# UNIVERSITY OF JAFFNA
# SRI LANKA

# Master of Education
## Syllabus

# FACULTY OF GRADUATE STUDIES
# 2022

# 1. Preamble

A Master's Degree in Education helps to establish an authority in the field of Education, enabling to develop instructional skills in a specific area of interest and administrative competency. Earning a Master's in Education is the first step toward transitioning into school administration because administrators must understand the real classroom experience as well as leadership, curriculum development, and how to best engage students and parents.

Master of Education (MEd) in Sri Lankan context is a master degree course that deals with the study of new methods of teaching, educational research and administration. The programme focuses on different aspects of education including instruction, curriculum, counselling, leadership, educational technology and school administration. Whether it is increasing the teaching skills or extending the educational managerial aptitude, graduate degrees offer unique specializations to help achieve better student outcome.

# 2. Administration of the Programme

Master of Education programme in the University of Jaffna is conducted through the organon of the Faculty of Graduate Studies in the Jaffna and Vavuniya Centres from the year 2000. Altogether Eighteen batches of students have completed in these centres and have passed with MEd.

## 2.1 University of Jaffna

The establishment of a full-fledged university has been a long standing aspiration of the people of Northern Sri Lanka. University of Jaffna was first established in 1974 as Jaffna Campus of the University of Sri Lanka with two faculties: Faculty of Science at Jaffna College in Vaddukoddai and Faculty of Humanities at Parameshwara College in Thirunelvely. The campus became an independent and autonomous University bearing the name University of Jaffna on January 01, 1979. The academic and administrative activities of the university are governed by the Universities Act. No. 16 of 1978, as last amended by Act No. 1 of 1995. From a humble origin the University has grown enormously and is today the home of 10 faculties.

**Vision of the University of Jaffna**

To be a leading centre of excellence in teaching, learning, research and scholarship

**Mission of the University of Jaffna**

Providing quality teaching and learning and by carrying out research in producing intellectually and professionally competent capable graduates to meet the emerging challenges of the national and international community with special emphasis on the social, economic and cultural needs of Northern Sri Lanka.

## 2.2 Faculty of Graduate Studies

The Faculty of Graduate Studies was established in June 1999. It is committed to offer postgraduate programmes with high standard in all the disciplines to satisfy the educational and research needs of the society. Excelling in postgraduate research and dissemination of knowledge is the driving theme of the faculty. It offers post graduate courses which lead to Master of Arts, Master of Education, Master of Philosophy and Doctor of Philosophy degrees. Currently there are 12 Boards of Studies covering various disciplines and study areas. MEd comes under the Board of Study of Education.

**Vision of the Faculty of Graduate Studies**

To be the center of excellence in postgraduate teaching, learning and research

**Mission of the Faculty of Graduate Studies**

To be a facilitator in producing professionally competent and capable postgraduates by providing quality teaching, learning, and carrying out research.

## 3. Revision of the Degree Programme

University of Jaffna started its Master of Education programme in the year 2000. It was conducted through the Faculty of Graduate Studies in the Jaffna and Vavuniya Centres. So far, thirteen batches have completed in the Jaffna Centre and five batches the Vavuniya Centre.

After completing 18 batches, the Faculty of Graduate Studies has decided to revise the structure and the syllabi of the MEd programme that is being conducted at the moment. The Standing Committee of the UGC on Postgraduate Studies has proposed to the Faculty of Graduate Studies to revisit and amend the ordinance and accordingly all programmes are under revision based on the Sri Lanka Qualifications Frame Work (SLQF). As such the curriculum of the MEd is also revised.

## 3.1     Justification and Rationale

The curriculum for the Master of Education is designed primarily for those graduates who are involved in education to deepen their learning in the areas related to Education. The field of Education is evolving to higher stages in an unprecedented manner. The teachers who are involved in education have to update and keep themselves parallel to the advanced innovations achieved in field of education.

Therefore the MEd programme has to focus on different aspects of education including instruction, curriculum, counselling, leadership, educational technology and school administration. It should provide the graduate teachers with a broader and deeper knowledge of the advancements of education both in the use of teaching techniques and school administration. The familiarity with the contemporary trends in education is a *sine qua non* condition to engage students and to help achieve better student outcome.

In this background, when the existing Master of Education curriculum was reviewed it was obviously visible that it is in need of a revision for the reasons of raising the quality of the degree awarded, inclusion of new and relevant materials, making amendments to existing materials and omission of redundant materials. One of the major principles considered in the revision of the curriculum is elevating the standard of the degree thus raising the quality of the teachers. The revision has taken place as per the latest needs and requirements of academic and professional expectations. The revised MEd programme complies with the SLQF-2015 and meets the requirements for Level 9.

The Faculty of Graduate Studies has revised the structure of the Master of Education degree programme to address the following exigencies:

-    Updating the curriculum as per the latest needs and requirements of academic and professional expectations.

- Incorporating the OBE-SCL and maintain the SLQF standards.
- Introducing the LCT (Learner Centered Teaching) techniques that are prevalent in the field of contemporary education.
- Including internship which is aimed at affording the candidates an opportunity to encounter the stakeholder demands, gain valuable references, and get exposure to the working environment.
- Introducing Personal and Professional Development (PPD) to provide knowledge in updating self and lifelong learning, and impart depth of knowledge about human values, ethics and professionalism.

According to the revised curriculum, the formative and summative assessments would carry 30% and 70% of marks respectively for the theoretical courses. The marks composition of formative and summative assessments of others will be determined appropriately according to the nature of the course and the evaluation criteria which are aligned with the ILOs of them. The blueprint of the end semester question paper and the number and mode of questions for each course unit are described in the syllabus.

## 4. Details of the Degree Programme

This Master of Education programme complies with the Sri Lanka Qualifications Frame Work (SLQF-2015) and meets the requirements for Level 9 that is, 'Master's by Course Work'. It is of one academic year programme which will be conducted over a period of twelve months. Altogether 32 credits are allocated consisting of 29 credits for course work and 03 credits for research project. Medium of instruction will be both Tamil and English languages.

### 4.1 Graduate Profile

Candidates who have completed the Master of Education degree would have acquired a higher level of understanding about the field of Education that includes specialized knowledge about the recent innovations and the general skills for teaching and education administration. Thus they could prepare themselves for gainful deployment and effective citizenship with a firm foundation for continuous learning and personal development. They will be a distinct sect with a strong sense of professionalism, desire for continuous improvement, confidence and adaptability, ability to communicate and cooperate, and a deep empathy to respond

5

positively for the needs of the wider society. The following diagram illustrates the desired graduate profile of the MEd degree:
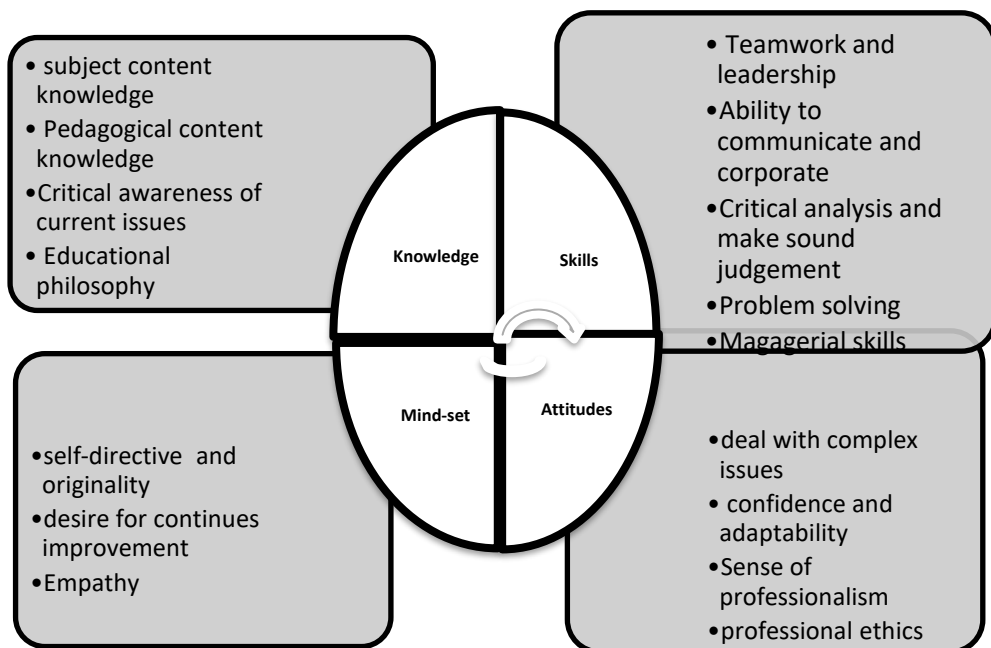


**Figure 1: Illustration of the Graduate Profile**

Accordingly, the graduates of Master of Education degree based on SLQF-Level 9 will possess the attributes of Knowledge, Skills, Attitude and Mind-set. These are further elucidated with the following generic and subject specific attributes:

### 4.1.1   Generic Attributes:
The graduates of MEd will be able to:

- Possess a clear and higher order of thinking, including an estimation of   conceptual and theoretical elements in the field of education.
- Plan and manage to work with national and international multidisciplinary teams.

- Communicate effectively orally and in writing at an appropriate level with stakeholders and collaborate with interdisciplinary teams of research experts.
- Conduct applied research, demonstrating a sound grasp of research methodology.
- Stay abreast with the current and relevant trends to introduce innovation to improve professional practice.

### 4.1.2 Specific Attributes:

The graduates of MEd will be able to:

- Knowledge: will be able to demonstrate clear understanding of theoretical knowledge in the field of Education and display critical awareness of current issues in the field of education.
- Skills: will be able to apply contemporary techniques relevant to their professional practice.
- Attitude: will be able to deal with complex issues systematically and creatively and make sound judgments and communicate decisions clearly to others.
- Mind-set: will demonstrate self-direction and originality in facing and solving problems and implement tasks at professional levels; further they will manifest a clear sense of direction to behave proactively with resilience.

In order to achieve this graduate profile, the graduates are given various facilities and opportunities; the revised curriculum with OBE and SCL based on the experience gained with the past 18 batches; deployment of the LCT (Learner Centered Teaching) techniques; small group discussions and reports; field visits and handing over of the reports; involvement in a research activity and submitting the dissertation; providing opportunities to interact with local and international experts of the pertinent field; inclusion of internship and Personal and Professional Development (PPD) facilities.

### 4.2 Objectives of the Programme

Purpose of MEd programme is to enhance the capacity of those who are in the field of education with an advanced knowledge, skill and attitude prescribed by the SLQF, level 9. This professional qualification is to advance their knowledge and investigating skills and other abilities relevant to areas in the field of education and to enable them to form the basis of academic advancement and

enhancing the managerial, administrative and technological capacity. A high level of theoretical engagement and guided independent study is expected to attain this level of qualification. With these fundamental objectives, the revised curriculum further adds the following objectives:

- To identify the emerging trends in the field of Education
- To expand the opportunities for higher studies in the field of Education
- To promote research in areas relevant to the development of Education
- To enable those who are already serving in higher education sectors to obtain specialized knowledge in fields relevant to their professions by assimilating the recent innovations achieved in the field of Education
- To develop instructional skills in the specific area of interest
- To achieve administrative competency
- To understand the real classroom experience as well as leadership and curriculum development

## 4.3    Programme Learning Outcomes

On successful completion of MEd degree, the graduate will be able to:

PLO 01:    Demonstrate a comprehensive and substantive level of knowledge and understanding in the field of Education

PLO 02:    Critically analyze data, make judgments and propose solutions to problems

PLO 03:    Apply subject-specific knowledge and professional skills in diverse teaching-learning situations

PLO 04:    Identify emerging trends in evaluation and introduce innovations to enhance effectiveness of the education program

PLO 05:    Construct and sustain arguments and use appropriately these arguments, ideas and techniques in problem solving

| PLO 06: | Demonstrate awareness of the current developments in the field of Education through written and oral communication |
|---|---|
| PLO 07: | Exercise leadership in the professional environment / work place |
| PLO 08: | Deal with complex issues in a systematic manner and make sound judgments |
| PLO 09: | Construct new hypotheses in the area of specialization and test them in a scientific manner |
| PLO 10: | Demonstrate self-direction and confidence in solving problems |
| PLO 11: | Plan and Implement task at professional and managerial levels |
| PLO 12: | Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship |
| PLO 13: | Thorough in transferable skills including ICT Skills and information literacy with a capability of organizing data |
| PLO 14: | Ability to work in teams, give leadership and promote social and professional engagement |
| PLO 15: | Plan and execute appropriate strategies adapting to changing environment |
| PLO 16: | Demonstrate positive attitude, social responsibility and Professional ethics |
| PLO 17: | Undertake further training and develop additional skills that will enable them to make sound decisions |
| PLO 18: | Engage in independent learning using scholarly reviews and secondary sources of information |

**Table 01:**
**Mapping of the Graduate Profile with POs and TLAs**

## 5. Eligibility criteria

To be eligible for admission to the Master of Education programme, the

| Attributes of the Graduate Profile | Acquisition | Programme Outcomes | Main Teaching and Learning Activities |
|---|---|---|---|
| Knowledge | Subject specific knowledge, Pedagogical content Knowledge, awareness of the current development | 1,3,6,18 | Lectures, Guest Lectures, Tutorials, e-based based teaching-learning, Open Educational resources |
| Skills | ICT skills, leadership, problem solving | 3,8,13,15,17 | Presentations, ICT Practical, Internship |
| Specific Skills | Independent learning, take initiative, organizing and analyzing data | 1,9,12,14,15, | Discussion, Problem based learning, Internship |
| Attitudes | Positive attitude, social responsibility, confidence and adaptability Sense of professionalism professional ethics | 5,7,16 | Discussion, Internship, Personal and Professional Development(PPD) |
| Mind-set | Self-directive and originality desire for continues improvement Empathy | 17,18 | Discussion, Internship, Personal and Professional Development (PPD) |

candidates should possess following qualifications:

Criteria 1: Any bachelor's degree **and** Postgraduate Diploma in Education from recognized University / Institute.

Criteria 2: Bachelor of Education (BEd) degree from a recognized University / Institute.

### 5.1    Mode of Selection

There will be a written examination to test the educational proficiency and those who obtain the decided cut-out level will have to face an interview.

### 5.2    Application Procedure

Information for calling applications to follow MEd programme will be published in the Local/National printed media, social media and in the Faculty of Graduate Studies website. Prescribed application forms can be obtained from the office of the Faculty of Graduate Studies and can also be downloaded from the webpage of Faculty of Graduate studies, and should be submitted along with the receipt of the stipulated payment before the closing date.

### 5.3    Registration

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

### 6.    Programme Layout

The MEd programme is conducted as 'fulltime based' spread over one academic year comprises a total of ten taught course units with 30 Credits and including a research project for three credits and an internship covering two credits. In addition, there is an enhancement course unit with 02 credits.

### 6.1    Curriculum Layout of Master of Education Programme

The academic programme of MEd is composed of 11 theory course units, an internship and a dissertation. Altogether 32 credits are allocated consisting of 27 credits for course work, 03 credits for dissertation 02 credits for internship. The entire course units are structured thus:

**Table 02:**
**Curriculum Layout**

|   | Code No. | Title of Course Unit | Credits |
|---|----------|----------------------|---------|
| 1 | MED 1012 | Theoretical Foundations of Education | 2 |
| 2 | MED 1023 | Advanced Educational Psychology | 3 |
| 3 | MED 1032 | Teacher Education | 2 |
| 4 | MED 1043 | Research Methodology | 3 |
| 5 | MED 1052 | Curriculum Studies | 2 |
| 6 | MED 1062 | Information and Communication Technology | 2 |
| 7 | MED 2073 | Evaluation of Educational Dimensions | 3 |
| 8 | MED 2083 | Problems and issues in Contemporary Education | 3 |
| 9 | MED 2093 | Education Management | 3 |
| 10 | MED 2102 | Inclusive Education | 2 |
| 11 | MED 2112 | Personal and Professional Development | 2* |
| 12 | MED 2122 | Internship | 2 |
| 13 | MED 2133 | Dissertation | 3 |
| **Total credits** | | | **32** |

* Enhancement course unit - 02 credits are allocated

**Table 03:**
**Programme Structure for Semester 1**

| No. | Course Code | Course Name | Credit Value |
|-----|-------------|-------------|--------------|
| 1 | MED 1012 | Theoretical Foundations of Education | 2 |
| 2 | MED 1023 | Advanced Educational Psychology | 3 |
| 3 | MED 1032 | Teacher Education | 2 |
| 4 | MED 1043 | Research Methodology | 3 |
| 5 | MED 1052 | Curriculum Studies | 2 |
| 6 | MED 1062 | Information and Communication Technology | 2 |
| | **Total Credits for Semester I:** | | **14** |

**Table 04:**
**Programme Structure for Semester 2**

| No. | Course Code | Course Name | Credit Value |
|-----|-------------|-------------|--------------|
| 1 | MED 2073 | Evaluation of Educational Dimensions | 3 |
| 2 | MED 2083 | Problems and issues in Contemporary Education | 3 |
| 3 | MED 2093 | Education Management | 3 |
| 4 | MED 2102 | Inclusive Education | 2 |
| 5 | MED 2112 | Personal and Professional Development | 2* |
| 6 | MED 2122 | Internship | 2 |
| 7 | MED 2133 | Dissertation | 3 |
| | **Total Credits for Semester II:** | | **18** |

## 6.2 Types of Course Units

The course units of the MEd programme are divided into three: theoretical, enhancement and research.

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

Enhancement course unit gives broader and contemporary outlook to the candidates regarding personal and professional development in their mission of teaching and educational leadership.

Research is to demonstrate a sound grasp of research methodology, to absorb the current trends in the field of education and to adopt the innovations.

## 6.3 Credits and Hours: Volume of Learning

For theoretical course units one credit is equivalent to 50 notional hours of which maximum of 15 hours are allocated for face to face sessions (lectures and tutorials) and remaining 35 hours are for independent learning. For research project and internship, according to the SLQF one credit is considered equivalent to a minimum of 100 notional hours. Therefore a sum total of 1850

notional hours are envisaged for this postgraduate degree programme.

**Table 05:**
**Details of Credits and Hours**

| Description | Credits | Notional Hours |
|---|---|---|
| 05 Theoretical Course Units with 02 Credits | 10 Credits | 500 |
| 05 Theoretical Course Units with 05 Credits | 15 Credits | 750 |
| 01 Enhancement Course Unit with 02 Credits | 02 Credits | 100 |
| 01 Internship | 02 Credits | 200 |
| 01 Research Course Unit | 03 Credits | 300 |
| Total | 32 credits | 1850 |

**6.4    Course Code**

The following diagram illustrates the details of the course code.

A four digit number is assigned to each course, explaining thus:

MED - Master of Education;

1st digit refers to the Semester;

2nd & 3rd refer to serial number of the course;

4th digit denotes the credit value of the course.
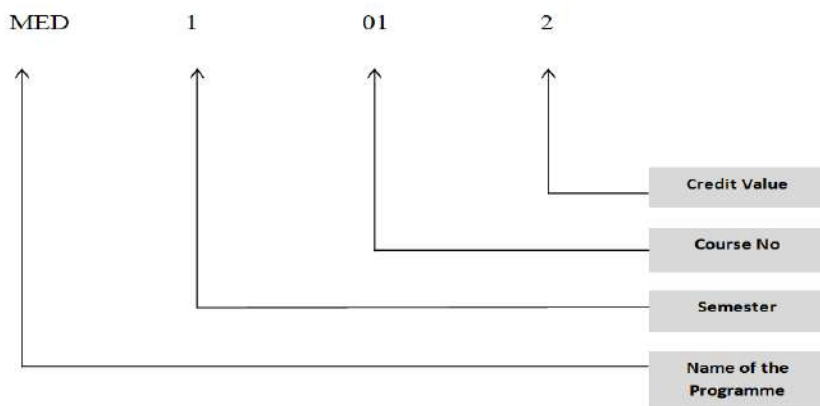
**Figure 02: Illustration of the Course Code**

7. **Evaluation Methods**

Final evaluation for each course unit shall incorporate two components for theoretical courses other than for internship and dissertation:

**In Course Assessment / Formative Assessment**

In Course assessments shall be in the form of class tests, individual written assignments, individual presentations and group presentations. The number of assignments shall be a minimum of 02 for a two credit course units, and 03 for a 03 credit course units. An average 30% will be assigned out of 100%.

**End Course Assessment / Summative Assessment**

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

7.1 **Blue Print of the Assessment**

The purpose of the assessment blueprint is to bring clarity about the process of connecting the questions of the assessment to the POs and ILOs of the courses. Also the blueprint will show how the levels of attainment prescribed by Bloom's Taxonomy are assessed. The detailed blue print for each course unit contains the duration, structure, instructions on the number of questions and choices.

The composition for a **three hour** paper (03 credit course units) is briefed below:

Objective type questions 20 numbers: 01 mark each    = 20 marks

Structured type questions 10 numbers:  03 marks each = 30 marks

Short essay type questions 05 numbers: 10 marks each = 50 marks

The composition for a **two hour** paper (02 credit course units) is briefed below:

Objective type questions   10 numbers:   01 mark each   = 10 marks
Structured type questions   12 numbers:   03 marks each = 36 marks
Short essay type questions   06 numbers:   09 marks each = 54 marks

## 7.2    Evaluation Scheme for Dissertation

The evaluation of dissertation shall be as follows:
Evaluation of the proposal presentation: 10 %
Evaluation of the dissertation by the evaluators: 60 %
Evaluation of the final presentation: 30 %

## 7.3   Calculation of Grade Point Average (GPA)

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

Overall Grade Point Average (OGPA) will be calculated as OGPA =

$$\frac{\sum_i C_i \, G_i}{\sum C_i}$$

Where Ci and Gi are the Credit value and the Grade Point Value respectively of the $i$ th Course Unit.

**Table 06:**
**Scheme of Grading (Grades / Grade Points / Marks Ranges)**

| Marks Range | Grade | Grade Point Value (GVP) |
|---|---|---|
| 80-100 | A+ | 4.00 |
| 75-79 | A | 4.00 |
| 70-74 | A- | 3.70 |
| 65-69 | B+ | 3.30 |
| 60-64 | B | 3.00 |
| 55-59 | B- | 2.70 |
| 50-54 | C+ | 2.30 |
| 45-49 | C | 2.00 |
| 40-44 | C- | 1.70 |
| 35-39 | D+ | 1.30 |
| 30-34 | D | 1.00 |
| 00-29 | E | 0.00 |

## 7.4    Award of Degree

A student who has fulfilled the following requirements is deemed to have satisfied the conditions for the award of a Master of Education Degree:

1.    Grade Point Average (OGPA) not less than **2.30**
2.    Grade of **C+** or above in all course units

## 7.5    Cut –off levels of OGPA for Awarding Classes

**First Class**: A student who has fulfilled the criteria for the award of the degree and completed the programme in one sitting will be awarded a **First Class** if he /she obtains a OGPA greater or equal to 3.70 (OGPA ≥ 3.70).

**Second Upper**: A student who has fulfilled the criteria for the award of the degree and completed the programme in one sitting will be awarded a **Second Upper** if he/she obtains a OGPA greater or equal to 3.30 and less than 3.70. (3.30 ≤ OGPA < 3.70).

**Second Lower**: A student who has fulfilled the criteria for the award of the degree and completed the programme in one sitting

will be awarded a **Second Lower** if he/she obtains a OGPA greater or equal to 3.00 and less than 3.30. (3.00 ≤ OGPA < 3.30).

**Pass**: A student who has fulfilled the criteria for the award of the degree and completed the programme in one sitting will be awarded a pass if he/she obtains a OGPA not less than 2.30.

### Table 07:
### Summary of Award of Class

| CGPA | Award |
|------|-------|
| 3.70 - 4.00 | First Class |
| 3.30 - 3.69 | Second Class (Upper Division) |
| 3.00 - 3.29 | Second Class (Lower Division) |
| 2.30 - 2.99 | Pass |

### 7.6 Effective Date of Degree

The last date of the written examination shall be considered as the effective date of the degree.

### 7.7 Repeat Examination

1. A student who has not reached the minimum requirements for the award of the degree may be allowed to repeat the theory course unit thrice. When repeating, the maximum grade given for a repeat course unit shall be B.
2. A student who obtains more than one C- grade or below shall repeat the particular course unit.
3. Students who fail to sit an examination without authorization or without valid reason shall be treated as failed candidates in the particular course unit.
4. A student who is absent for an examination on medical reasons should submit a valid Medical certificate along with the request letter within two weeks in order to be treated as 1st attempted. The medical certificate should be recommended by the University Medical Officer.
5. The repeat candidates shall not be eligible for class
6. In the case of repeat candidates / absentees, marks obtained for continuous assessments shall be carried forward for the next examination.

7. The candidate who failed to submit dissertation or failed in dissertation need to be repeated in the next available attempt.
8. Students who failed the semester end examination shall appear again at the next available exam.
9. Any student will not be allowed to repeat a course unit more than three times.

## Structure and syllabi of the Course

| S.No | Code No. | Title of Course Unit | Credits |
|------|----------|----------------------|---------|
| **Semester I** | | | |
| 1 | MED 11012 | Theoretical Foundations of Education | 2 |
| 2 | MED 11023 | Advanced Educational Psychology | 3 |
| 3 | MED 11032 | Teacher Education | 2 |
| 4 | MED 11043 | Research Methodology | 3 |
| 5 | MED 11052 | Curriculum Studies | 2 |
| 6 | MED 11062 | Information and Communication Technology | 2 |
| **TOTAL CREDITS** | | | **14** |
| **Semester II** | | | |
| 7 | MED 12073 | Evaluation of Educational Dimensions | 3 |
| 8 | MED 12083 | Problems and issues in Contemporary Education | 3 |
| 9 | MED 12093 | Education Management | 3 |
| 10 | MED 12102 | Inclusive Education | 2 |
| 11 | MED 12112 | Internship | 2 |
| 12 | MED 12123 | Dissertation | 3 |
| 13 | MED 12132 | Personal and Professional Development | 2* |
| **TOTAL CREDITS** | | | **16+2** |

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

# SYLLABI

| Course Title | Theoretical Foundations of Education | | |
|---|---|---|---|
| Course Code | MED 11012 | | |
| Credit Value | 2 | | |
| Hourly Breakdown | Theory | Practical | Independent learning |
| | 30 | - | 70 |

**Course Aim:**

- Provide  knowledge philosophical ideas about Educational development and its historical influences
- Impart knowledge on philosophical ideas about Education developed over a considerable period

**Intended Learning Outcomes(ILOs)**

- Interpret the relationship between Education and Philosophy.
- Describe the contribution of Social Institutions towards moral and ethical development among children
- Express the contributions by different schools of thought to education activities in schools
- List the Educational Theories of Philosophers and apply them in their classroom teaching.
- Examine the outcomes of democratic education in schools

**Course contents**

**Philosophy and Educational Philosophy :** Definition and scope; Meanings of philosophy ;Relationship between Philosophy and Education

**Educational Sociology:** Definition and scope; Fostering a community of learners; Social constructivist approaches

**Education as a social institution:** The meaning of social institution; Role of schools in the social order; Education and culture; Individual and Social aims in education

**Contributions of classical school of thoughts:** Idealism; Naturalism; Pragmatism; Realism

**Contributions of modern schools of thoughts:** Existentialism; Progressivism; Reconstructionism; Materialism

**Democracy and Education:** Meanings of democracy; Objectives of democratic education; Method of teaching in democracy; Limitation of democracy

**School, Home and community as partners to students learning:** Scaffolding; Cognitive apprenticeship; Cooperative learning; Interaction of decision making

**Relevance of Educational thinkers for the society:** Swami Vivekananda; Mahathma Gandhi; Paulo Freire; Ivan Illich

| Teaching Learning Methods | |
|---|---|
| Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning | |
| **Evaluation Methods** | Semester end examination      70 marks |
| | In course assessment      30 Marks |

**Recommended readings**

கருணாநிதி,மா.(2008) *கல்விச் சமூகவியல்.* கொழும்பு: குமரன் புத்தக இல்லம்

சண்முகநாதன்,கு.(2015) *கல்விமெய்யியல்.* .யாழ்ப்பாணம்: ஆசிரியர் வாண்மைவிருத்திநிறுவனம்

சந்திரசேகரம்,சோ.(2012) *கல்வியியற் சிந்தனைகள்,*கொழும்பு: சேமமடுபதிப்பகம்.

சந்திரசேகரம்,ப.(2011) *கல்வித் தத்துவம்.* 2ம் பதிப்பு. கொழும்பு: சேமமடுபதிப்பகம்

Dorothy Westby-Gibson, (1965) *Social Perspectives on Education.* New York: John Wiley & Sons.

Preminath, T. (1990) *The Bases of Education.* New Delhi: Chand & company Ltd

Seetharamu. S. (2002) *Philosophies of Education.* New Delhi: Ashish Publishing House

Srinibas Bhatta Charya,(2002) *Foundations of Education.* New Delhi: Atlantic publishers and Distributors.

| Course Title | Advanced Educational Psychology | | |
|---|---|---|---|
| **Course Code** | **MED 11023** | | |
| **Credit Value** | **3** | | |
| **Hourly Breakdown** | **Theory** | **Practical** | **Independent learning** |
| | **45** | **-** | **105** |

**Course Aim:**
- Provide knowledge on importance of psychology in Education and develop skills related to aspects of human development.
- Impart knowledge on ways of learning in real life situations and develop interpersonal relationships in the facilitation of learning.

**Intended Learning Outcomes (ILOs)**
- Define the term of Psychology and Educational Psychology
- Examine the importance of psychology in Education
- Develop skills related to aspects of human development.
- Explain the strategies to understand development in the cognitive, affective and psycho-motor domains.
- Describe the strategies to develop the total personality of the child
- list the various educational activities which foster the process of learning
- Illustrate the characteristics of positive learning environment
- Apply the appropriate instructional technology in classroom
- Explain the relevant psychological concepts and principles towards successful implementation of school guidance and counseling services

**Course contents**

**Psychology and Educational Psychology:** Definition and Scope**;** Methods of Psychological Studies**;** Relevance to Education; Motivation &amp; motivational strategies

**Child Development and Personality Development:** Biological and Physical development**;** Social & Emotional development**;** Personality Development:- personality theories-facets of personality development- Development of leadership quality**;** Learner differences

**Cognitive Development:** Views of Jean Piaget, Jerome S Bruner, Noam Vigotsky**;** Critical thinking**;** Language development**;** Memory strategies**;** Meta cognition

**Key Learning Theories:** Cognitive**;** Behaviourist**;** Humanistic**;** Social

**Adult Learning:** Conceptions**;** An Andragogical theory**;** Critical theory of Adult Learning and Education**;** A charter for Andragogy.

**Recent Views on Learning:** Information-processing models**;** Robert M. Gagne's views**;** Competency based education**;** Information technology and its relevance to education**;** Evaluation of learning outcomes.

**Instructional Technology:** Psychological and sociological bases of teaching approaches in the light of the various theories of learning; The Different teaching methods that could be practiced; Instructional design.

**Learning from Experience:** Experience as basic stimulus for learning**;** Construction of experience**;** Learning as a holistic process**;** Social and cultural construction of learning**;** Influence of socio-emotional context on learning**;** Constructivist views of learning; Creating Learning Environments

**Guidance and Counselling:** Concepts of Guidance and Counselling**;** Need for Guidance and Counselling in schools**;** psychological theories supporting Guidance and Counselling**;** Role of teacher in promoting Guidance and Counselling services in schools

**Teaching Learning Methods**

Lectures,  Tutorial discussion, Visual presentations,  e-based based teaching-learning, Open Educational resources and Problem based learning

| **Evaluation Methods** | Semester end examination | 70 marks |
|---|---|---|
| | In course  assessment | 30 Marks |

**Recommended readings**

Aggarwal,J.C. (2014) Essentials of Educational Psychology (3 rd rev. ed.) New Delhi: Vikas Publishing PVT LTD

Bigge,M.L.,&; Shermis,S.S. (2004) Learning theories for teachers (6 th ed.). Boston: Pearson

Chauhan,S.S. Advanced Educational Psychology.( 7 th ed.)New Delhi: Vikas Publishing House PVT LTD

Slavin. R.E. (2012) Educational Psychology: Theory and Practice (10 th ed.). Boston: Pearson

சந்தானம், எஸ். கணபதி, வி. (2014) கல்வி உளவியல். சென்னை:சாந்தா பப்பிளி'ர்ஸ்

சின்னத்தம்பி,க (2007) அறிகைத் தொழிற்பாடுகளும் ஆசிரியரும், இடைக்காடு: நாகம்மா வெளியீடு

முத்துலிங்கம், ச. (2012) கல்வி உளவியல். கொழும்பு: சேமமடு பதிப்பகம்

வைத்தீஸ்வரன், சி.ந. (2003) மொழி பெயர்ப்பு.மொன்ரிசோரி அம்மையாரின் குழந்தைமை புதிரும்

அற்புதமும். சென்னை: சாகரம்

ஜெயராசா, ச.(2011) குழந்தை உளவியலும் கல்வியும் கொழும்பு: சேமமடு பதிப்பகம்

| Course Title | Teacher Education |
|---|---|
| Course Code | MED 11032 |
| Credit Value | 2 |

| Hourly Breakdown | Theory | Practical | Independent learning |
|---|---|---|---|
| | 30 | - | 70 |

**Course Aim:**
- Provide depth knowledge regarding the concept of Teacher education
- Impart the knowledge and skills regarding different teaching methods, techniques and approaches

**Intended Learning Outcomes(ILOs)**
- State the various aspects of teacher education
- Describe the various methods, techniques and approaches in teacher education
- Differentiate the pre service and in service teacher training
- Express the merits and demerits in the different types of teacher education
- Interpret the new trends and innovations in teacher education
- Evaluate the present teacher education approaches through short research activities

**Course contents**

**Nature of Teacher Education:** Meaning and objectives of Teacher Education; Pre-service Teacher Education; In-service /continuing Teacher Education; Institutions for Teacher Education

**Teaching as a Profession:** Meaning of profession; Characteristics of a profession;

Professional Development of Teachers; Teacher burn – out; Teacher Recruitment in Sri Lanka

**Provisions for Teacher Education:** Initial Teacher Development; Block Teaching; Teaching Practice/Practicum; Mentoring

**Methods, Techniques and Approaches:** Traditional Teacher Education; Distance Teacher Education; School-based Teacher Education; e-learning; Reflective Practice

**New Trends in Teacher Education:** Nature and scope of Research in Teacher Education in Sri Lanka; Action Research; Teacher Appraisal; Innovations in Teacher Education at Local and International Level;

Teacher Empowerment

| Teaching Learning Methods | | | |
|---|---|---|---|
| Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning | | | |
| **Evaluation Methods** | Semester end examination | | 70 marks |
| | In course assessment | | 30 Marks |

**Recommended readings**

Khatun,R., & Mishra,S.(2018) Teacher Education in the 21st Century, New Delhi: ABS Books

Mohan,R. (2011) Teacher Education (1 st ed.), New Delhi: Prentice Hall of India

Mete,J., Roy,J., & Chowdhury, A. (2019) Teacher Education Modern Period.New Delhi: Kunal Books

ரஞ்சித் குமாரசிறி. (2009) அதிவிசேடஆசிரியர்களாகுங்கள்,மத்தேகொட: இலங்கைதேசிய நூலகம்.

நவரட்ணம், உ.(2002) *வகுப்பறையில் ஆசிரியவாண்மை.* கொழும்பு: ஏ.ஜே.அச்சகம்.

கினிகே, ஐ.எல்.(2010) *தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்,*

| Course Title | Research methodology | | |
|---|---|---|---|
| Course Code | MED 11043 | | |
| Credit Value | 3 | | |
| Hourly Breakdown | Theory | Practical | Independent learning |
| | 45 | - | 105 |
| **Course Aim**: | | | |
| <ul><li>Impart knowledge of academic research in Education context</li><li>Introduce the skills and techniques in academic research in Education context</li></ul> | | | |

**Intended Learning Outcomes(ILOs)**

- Describe the importance of research in Education
- Identify researchable problems and to formulate accessible research
- State the research questions/objectives of the research
- Construct a research design
- Construct proper tools of data collection
- Engage in the collection of relevant data
- Recognize the ethical principles of research

**Course contents**

**The Nature and Scope of Educational Inquiry:** Research as a Systematic Inquiry; Concept of educational research; Objectives of research; Types of research; Qualitative research versus quantitative research; The research process; Ethics in Educational research

**Identification of a Research Problem:** Selection and statement of the research problem; Defining the problem; Variables and operational definition; Research Objectives and Research questions; Hypotheses

**The Review of the Literature:** Importance of Review of Literature to research; Literature related to relevant field of study; Literature related to relevant research findings; Types of references and related resources; Steps involved in literature review; Interpreting and using information

**Research Design:** Meaning, Needs and Features of a research design; Important concepts relating to research design; Different research designs; Constructing research designs.

**Populations and Samples:** Populations versus Samples; Need for Sampling; The process of selecting a Sample; Probability and non-probability sampling; Characteristics of a good sample design.

**Data collection Techniques:** Questionnaire; Interview; Observation; Field notes; Discussion; Tests; Journals and Artifacts.

**Data Representation and Analysis:** Primary and Secondary data; Processing operations; Elements/Types of analysis; Qualitative versus quantitative data representation and analysis; Combining quantitative and qualitative research.

**Research Proposal and Research Report:** Structure of research proposal; Structure of research report; Criteria for evaluating research Proposals and research reports.

**Teaching Learning Methods**

Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning

| Evaluation Methods | Semester end examination | 70 marks |
|---|---|---|
| | In course assessment | 30 Marks |

**Recommended readings**

அருள்மொழி, செ.(2008) *கல்வி ஆய்வு முறைகள்.* மட்டக்களப்பு: திருமதி. சத்தியா அருள்மொழி

பெரியகருப்பன், தமிழண்ணல் இராம., இலக்குமணன். (2004) *ஆய்வியல் அறிமுகம்* (8 ஆம் பதிப்பு). மதுரை: செல்லப்பா பதிப்பகம்

சின்னத்தம்பி, க, (2011)*கல்வி ஆய்வியல்* (2ம் பதிப்பு). கொழும்பு: சேமமடுபதிப்பகம்.

தனராஜ்,தை.(2005) *செயல்வழி ஆய்வு ஓர் அறிமுகம்.* கொழும்பு: குமரன் புத்தக இல்லம்.

ஐவ்பர்,ப.கா. (2009) *கல்வியியல் ஆய்வின் இயல்புகள்.* கொழும்பு: குமரன் புத்தக இல்லம்

Burns, Robert.B. (2000) *Introduction to research methods*. New Delhi: Sage Publications India Pvt.Ltd.

Cohen,L., Manion,L., & Morrison,K. (2011) *Research Methods in Education* (7th ed.) London: Routledge/Falmer

| Course Title | Curriculum Studies | | |
|---|---|---|---|
| Course Code | MED 11052 | | |
| Credit Value | 2 | | |
| Hourly Breakdown | Theory | Practical | Independent learning |
| | 30 | - | 70 |

**Course Aim:**
- Provide knowledge in research, teaching and for educators who aspire for leadership in positions dealing with curriculum development, implementation, evaluation and supervision

**Intended Learning Outcomes(ILOs)**
- Describe the different concepts and theories of curriculum,
- Apply the basics of curriculum development to improve efficiency in the school system
- Practice knowledge on managerial aspects in curriculum
- Recognize the needs for change in curriculum, and incorporating them
- State the differences among the various types of curriculum.
- Describe different patterns of curriculum and evaluation methods to achieve the desired goals
- Identify the major role of the master teacher and the teachers in the services of implementing the curriculum
- Evaluate the curriculum development of Sri Lanka

**Course contents**
**Concept and Theories of curriculum:** The definition of curriculum; Aims and objectives of curriculum; various ideologies.
**Curriculum Designing:** Objectives of Curriculum designing; Factors influencing the curriculum designing and curriculum changes.

**Curriculum Management:** Managing culture; Curriculum Management; Efficiency, effectiveness and Optimization of quality.

**Curriculum Implementation and Evaluation:** Role of the master teachers, ISA, Sectional heads and teachers; Resources available for implementation; Evaluation at school, and National level.

**Patterns of Curriculum:** The subject centered, Activity centered, Integrated and Balanced curriculum.

**Models of Curriculum:** Objective, Process and Situational models

**Curriculum Development in Sri Lanka:** Policy and changes; Recent trends in curriculum developments: Primary, Secondary, tertiary, and professional education.

**Teaching Learning Methods**

Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning

| **Evaluation Methods** | Semester end examination | 70 marks |
|---|---|---|
| | In course assessment | 30 Marks |

| **Course Title** | **Information Communication Technology** | | |
|---|---|---|---|
| **Course Code** | MED 11062 | | |
| **Credit Value** | **2** | | |
| **Hourly Breakdown** | **Theory** | **Practical** | **Independent learning** |
| | **15** | **15** | **55** |

**Course Objective:**
- Provide the basic knowledge of **ICT** and to present trends in ICT
- Develop specialized skills for Teaching ICT

**Intended Learning Outcomes(ILOs)**
- Identify the requirements of a computer to be connected to a network/ Internet
- Demonstrate the techniques of searching information on the Internet
- Use online tools to improve the quality of their electronic works
- Use a spread sheet package to enter data in a tabulated manner, sort the data to a required format, use suitable functions to do calculations, prepare summary/ chart and convert them to a required format.
- Prepare an electronic presentation using presentation software considering need of the targeted audience
- Identify the repositories in the Internet for getting the information they need
- Create a course in an LMS

**Course Contents**

**Adding a Computer to a Network/ Connecting to Internet:** Brief introduction to a network; Identifying connectivity devices; Checking necessary drivers/ software / connectivity

**Creating a document using a Word Processing Software:** Typing/Editing text/ content and saving; "Find and Replace"; inserting table/ chart/objects; Using "Fonts" and "Unicode"

**Formatting the document:** Page set up**;** Styles**;** Sections and breaks**;** Numbering and page numbers; Table of contents and figures; Saving options

**Entering /Editing data in spread sheet software:** Choosing correct category of data; Save options/ Import/ Export/ Validating data; Sorting/Subtotal/ Filters; Pivot Tables/ charts; Functions; Printing the sheet/ part of the sheet

**Preparing and presenting slides:** Inserting slide and contents / Saving; Slide size /Layout /Themes; Animation/ Slide transition; Slide show/ Custom show; Printing slides/ Save options

**Working with a statistical package:** Selecting a suitable Statistical Package; Preparing a new file to enter data / Validating; Views; Import/Export Data; Compute/ Recode variables; Select Cases; Graphs; Finding values for statistical measures/ Analyzing data; Handling the output file produced;

**Using the Internet / Network for Education:** Communication software; Search engines and Searching Techniques; Storage on the Internet/ Sharing resources

**Learning Management System:** Introduction to LMS; Choosing a suitable platform depending on the need and available resources; Creating a "Class" in Google classroom/ inviting student to the class/ adding contents in different forms; Preparing/ scheduling/ evaluating an online exam

**Teaching Learning Methods**

Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning

| Evaluation Methods | Semester end examination | 70 marks |
|---|---|---|
| |     - written test 35 | |
| |     - practical    35 | |
| | In course assessment | 30 Marks |

**Recommended readings**

Andy Field (2009) *Discovering Statistics using SPSS* New Delhi: SAGE Publications Ltd.

*Microsoft Office 2013 Bible*, Lisa A, Bucki . [et al] New Jersey, New John Wiley & Sons, 2013

| Course Title | Evaluation of Educational Dimensions | | |
|---|---|---|---|
| Course Code | MED 12073 | | |
| Credit Value | 3 | | |
| Hourly | Theory | Practical | Independent learning |

| Breakdown | 45 | - | 105 |
|---|---|---|---|

**Course Aim:**
- Impart knowledge in building an educational programme
- Develop skills in assessing its achievements and improve upon its effectiveness

**Intended Learning Outcomes(ILOs)**

- Differentiate the basic concepts in measurement, assessment and evaluation
- Recognize the importance of assessment in the process of learning
- State the importance of specifying objectives in teaching and testing
- List various ways of getting acquainted with different procedures and techniques of assessment with special emphasis on recent trends followed in Sri Lanka
- Describe the characteristic of instruments used for assessment of achievements
- Construct the appropriate assessment tools.

**Course contents**

**Introduction:** Concepts of measurement and evaluation and their types; Relevance of these types to educational practices; Taxonomy of educational objectives and their uses.

**Characteristics of tools for Educational Measurement – Major types and their measurement:** Reliability; Validity; Practicability.

**Measurement of achievement in the Cognitive Domain:** Essay type tests; Objective type tests; Performance type tests; procedure and product.

**Standardization of Achievement tests:** Construction of tests -     Planning, Preparation, Administration, Scoring and Evaluation; Preparation of norms -Class norms, Age norms, Standard scores, Percentiles, Stanines, etc.

**Measurement of Personality characteristics:** Social and Ethical implications of personality testing; Measuring interest and attitudes. Measures and tools, Self-report inventories, Projection techniques.

**Measurement of Aptitudes:** Basic concepts related to aptitudes and its measurement; Measurement of general aptitudes; Measurement of special aptitudes; Uses of aptitude tests.

**Basic statistical concepts and methods used for educational purpose :** Introduction - Needs of interpreting the test scores; Graphical representation of test scores; Measures of central tendency and the variability of a set of test scores; Derived scores; Correlation between two sets of scores; Normalizing the scores.

**Recent trends in Evaluation techniques:** In course Assessment; Continuous assessment; Case study approach.

**Teaching Learning Methods**

Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning

| Evaluation | Semester end examination | 70 marks |
|---|---|---|
| **Methods** | In course assessment | 30 Marks |

**Recommended readings**

அருள்மொழி, செ.(2009) *கற்றலில் அளவீடும் மதிப்பீடும்*. சாய்ந்தமருது: றோயல் ஒவ்செற் பிரின்டேர்ஸ் சின்னத்தம்பி.க, (2017) *கல்வியில் அளவீடும் மதிப்பிடும்* (4ம் பதிப்பு). கொழும்பு: சேமமடுபதிப்பகம்.

Bloom, B.S., et. al. (1956) *Taxonomy of Educational objectives, hand book I; Cognitive Domain* .New York :  David McKay  Bloom, B.S.,Hastings, J.T.,Madaus,G.F.(1971) *Handbook   of  Formative and Summative Evaluation of Student Learning.* New York: McGraw Hill.

Anastasi, Anne,(1988) *Psychological testing* (6th ed.). New York:Prentice Hall

Krathwohl, D.R. et, al (1964) *Taxonomy of Educational Objectives; Handbook II; Affective domain*. New York: McKay.

 Thorndike, R.L.&Hagen, E.P. (1977) *Measurement and Evaluation in Psychology and Education* (4th ed.). New York: John Wiley & Sons.

| Course Title | Problems and Issues in Cotemporary Education |
|---|---|
| Course Code | MED 12083 |
| Credit Value | 3 |

| Hourly Breakdown | Theory | Practical | Independent learning |
|---|---|---|---|
| | 45 | - | 105 |

**Course Aim:**
- Provide in depth knowledge in understanding the important issues facing currently in education
- Impart knowledge on different type of Education.

**Intended Learning Outcomes(ILOs)**

- Explain the concepts and practices of School Education
- Describe the new concepts, trends and the needs for change in University education.
- Analyse the bases, trends and practices of Technical and Vocational Education
- Evaluate the new trends of Teacher education
- Discuss the importance, significance and gender issues in women education
- Justify the needs and social response of special Education
- Discuss the relationship between Education and Development
- Explain the process of internationalization and globalization and its impact on Education

**Course contents**

**General Education:** Concepts and practices of School Education; Structure and Functioning of school system; Transition of school system

**University Education:** Concepts, needs, reforms and trends in university education; Challenges and Achievements of Sri Lankan Universities.

**Technical and Vocational Education:** Bases, trends and practices; Problems in enrolment; Teaching and performance; Linkage to world of work.

**Teacher Education:** Meaning, objectives and institutions of teacher education; Curriculum and teaching – learning processes and their appropriateness; New trends of teacher education in Sri Lanka.

**Women Education:** Importance, significance and Gender issues in women education; women education in various countries; Equity and equality issues.

**Special Education:** Meaning and needs for special education; Social response to special education.

**Education and Development:** Relationship between education and development; Developmental issues; Problems of education in SAARC countries

**Internationalization and Globalization:** Educational programmes , problems and impact on Sri Lanka today.

**Teaching Learning Methods**

Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning

| Evaluation Methods | Semester end examination | 70 marks |
| | In course assessment | 30 Marks |

**Recommended readings**

சந்திரசேகரன்,சோ.(2018) *சமகாலக் கல்விமுறைகளின் சில பரிமாணங்கள்.* கொழும்பு: சேமமடு பதிப்பகம்.

ஜெயராசா,சபா.(2018) *இலங்கையின் கல்வி வரலாறு.* கொழும்பு: சேமமடு பதிப்பகம்.

ஆறுமுகம், வ.(1994) *கல்விப்பாரம்பரியங்கள்.* யாழ்ப்பாணம்: கல்விக்கழகம், யாழ்ப்பாணப் பல்கலைக்கழகம்.

சந்திரசேகரன்,சோ.(2006) *ஒப்பியல் கல்வி.* கொழும்பு- சென்னை: குமரன் புத்தக இல்லம்.

| Course Title | Education Management | | |
|---|---|---|---|
| Course Code | MED 12093 | | |
| Credit Value | 3 | | |
| Hourly Breakdown | Theory | Practical | Independent learning |
| | 45 | - | 105 |

**Course Aim:**
- Provide knowledge in proper training to students in practical functioning managing physical, human, and financial resources in an Educational institution
- Provide skills to plan and prepare various school programmes

**Intended Learning Outcomes(ILOs)**
- Explain the basis of educational management principles
- Describe the concept of school system as an organization
- Analyse the social behavior at group level
- Apply the skills and attitude to manage educational institutions and programmes.
- Operate the managerial and leadership roles at school at a satisfactory level
- Organize various school programmes efficiently, specifically directed towards safety

**Course contents**

**Introduction to Education Management:** Meaning of Education Management; Functions of management; Systems Approach to school Management; Teacher as Managers; Time Management

**School as an Organization:** Theories of Organization; Organizational Structure; Organizational Culture; Organizational Change and Development

**Social Behavior Analysis at Group Level:** Definition and Classification of Group; Group formation; Structure; Leadership; Communication; Individual and Group Decision Making

**Educational Human Resource Management:** HR Planning; HR Information

System; Recruitment; Development of Teachers and Principals; HR Supply and Demand; Performance Appraisal System; Team Building

**Knowledge Management:** Meaning of knowledge Management; Knowledge Management Process; Importance of knowledge Management in Educational Organizations

**Quality Management:** Concept of Quality; Educational Standards; Total Quality Management; Disaster Management

**School Management in Sri Lanka:** Decentralization; Programme of School Improvement(PSI); Role of School Leaders at Different Levels; Teacher Development; School Based Teacher Development (SBTD)

**Education Staff:** Recruitment of Education staff; Teacher Education; Professional Development of Teachers, Principals, Teacher Educators and SLEAS officers; Services in Education Sector – SLTS/SLTES/SLPS/SLTPS/SLEAS.

| **Teaching Learning Methods** | | |
|---|---|---|
| Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning | | |
| **Evaluation Methods** | Semester end examination | 70 marks |
| | In course assessment | 30 Marks |

**Recommended readings**

சந்திரசேகரன்,சோ.,கருணாநிதி,மா.(2008). *அறிவுசார் பொருளாதாரமும் கல்வியும்.* கொழும்பு: சேமமடுபதிப்பகம். சந்திரசேகரன்,சோ.,சின்னத்தம்பி,மா. (2002) *கல்வியும் மனிதவள விருத்தியும்.* கொழும்பு: எஸ். எச் பிரின்டர்ஸ்

சின்னத்தம்பி,மா.(2016).*ஆசிரிய முகாமைத்துவம்,* கொழும்பு: குமரன் புத்தக இல்லம் செல்வராஜா,மா.(1995) *கல்விக் கொள்கையும் முகாமைத்துவமும்.* மட்டக்களப்பு: ஏ.ஜே. பிறிண்டேர்ஸ், புண்ணியமூர்த்தி.(2016).*பாடசாலை முகாமைத்துவம்: கோட்பாடுகளும் பிரயோகங்களும்.* கொழும்பு: சேமமடுபதிப்பகம்.

ஜவ்பர்,ப.கா.(2016) *ஜனநாயக வகுப்பறை முகாமைத்துவம்.* மட்டக்களப்புபு: செரோணிபப்ளிக்கேசன்ஸ்

Sharma.B.M. (2002).*Classroom Administration.* Mumbai: Roshan offset Printers

| **Course Title** | **Fundamentals of Special Education & Inclusive Education** | | |
|---|---|---|---|
| **Course Code** | **MED 12102** | | |
| **Credit Value** | **2** | | |
| **Hourly Breakdown** | **Theory** | **Practical** | **Independent learning** |
| | 30 | - | 70 |
| **Course Aim:** | | | |

- Provide in depth knowledge of individuals with exceptionalities, special education and Inclusive Education
- Develop skills on Teaching Methodology and Techniques in Special Education and Inclusive Education

**Intended Learning Outcomes(ILOs)**

- Describe each of the major categories of exceptionality of children
- Identify similarities and differences among the cognitive, physical, cultural, social, emotional, and communication needs of typical and exceptional individuals.
- Discuss the current issues related to the education of exceptional learners
- Design developmentally appropriate learning opportunities which support the diverse needs of learners
- Apply teaching methods, techniques and systems effectively in the classroom.
- List the various aspects related to conformity of practices by resources outside the school

**Course contents**

**The concept of Inclusive Education:** The concept of inclusive education – foundations and philosophy; Current practices and emerging trends; Impact of inclusive education on Sri Lanka's provision of equitable education for children with diverse and special educational needs

**Education to Students with Special Education Needs:** Concepts of Special Education Needs; Aims of Special Needs Education; Students with Special Education Needs

**Children with special Educational Needs:** Definition; Categories of children with special educational needs;(Visual impairment, Hearing Impairment, Physical impairment, Intellectual Impairment,Autism Spectrum Disorder, Behavior and emotional disorders, Learning disabilities, Speech and language disorders, Gifted and Talented children)

**Inclusive practices in the classroom:** Diverse learning needs in the traditional classroom setup; Differentiated instruction- through content, process and product; making classroom environment to facilitate the differentiated instruction; Role of the teacher in inclusive set up

**Teaching Methodology and Techniques in Special Education:** Special teaching methods specific to different categories of disabilities; Lecture method, Discovery method, Problem-solving method; Assignment method- appropriate to different disabilities; Project method and programmed teaching;

Special approach to gifted and talented; Incorporating Educational Technology for special needs education; Effective use of different teaching techniques in the class room with children with special needs: (story telling, role play, demonstrations, field trips, explanation, observation, exhibition, discussion, questioning, presentation)

**Teacher's Role as a facilitator in the teaching-learning process of children with Special Educational Needs:** Importance of the teacher's role as a facilitator of learning of Children with Special Educational Needs; Teacher's role as a facilitator of learning in planning stage, Implementation stage and Evaluation stage; Use of various student-centred methods of teaching in inclusive classrooms.

**Special Education and Inclusive education in Sri Lanka:** Establishment of Special units in schools;

Specially trained teaching personnel; Classrooms with sufficient facilities suitable for inclusive education; Role of agencies outside the school; Conformity with global

| | trends in inclusive education |
|---|---|

**Teaching Learning Methods**
Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning

| **Evaluation Methods** | Semester end examination | 70 marks |
|---|---|---|
| | In course assessment | 30 Marks |

**Recommended readings**
கிரு்‘ணபிள்ளை, வி.(2012).*வழிகாட்டலும் ஆலோசனையும்*5ம் பதிப்பு, கொழும்பு: சேமமடு பதிப்பகம்.

Anuruddhika,B.G.H. (2014) *Differentiated instruction*. Colombo: Agahas Publication

, A &Birch,S (2015) *Educational Psychology Topics* Hick,P&Kershner ,R

(2009)*Psychology for inclusive education, New Direction in Theory and Practice*.

London:Routledge,

Clline,T , Gulliford *in Applied Psychology* (2nd Edi) NY:Routledge,

| **Course Title** | **Internship in Education** | | |
|---|---|---|---|
| **Course Code** | **MED 12112** | | |
| **Credit Value** | **2** | | |
| **Hourly Breakdown** | **Theory** | **Practical** | **Independent learning** |
| | **10** | **95** | **-** |

**Course Aim:**
- the social climate the class

**Intended Learning Outcomes(ILOs)**
- Provide knowledge and skills in Internship in Education

Develop necessary procedures to study

- Apply strategies and leadership skills for working in organizations
- Engage the community at large, relating to the culture/values of the diverse community, foster open communication
- Employ risk analysis skills related to school administration
- Use technology as a tool in all aspects of the school leadership process, to maintain records and data, to analyze data
- Apply research and best practices in school leadership
- Apply personnel supervision and curricular supervision skills including practices related to human resource management, working with diverse cultures
- Prepare strategic plan for the chosen projects

**Course contents**
 **Introduction:** Meaning of Internship with regard to Education; Need for internship; Types of Internships
**Administrative structure of organizations:** Schools;Schools for students with impairment; Teacher Education Institutions; Zonal and Provincial Education Offices; Other education related institutions
**Early Childhood Education:** Types of institutions; Organization and administration;

Educational activities; Safety and health of children

**Planning of internship:** Strategic planning; Selection of location of internship; Resources; Funding

**Internship in Action:** Preparation for the engagement; Deciding on time frame; Gathering of related information; Maintaining a daily log; Writing a daily journal

**Report writing:** Summary of the contents of the journal; Analysis of the collected data; Writing a report

| Teaching Learning Methods |
|---|
| Lectures, Tutorial discussion, Visual presentations, e-based based teaching-learning, Open Educational resources and Problem based learning |

| Evaluation Methods | Semester end examination 70 marks |
|---|---|
| | - Written exam     - 30 marks |
| | - Report            - 20 marks |
| | - Presentation    - 20 marks |
| | -In course assessment   30 Marks |
| | - strategic plan        -10 |
| | - Journal writing      -20 |

**Recommended readings**

புண்ணியமூர்த்தி. (2016).*பாடசாலை முகாமைத்துவம்: கோட்பாடுகளும் பிரயோகங்களும்*. கொழும்பு: சேமமடு பதிப்பகம்.

கமலநாதன்.தி.(2007).*அதிபரின் வகிபாகம்*. கொழும்பு: பூபாலசிங்கம் புத்தகசாலை.

கலாமணி.த.(2013).*மாற்றம் காணும் கல்விஉலகுடன் இணைதல்*. அல்வாய்: ஜீவநதிவெளியீடு.

சின்னத்தம்பி,மா.(2016).*கல்வியின் அண்மைக்காலப் போக்குகள்*. கொழும்பு: குமரன் புத்தக இல்லம்.*வி*

நித்திலவர்ணன்,ஆ.(2012).*பேண்தகு அபிவிருத்திக்கான கல*, கொழும்பு: சேமமடு பதிப்பகம்

| Course title | Dissertation |
|---|---|
| Course Code | MED 12123 |
| Credit Value | 3 |

| Hourly Breakdown | Theory | Practical | Independent learning |
|---|---|---|---|
| | - | - | 300 |

**Course Aim:**

- Perform the efficient aspect of research project work with a high grade of autonomy and with steady self-assessment
- Develop the various skills related to research

**Intended Learning Outcomes(ILOs)**

- Identify the research problem
- Choose a researchable topic of research
- Prepare a plan of action involving all major steps in a research

- Select appropriate data collection tools and use them
- Collect relevant data using these tools
- Use appropriate techniques for analyzing data
- Interpret the results of analysis
- Prepare a report of the research

**Course contents**

The theoretical aspects related to investigation of a problem, dealt under the course units "Research methodology" and "ICT" are put into practice in this course unit giving due consideration for the following aspects.

**Educational Problems:** Meaning &existence of educational problems: problems as barriers to development; The need to investigate such problems: plan of treatment and that of the report.

**Review of Literature:** A careful study of researches undertaken in the related field

**Research design:** Framing objectives of the study; Stating hypotheses in simple terms; Design the methodology of study; Planning for field study and for the collection of data.

**Data collection:** Means of data collection – specific instruments & their characteristics**;** Appropriate use of primary and secondary sources**.**

**Analyze and findings:** The gathered data are analyzed and solutions are put forward in relations to the hypotheses formulated**.**

**The Report:** Formulation and writing of the final report according to the planned format and compiling to form the dissertation.

**Teaching Learning Methods:**

Discussions, Presentations, Field visits

| Evaluation Methods | a. Evaluation of the presentation of the proposal  10 % |
| --- | --- |
| | b. Evaluation of the dissertation by the evaluator  60 % |
| | c. Evaluation of the final presentation                    30 % |

**Recommended readings**

அருள்மொழி, செ.(2008) *கல்வி ஆய்வுமுறைகள்.* மட்டக்களப்பு: திருமதி சத்தியா அருள்மொழி
பெரியகருப்பன், தமிழண்ணல் இராம., இலக்குமணன். (2004) *ஆய்வியல் அறிமுகம்* (8 ஆம்
பதிப்பு). மதுரை: செல்லப்பா பதிப்பகம்
சின்னத்தம்பி,க, (2011)*கல்வி ஆய்வியல்* (2ம் பதிப்பு). கொழும்பு: சேமமடுபதிப்பகம்.
Burns,Robert.B. (2000) *Introduction to research methods*. New Delhi: Sage Publications
 India Pvt.Ltd.
Cohen,L., Manion,L., &Morrison,K. (2011) *Research Methods in Education* (7th ed.)
London: Routledge/Falmer

| Course Title | Personal and Professional Development | | |
| --- | --- | --- | --- |
| **Course Code** | MED 12132 | | |
| **Credit Value** | 2 | | |
| **Hourly Breakdown** | **Theory** | **Practical** | **Independent learning** |
| | **30** | **-** | **70** |

**Course Aim:**
- Provide knowledge in updating self and lifelong learning, particularly concentrating on goal setting
- Discuss about interpersonal and intrapersonal skills
- Impart depth knowledge about human values, ethics and professionalism.

**Intended Learning Outcomes(ILOs)**
- State the attributes to Know them self
- List the personal and professional goal and align with institutional goal
- Communicate effectively in written and oral modes
- Explain the emotions of a person and others
- Interpret the principles of leadership and team work
- Describe the principles of creative thinking and problems solving
- Contrast the conflict in personal and professional life
- Recognize the principles of attitude, values and professionalism

**Course contents**

**Know thyself:** Knowing thyself; Identify ones personality type; SWOT analysis; Knowing what motives human; Identifying the personal and professional achievement

**Goal setting:** Understand vision, mission, goal, strategy and action plan. Creating personal and professional vision, mission, goal, strategy and action plans.

**Time management**: Principles of time and energy management; effective utilization of time and energy

**Effective communication:** The meaning and principles of communication; effective written communication; Effective presentation; nonverbal communication

**Emotional intelligence:** Aware of one's emotion; regulate the emotion; feels the other's emotions and maintain effective relationship

**Leadership and teamwork:** Principles of leadership; types of leadership; principles of team; team dynamic

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

**Conflict resolution:** Reasons for conflict; resolve conflict positively.

**Attitude, values and professionalism:** Principles of attitude, values and professionalism; human behavior

**Reflecting:** Principles of reflection; lifelong learning from reflection

**Teaching Learning Methods**

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

| Evaluation Methods | Portfolio viva |
|---|---|
| | - Portfolio documents- 50 marks |
| | - Viva voce examination- 50 marks |

**Recommended readings**

Covey, Stephen R (1989) *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Simon and Schuster

John Adair (2009). *Effective Time Management: How to Save Time and Spend It Wisely*. Pan Publishing

## Annexure –I

### MED 12112: Internship

Internship is a practical experience opportunity offered to the students to learn the practical impact of their study and gives them an opportunity to apply their theoretical knowledge. Inclusion of this course unit is aimed at affording the student an opportunity to meet people already working in the field, gain valuable references, and get exposure to the working environment.

The course is expected to provide the students with opportunities to attain the capability to maintain appropriate standards of self-presentation, time management and communication. Through this course unit the students are given the chance to exhibit their skills, talents, commitment, and values.

The course unit spreads over two credit hours distributed for action in the following manner. Lectures, discussions and presentations of major concepts and principals involved in internship occupy 1credit hours (15 hours). Activities of In-plant experiences (field work) occupy one credit hours (not less than 50 notional hours). Each student is expected to engage in two different types of internship, ending up with the submission of a report on each of the selected type.

## Annexure –II

### MED 12123: Dissertation

This course unit involves student's activities throughout the academic year under the guidance of a Supervisor appointed by the Dean, Faculty of Graduate Studies, and terminates with the submission of a dissertation on the last day of Semester II examination. Students will be required to carry out this assignment on an approved topic pertaining to Education in consultation with their respective supervisors.

The approval of the topic shall be made on the presentation of the proposal by the student.

Although this course unit is considered a component of Semester II, students are advised to start work on the dissertation with the beginning of their Academic year and guidance is provided accordingly.

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 shall be the last day of the final examination.

# Format of Dissertation – Methods of Production
## Master of Education

Candidates are expected to follow the guide lines given below regarding Dissertation:

- ❖ Use A4 size Photocopy Paper 80 grams – (210 mm x 297 mm) for printing the dissertation. One type of paper should be used throughout the dissertation.
- ❖ All type should be on one side of the paper.
- ❖ Use "Bamini" font for typing, and Times New Roman for terms in English
- ❖ Font size should be 12 for the text and 14 for the sub heading, and 16 for the heading. Maintain consistency of the font size of text, heading and sub heading throughout the dissertation. On the title page the font size should be 16.
- ❖ Use 1 ½ spacing between the lines and 2 for sub headings.
- ❖ Do not justify the right margin.
- ❖ Indent the first line of every paragraph 5-7 spaces using the tab function.
- ❖ Follow the Harvard referencing system
- ❖ Top, Bottom and Right margins should be 1" (25 mm). Leave 1.5" (38 mm) for the left margins to facilitate binding.
- ❖ Numbering the pages.
    - Page number should be placed 10 mm below the midpoint of the bottom of the edge of the page.
    - The front matters or the preliminaries should be numbered in lower case Roman numbers. The numbering should begin from 'ii'. The title page should be counted as 'i', however the number should not be typed on the title page.
    - The full text should be numbered in Arabic numbers beginning with '1'. Numbering the pages should continue till the last page (including bibliography and annexure)
- ❖ The dissertation should be between from 80 to 120 pages, unless prior permission to exceed has been given by the Board of Graduate Studies on the recommendation of the Supervisor. But title, table of content, acknowledgement, pages for table, diagrams and appendix should be excluded. Appendices should be annexed after the bibliography.
- ❖ Final Binding
    Green coloured cover
- ❖ Front Cover format:

|        |            |
|--------|------------|
| Top    | -Full title |
| Middle | - Full name of Candidate (author) & Registration Number |
| Bottom - | Master of Education |
|        | Faculty of Graduate Studies |
|        | University of Jaffna |
|        | Sri Lanka |
|        | 20… |

The order of the section should be as follows:

- ❋ Blank page (The first and last leaf should be blank and thick quality of paper)
- ❋ Title page in Tamil
- ❋ Title page in English
- ❋ Declaration
- ❋ Acknowledgment
- ❋ Abstract (not more than 300 words)
- ❋ Following pages should be for the Table of Contents, List of Tables, figures and plates, list of Illustration, List of Abbreviation and symbols if any.
- ❋ Body of the text
- ❋ Appendices, if any should follow the references.

Title Page

This page should include the following:

- ❖ Title of the Dissertation
- ❖ Name and the registration number of the Candidate
- ❖ Name of the course and the year
- ❖ Name of Supervisor
- ❖ Name of the Faculty and the University

Eg.

|        |            |
|--------|------------|
| Top -  | Full title |
|        | By |
| Middle | - Full name of Candidate (author) & Registration Number |

இவ் ஆய்வறிக்கை கல்வியியல் முதுமாணி இறுதிப் பரீட்சை— 20… இன் தேவையினை பூர்த்தி செய்கின்ற ஓர் அலகாக யாழ்ப்பாணப் பல்கலைக்கழக உயர்பட்டப்படிப்புகள் பீடத்திற்கு சமர்ப்பிக்கப்படுகின்றது.

|        |            |
|--------|------------|
| Supervisor- | Name |
| Bottom  - | கல்வியியல் முதுமாணி |

**Annexure –III**

**Highlights of the revised Format** of **Master of Education (SLQF Level 9)**

Significant changes/deviations from the existing curricula are:

1. The structure and the syllabi of the revised format adhere to SLQF (level 9) criteria and suggestions made therein.

2. The Course Codes are numbered according to a system explained therein.

3. Existing MED  course of 40 Credits  has been designed to 30 credits

4. Sequencing the courses is made on the principle of fitness for the purpose

5. Courses MED 10203 - Psychological Foundations of Education MED 10303 - Theories and Process of Learning have been merged and redesigned to create the course MED 11023  Advanced Educational Psychology

6. MED 10603 - Educational and Academic Management  has been renamed and redesigned as  MED 12093 Education Management

7. Four new courses viz: 11032: Teacher Education, MED 11062: Information and Communication Technology, MED 12102: Inclusive Education and MED 12112: Internship have been created and included in the revised form.

8. Scheme of Assessment & Evaluation is specified for each course

9. Suggested Readings are provided for each course.

10. Hourly distribution of Notional hours for each course is indicated as per suggestions in the SLQF handbook.

   One of the major principles considered in the revision of the curriculum is elevating the standard of the degree thus raising the quality of the teacher.

**Annexure –IV**

**Members of the committee for the revision of the MED Curriculum**

1. Dr.(Mrs) T. Rasanayagam, Head/ Education (Convenor)
2. Mr. K.Sinnathamby,  Rtd. Prof.
3. Prof. K.Kandasamy, C.A., University of Jaffna
4. Mr. A.Nithlavarnan, Senior Lecturer, Dept. of Education
5. Dr. T.Kalamany, Retd. Senior Lecturer
6. Mr. S.Uthayakumar, PDE/Northern Province