legal aspect of the child rights
2. Comprehend the legal system of Sri Lanka to protect the child
3. Understand the parent's role on the child rights.

Contents:

1. Child abuse
2. Policies for child abuse
3. Preventive measures for child abuse
4. Protective measures for child abuse
5. Implication for caregivers
6. Case studies of selected countries

References

1. John.T.Pardock, (2006), *Children's Rights: Policy and Practice*, Haworth press
2. Cynthia Cresson, (2008), *Understanding child abuse and neglect*, Inc
3. Stephen .M. Krason (2013) *Child abuse, family right and the child protection*, Scarecrow press. Inc

Third Year First Semester

PPE 3113 Understanding the behavior of young children (3C)

Objectives

1. To understand the development of Child growth
2. To understand of Child and how they learn
3. To understand the Child behavior
4. To develop an understanding of the findings of relevant psychologists and educationists on mental, emotional, physical development of children.
5. To understand the process of social skill development in young children and its importance.

Learning outcomes

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

1. Understand child development
2. Understand the child and child learning
3. Understand the process of social skills in young children
4. Understand the relevant educationist and educationist on mental, emotional and physical development of children.

Contents

1. Trace the history of individuals with disabilities in silence and how perspectives have changed over time.
2. Vulnerable children such as street children and orphans.
3. Indicators of specific disabilities.
4. Inclusionary practices in the preschool.
5. Ideas of Erik Erikson and Susan Isaacs
6. Social/cultural perspective in child –rearing and their influence on children in preschool
7. Physiology of strong emotions
8. Counseling parents and children
9. Techniques for handling deviant behavior and reinforcing positive behavior.

10. Transition
 - a. From home to preschool
 - b. Within preschool classroom
 - c. Preschool to primary school
11. Play as a therapeutic technique for the young children
12. Specific activities for social –emotional development
13. Using leisure time to promote well being for teachers and children.

References:

1. Jillian Rodd (1996), Understanding young children behavior, Allen and Junwin, Australia.
2. Zirpoilt.J (2000), Environmental influences in young children behavior, Prentice hall, USA
3. Kaisar.B(2010), What is challenging behavior, Prentice hall, USA

PPE 3123 Cognitive and intellectual development of Children (3C)

Objectives:

1. To understand theory of concept formation.
2. To know the methods of motivation of To children.
3. To understand the approaches to science and learning.
4. To understand that all situations have the potential for interesting children's knowledge and intellectual development.
5. To increase the teacher's ability to communicate with parents.

Learning outcomes

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

1. Understand the theory of concept formation
2. Understand the methods of motivation
3. Develop ability to communicate with parents

Content:

1. Theory of concept formation and implication for mathematics and science.

2. Problem solving activities
3. Formal, informal and incidental approaches to science.
4. Principles of language development.
5. Skill in presenting children's creative work
6. General and specific methods of motivating children and presenting activities.
7. Changes in primary school since educational reforms in 1997 and Implication for preschool education
8. Curiosity of children and questions that arise in the preschool Setting.

References

1. Campbell, F. A, Pungello, E. P, Miller-Johnson, S., Burchinal, M, & Ramey, C. T. (2001). *The development of cognitive and academic abilities: Growth curves from an early childhood educational experiment*. USA
2. Campbell, F. A., & Ramey, C. T. (1994). Effects of early intervention on intellectual and academic achievement: A follow-up study of children from low-income families. *Child Development*. New York
3. Kiernan KE, & Huerta, M. C. (2008). *Economic deprivation, maternal depression, parenting and children's cognitive and emotional development in early childhood*. USA

PPE 3133 School and Community (3C)

Objectives:

1. To understand the importance school and community relation.
2. To know the role of community in developing schools.
3. To know the methods of creating awareness on childcare in the communities.
4. To cognize the methods of getting community support to school.
5. To understand the cultural values of community.

Learning outcomes

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

1. Understanding the importance of school and community relations
2. Understand the role of community in the development of schools.

3. Understanding to get community support to school
4. Understand cultural values of the communities

Contents:

1. Parent's role in relation to upbringing of children
2. Importance of parent-child bonding for child's intellectual development
3. Parental responsibility forward involvement in the preschool /community
4. Communication with parents and community
5. Children as members of the community –based approaches for all children.
6. Cultural traditions in the school and community.
7. Preparation of the child to enter the formal education system
8. Raising community awareness about the contribution of preschool to the society.

References

1. Chrispeels, J., Boruta, M., & Daugherty, M. (1988). *Communicating with parents*. San Diego, CA: San Diego County Office of Education.
2. Comer, J., & Haynes, M. (1991, January). Parent involvement in schools: An ecological approach. *Elementary School Journal*,
3. Davies, D. (1991, January). Schools reaching out: Family, school, and community partnerships for student success. *Phi Delta Kappan*,
4. National Association of Partners in Education. (1989). *Handbook for principals and teachers: A collaborative approach for the effective involvement of community and business volunteers at the school site*. Alexandria, VA: Author.

Third Year Second Semester

PPE 3213 Prenatal care (3C)

Objectives

1. To know the importance of taking care in the pre natal period.
2. To understand in the provision of nutrition.
3. To take care of mother's health.

Learning outcomes

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

1. Understand taking care in the pre natal period of a mother
2. Understanding provision of nutrition to pregnant mother.
3. Understanding for mother's health.

Contents:

1. Physiology of a healthy mother.
2. Physiology and good health.
3. Pre natal care.
4. Birth of a healthy Child.
5. Nutrition provision in the Pre natal period.
6. Post natal development and care.

References

1. Department of Health. (2007) *Maternity Matters: Choice, Access and Continuity of Care in a Safe Service*. London: Department of Health
2. National Collaborating Centre for Women's and Children's Health. (2008) *Diabetes in Pregnancy: Management of Diabetes and its Complications from Preconception to the Postnatal Period*. London: RCOG Press
3. Dyson L, McCormick F, Renfrew MJ. (2007) *Interventions for promoting the initiation of breastfeeding*. Wiley Inter science
4. Fairbank L, O'Meara S, Renfrew MJ, (2000) A systematic review to evaluate the effectiveness of interventions to promote the initiation of breastfeeding. *Health Technology Assessment*.
5. Lavender T. (2005) Breastfeeding expectations versus reality: a cluster randomized controlled trial. *BJOG: An International Journal of Obstetrics and Gynecology*.

PPE 3223 Organization and management of pre and primary schools (3C)

Objectives

1. To understand the basic requirements to start preschool.

2. To know the government regulations on preschools.
3. To develop school level planning.
4. To understand the concept of school system and organization.
5. To comprehend the managerial and leadership roles at school.

Learning outcomes

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

1. Justify the meaning of definition.
2. Respond the knowledge organizational effectiveness.
3. List and understanding Pre and Primary school resources.
4. Explain developing education management information system.
5. Classify the importance of school and community relations.

Content:

1. Introduction
2. Basic requirements to start a preschool environment
3. Government regulations
4. School building and different corners
5. Play area and basic facilities
6. Teacher as manager
7. Development of management capacities for teachers
8. School level planning
9. Creating pleasant environment for learning
10. Finance and co-curricular activities

References

1. Maria Montessori, (1986) *To Educate the Human Potential*, Kalakshetra press India.
2. David Fontana, (1985) *Classroom Control*, London and New York.
3. Everard.K.B. and Geoffrey Morris, PCP Paul Chapman *Effective School Management*, New York.

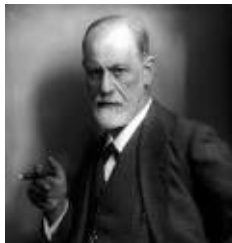
4. Brent Davies and Linda Ellison,(1999) *School Leadership for the 21st century. A Competency and Knowledge approach.*London



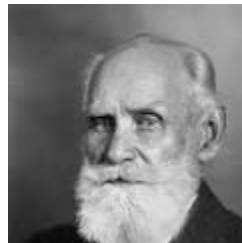
Howard Gardner



Erik Erikson



Sigmund Freud



Ivan Pavlov



Paulo Freire