UNIVERSITY OF JAFFNA
SRI LANKA

POSTGRADUATE DIPLOMA IN EDUCATION

REVISED CURRICULUM

NOVEMBER, 2021

FACULTY OF GRADUATE STUDIES

1. Preamble

The establishment of a full-fledged University in Jaffna had been a long standing aspiration of the people of Jaffna. This was fulfilled when a campus of the University of Sri Lanka was established in 1974 by an order made by the Honorable Minister of Education. The campus became an independent and autonomous University bearing the name University of Jaffna (UoJ) on January 01, 1979.

The Department of Education did start functioning at the University of Jaffna on 15th October 1980 with the transfer of 45 full timePostgraduate Diploma in Education (PGDE) Students and five academic staff from Faculty of Education, University of Colombo. There after PGDE course further strengthened bybeginning a part time course in 1981.

ThePGDE course was extended to Vavuniya in 2002 and being conductedby the Faculty of Graduate Studies, University of Jaffna. At the same time,the PGDE (Part Time) course – Jaffna Centre is beingconducted by Department of Education, Faculty of Arts. In 1999, the PGDE curriculum underwent aninitial revision. The Faculty of Graduate Studies (FGS) which conductsthe PGDE course at the Vavuniya regional centre, and the Department of Education, University of Jaffna that conducts the PGDE in Jaffna, follow the same curriculum. In this context, the Faculty of Graduate Studies decided to revise the curriculum in order to cater the current needs and the global trends.

2. Needs for Curriculum revision

The existingPGDEcurriculum needed a revision for several reasons. The present revision focused on the following matters:

- to meet the current National and Global requirements
- raising the quality of the degree awarded
- adhering to the requirements of the SLQF
- inclusion of new and relevant materials
- making amendments to existing materials
- omission of redundant materials

3. Educational Objectives

The PGDE program has been specially designed by the Faculty of Graduate Studies, University of Jaffna to develop professional competencies in its graduates to suit for a career in the functional discipline of Education.

Purpose of this qualification is to enhance the capacity of a person with an advanced knowledge in the field of Education to enable working graduates/holders of professional qualifications to advance their knowledge in the field of Education to provide an entry point for further education (Masters and above).

The qualification holders should be able to demonstrate clear understanding of theoretical knowledge together with critical awareness of current issues in the field of Education and apply techniques relevant to the field of Education.

They should also be able to deal with complex issues systematically and creatively, and make sound judgments and communicate decisions clearly to others.

They should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks independently in a professional manner

4. Programme Learning Outcomes

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

PLO1: Demonstrate an advanced level of knowledge and understanding in the field of Education

PLO2: Critically analyze data, make judgments and propose solutions to problems

PLO3: Use efficiently and effectively, practical skills and enquiry within the field of Education

PLO 4: Construct and sustain arguments and use these arguments, ideas and techniques in problem solving.

PLO 5: Demonstrate awareness of the current developments in the field of Education through written and oral communication.

PLO 6: Exercise leadership in the professional environment/work place

PLO 7: Deal with complex issues in a systematic manner and make sound judgments

PLO 8: Construct new hypotheses in the area of specialization and test them in a scientific manner.

PLO 9: Demonstrate self-direction and confidence in solving problems.

PLO 10: Plan and implement tasks at professional and managerial levels.

PLO 11: Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.

PLO 12: Thorough in transferable skills including ICT skills and information literacy.

PLO 13: Ability to work in teams, give leadership and promote social engagement.

PLO 14: Analyse and devise appropriate strategies for adapting to changing environments.

PLO 15: Exercise initiative, personal responsibility and accountability in tasks performed.

PLO 16: Demonstrate positive attitudes and social responsibility.

PLO 17: Clearly identify where one wants to be and develop long term goals accordingly

PLO 18: Undertake further training and develop additional skills that will enable them to make sound decisions.

PLO 19: Advance in knowledge and develop additional skills.

PLO 20: Engage in independent learning using scholarly reviews and secondary sources of information

PLO 21: Carry out independent studies for professional development.

5. Graduate Profile

Students who have completed the PGDE degree will have acquired an advanced-level of education including both specialist knowledge and general intellectual and life skills that prepare them 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 for the needs of the wider society.
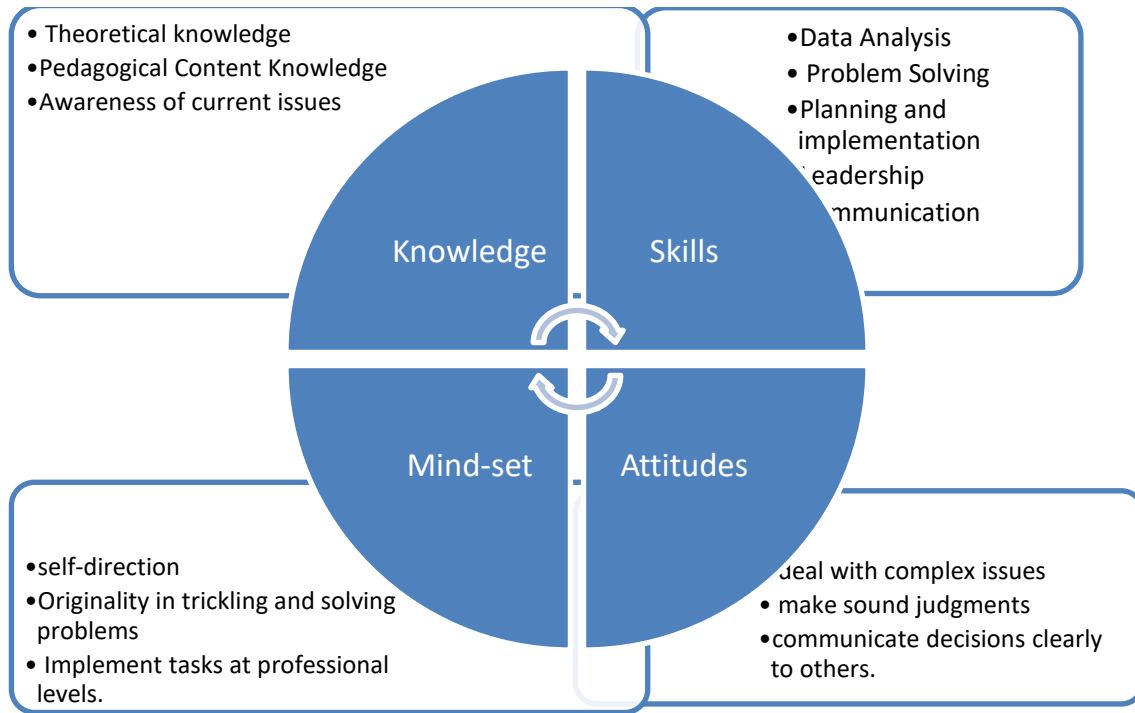
- Theoretical knowledge
- Pedagogical Content Knowledge
- Awareness of current issues

- Data Analysis
- Problem Solving
- Planning and implementation
- Leadership
- Communication

Knowledge

Skills

Mind-set

Attitudes

- self-direction
- Originality in trickling and solving problems
- Implement tasks at professional levels.

- deal with complex issues
- make sound judgments
- communicate decisions clearly to others.

Figure-1: Illustration of the Graduate Profile

Graduate Attributes

The qualification holders will be:

- able to demonstrate clear understanding of theoretical knowledge

- display critical awareness of current issues in the subject area

- apply techniques relevant to their professional practice in the field of Education

- able to deal with complex issues systematically and creatively, and make sound judgments and communicate decisions clearly to others.

6. **Eligibility criteria**

Qualifications to enter the course: A graduate from recognized university and should have age below 50 years on the closing date of application.

NB: In selecting for the course, preference will be given to those who employed in the teaching staff of a Government School/Constituted Educational Institute/Government or Private Sector Reputed Educational Institute

7. **Application procedure and Mode of Selection**

   Information for calling applications to follow PGDE programme will be published in the Local/National printed media, social media and FGS/UoJ website. Prescribed application forms can be obtainable from the office of FGS/UoJ and the webpage of FGS/UoJ and should be submitted along with the receipt of the payment before the closing date. The formal application has to be forwarded to the Faculty of Graduate studies of the University of Jaffna through the normal procedures. Based on the scrutiny of the application, the qualified applicants have to sit for a screening test and an interview. The number of students admitted to the programme will be a maximum of 100 per academic year.

8. **Registration**

   The selected candidates will be requested to register as postgraduate students. At the time of registration, students will be requested to submit all necessary documents as notified in the letter of registration sent by Dean/FGS/UoJ.

9. **Medium of Instruction**: Tamil/English

10. **Programme layout**

    The revised course structure is based on the criteria given in the SLQF level 8.

    The PGDE programme, conducted as a part time programme comprises a total of 25 Credits, In addition, there will be two enhancementcourses both of which have to be satisfactorily completed during the course.

    Duration of the course: Two academic years

Course code Number

PGDE	1	1	01	2

- Credit Value
- Course No
- Semester
- Year
- Name of the Programme
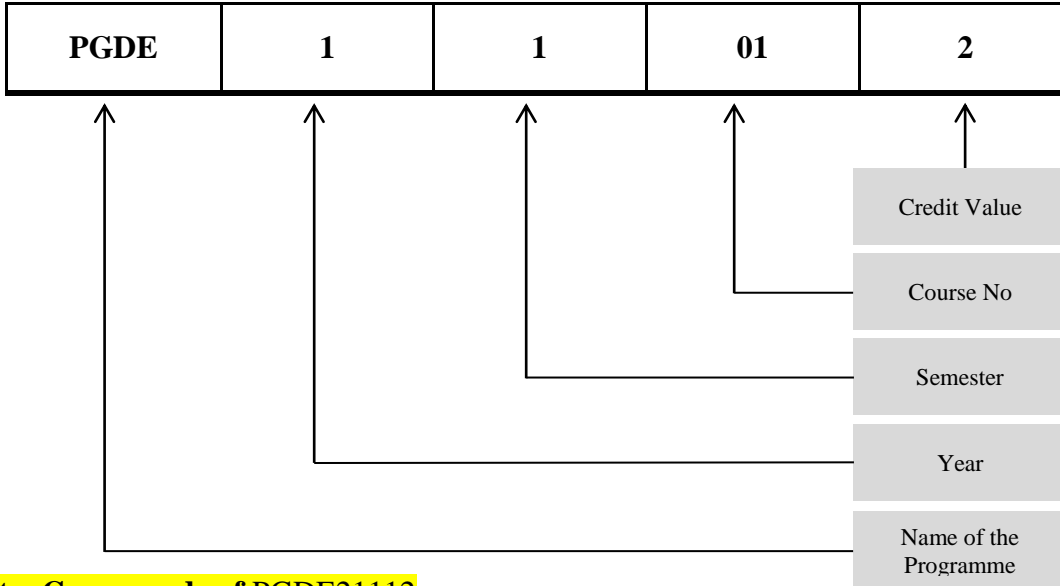
The course units of the entire course are as follows:

Part Time Part I (First year)

S.No	Code	Title of Course unit	Credits
		Semester I	
01	PGDE11012	Philosophical Bases of Education	2
02	PGDE11022	Psychological Foundations of Education	2
03	PGDE11032	Evaluation of Educational Dimensions	2
04	PGDE11042	Historical and Contemporary perspectives of Education	2
		Semester II	
05	PGDE12052	Research Methodology in Education	2
06	PGDE12062	Curriculum Studies	2
07	PGDE12072	Career Guidance and Counselling	2
08	PGDE12082	English*	**2***

Part Time Part II (Second Year)

S.No	Code	Title of Course unit	Credits
		Semester I	
09	PGDE21092	Educational Planning and Management	2
10	PGDE21102	General Methodology of Teaching	2
11	PGDE21112	Methodology of Teaching Specific Subjects	**2**
12	PGDE21122	Information Communication Technology*	**2***
		Semester II	
13	PGDE22133	Practicum	3
14	PGDE22142	Dissertation	2

* Enhancement Course units which will not be considered for calculation of OGPA

11. Attendance

All registered students are required to attend all lectures and other necessary activities of the programme. It is mandatory that 80% attendance for a course unit is compulsory to be eligible for sitting the end semester examination.

12. Evaluation Methods

Scheme of Assessment

Final evaluation for each course unit shall have two components for courses other than the Practicum and the Dissertation:

End Semester Written examination 70 %

In-Course Assessment   30 %

In Course Assessment

In course assessments shall be in the form of class tests, individual written assignments, individual presentations and group presentations.

The number of in-course assessment shall be a minimumof 3 for a two credit course unit.

End Semester examination.

1. Written examination for the taught courses

The End Semester examination will be two hours duration for a 2 Credit course.

All questions are to be answered.

2. Evaluation scheme for teaching Practicum

The two supervisors appointed to each student for supervision and evaluation of teaching practice shall provide the final marks. All supervisors appointed for the purpose shall follow a common marking scheme prepared for the purpose.

Evaluation of teaching   - 80 %

Construction of teaching aids   - 10 %

Writing notes of lessons   - 10 %

3. Evaluation scheme for Dissertation.

The two examiners appointed to each student for evaluation of dissertation. The evaluation shall be as follows:

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 %

13. Grading system

Marks Range	Grade	Grade Point Value (GPV)
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

Cumulative Grade Point Average (OGPA) will be calculated thus,

$$OGPA = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Where, C_i and G_i are the Credit value and the Grade Point value respectively of the ith Course Unit.

14. Award of the Degree

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

1. a pass in each of the semester examinations.
2. anOverall Grade Point Average (OGPA) of not less than**2.00**
3. a Grade of **C**or abovein all course units and Dissertation
   or
   a grade of**C⁻** in one course unit and Grade of**C**or abovein all other course units and Dissertation
4. a Grade of C or above in the Enhancement courses.(not considered for computing GPA)

9

Cut –off levels of OGPA for awarding Classes

Distinction: A student who has fulfilled the criteria for the award of the degree and completed the programme in one sitting will be awarded a **Distinction** if he /she obtains a grade of A or A^+ in Teaching Practicum and an OGPA greater or equal to 3.70.(OGPA $\geq$ 3.70)

Merit: A student who has fulfilled the criteria for the award of the degree and completed the programme in one sitting will be awarded a **Merit Pass** if he/she obtains a grade of B^+ or above in Teaching Practicum and an OGPA greater or equal to3.30 and less than 3.70. $(3.30 \leq OGPA < 3.70)$

Pass: A student who has fulfilled the criteria for the award of the degree and completed the programme will be awarded a pass if he/she obtains an OGPA not less than 2.00 $(2.00 \leq CGPA < 3.30)$

Summary of award of class

OGPA	Award
3.70 – 4.00	Distinction
3.30 – 3.69	Merit
2.00 – 2.99	Pass

15. Effective Date of Degree: The last date of written exam of the end of course examination

16. Repeating Examination:
- 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.
- A student who obtains more than one C^- grade or below shall repeat the particular course unit.
- Students who fail to sit an examination without authorization or without valid reason shall be treated as failed candidates in the particular course unit.
- 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.

- The repeat candidates shall not be eligible for class
- In the case of repeat candidates / absentees, marks obtained for continuous assessments shall be carried forward for the next examination.
- The candidate who failed to submit dissertation or failed in dissertation or failed in practicum need to be repeated in the next available attempt.
- Students who failed the semester end examination shall appear again at the next available exam.
- Any student will not be allowed to repeat a course unit more than three times.

17. Release of Results of End Semester Examinations

- End of course examinations shall be conducted for each course unit at the end of the academic semester in which the teaching of the course is completed.
- The end of course examinations shall be conducted by the Examination Branch of the University. The date and time of the examinations shall be decided at the beginning of the program by the Dean/FGS, UoJ.
- The list of first and Second examiners of all the end of semester examinations, Practicum, and the Dissertation should have the approval of the Faculty Board of Faculty of Graduate Studies, and the Senate.
- The Marks List giving the marks scored by the students in the in-course assessment and the end of the semester examination and the overall marks scored by the students for a course unit, and the overall Grade awarded to the students for the particular course unit shall be sent by the Faculty of Graduate Studies to the Examination Branch of the University.
- The grades obtained by the students at the end of each examination will be made known after the release of the results. The results should be released within three-month time from the last date of the particular examination.

Structure and syllabi of the Course

Part Time Part I (First year)

S.No	Code	Title of Course unit	Credits
		Semester I	
01	PGDE11012	Philosophical Bases of Education	2
02	PGDE11022	Psychological Foundations of Education	2
03	PGDE11032	Evaluation of Educational Dimensions	2
04	PGDE11042	Historical and Contemporary perspectives of Education	2
		Semester II	
05	PGDE12052	Research Methodology in Education	2
06	PGDE12062	Curriculum Studies	2
07	PGDE12072	Career Guidance and Counselling	2
08	PGDE12082	English for Educators*	**2***

Part Time Part II (Second Year)

S.No	Code	Title of Course unit	Credits
		Semester I	
09	PGDE21092	Educational Planning and Management	2
10	PGDE21102	General Methodology of Teaching	2
11	PGDE21112	Methodology of Teaching Specific Subjects	**2**
12	PGDE21122	Information Communication Technology*	**2***
		Semester II	
13	PGDE22133	Practicum	3
14	PGDE22142	Dissertation	2

* Enhancement Course units, and not considered for calculation of OGPA

Mode of delivery for Taught courses and Enhancementcourses

For each course other than the Practicum and the Dissertation the mode of presentation shall be approximately two – thirds of the total time as lectures, and the balance hours in the form of tutorials, class discussions, workshops and presentations.

PGDE 12133 Practicum provides for 10 weeks of teaching in a school in Grades Six to Eleven. The teaching practice will be supervised by two lecturers appointed by the Faculty of Graduate Studies.

PGDE12142 Dissertation involves student's research activities throughout the academic year for the Full Time course under the guidance of a Supervisor appointed by the Faculty of Graduate Studies.The students of the Part Time course will initiate their work on research with the beginning of the second academic year, although the stipulated period is

the second semester of Part II, and the last day of submission of the dissertation shall be the last day indicated in the calendar of dates of Semester II of Part II.

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

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

The dissertation is expected to be research oriented and should be in typed and bound form, like any other dissertation.

PGDE21112: Methodology of Teaching in specific Subjects

There are ten sections under this and each section provides for one credit hours of instruction. Students will select and follow any **two** sections of their choice, thus equating to a full course unit of 2 Credits.

*Note :*The sections that are available for study during a particular year will depend on the availability of staff, and this will be notified to the students at the beginning of the academic year.

The ten sections are as follows:

PGDE21112.1 Methodology of Teaching Tamil

PGDE21112.2 Methodology of Teaching Hinduism

PGDE21112.3   Methodology of Teaching History

PGDE21112.4   Methodology of Teaching Commerce and Accounting

PGDE 21112.5 Methodology of Teaching Mathematics

PGDE21112.6   Methodology of Teaching Science

PGDE 21112.7 Methodology of Teaching English

 PGDE 21112.8   Methodology of Teaching Christianity

PGDE 21112.9   Methodology of Teaching ICT

PGDE 21112.10 Methodology of Teaching Aesthetic subjects

PGDE 12112: Information Communication Technology

This course comprises 1 credit (15 hours) of theory classes in the form of lectures and discussions, and 1 credit (30 hours) of practical work.

Detail Syllabus of the courses

Course Title	Philosophical and Social Bases of Education		
Course Code	PGDE 11012		
Credit Value	2		
Hourly	Theory	Practical	Independent learning
Breakdown	30	-	70

Course Aim:
- Impart knowledge on philosophical ideas about Education developed over a considerable period
- Provide knowledge about historical influences, settings and ideas have influenced continue to have relevance for Education and life today.

Intended Learning Outcomes (ILOs)
- Describe the socialization process
- Compare the contributions by different Philosophies in Education
- Explain the contributions by Child Educationists to the child development
- Analyze the process of Social mobility and Social Change
- Recognize the Teacher as a Professional

Course Contents
Aims and Objectives of Education: Definition of Education; Evolution of the concept of Education; Education as a necessity of life; Education as a Social function
Socialization and Learning: Definition of Socialization; Social Norms and Socialization agents; Family, School, Peer group, Other Social Institutions
Philosophies in Education: Plato; Rousseau; Dewey; Swami Vivekananda; Gandhi
Human values in Education: Educational values and school Curriculum; Education and manhood
The stages of Education: Primary Boundaries; Secondary Boundaries; Tertiary Boundaries
Child Educationists: Pestalozzi; Froebel;Herbart; Montessori
Social mobility & Social Change: Introduction to Social mobility; Factors determining Social mobility; Education and Social mobility
Changing concept of Education: Cultural, Ethical, Human, Economical, Vocational & Political; Education for Peace & Harmony; Human rights Education; National and Global Education; Concept of lifelong Education
Teachers as professionals: Characteristics of professions; Teacher as a Professional; Professional development of teachers; Teacher as an agent of Socialization

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

- SrinibasBhattaCharya,(2002)*Foundations of Education.* New Delhi: Atlantic publishers and Distributors.

Course Title	Psychological FoundationsofEducation		
Course Code	PGDE 11022		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70

Course Aim:
- Provide depth knowledge regardingstudent behavior and learning
- Introduce fundamental principles of psychology on educational objectives, student characteristics, learning processes, teaching methods, and evaluation procedures

Intended Learning Outcomes(ILOs)

- Explain the importance of psychology in human development
- Describe the ways of developing cognitive, affective and psycho – motor domains
- Identify the individual needs of the Children
- List the various psychological factors related to learning
- Develop the cognition of the learning process
- Apply the principles of transfer in learning new materials
- Demonstrate skills related to memory, creativity and transfer of learning

Course Contents
Introduction : General Psychology and Applied Psychology; Goals and purposes of teaching Psychology; Important concepts in Educational Psychology; Major Schools of Psychology; Research Methods in Educational Psychology
Child Development: Infancy ; Childhood ; Adolescence
Attention, Perception and Motivation
Key learning theories: Conditioning theories**;** Cognitive theories**;** Humanistic and Social learning theories

Memory and Meta Cognition		
Memory and Meta Cognition **Thinking, Problem Solving and transfer of learning** **Personality Development** **Diversity of Learners** **Conflicts, Frustration & Adjustments**		
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

- சந்தானம்,எஸ்.,கணபதி,வி. (2014) *கல்விஉளவியல்*.சென்னை: சாந்தாபப்பிளிஷர்ஸ்

- சின்னத்தம்பி,க(2007) *அறிகைத் தொழிற்பாடுகளும் ஆசிரியரும்*, இடைக்காடு: நாகம்மாவெளியீடு

- முத்துலிங்கம், ச. (2012) *கல்விஉளவியல்*. கொழும்பு: சேமமடுபதிப்பகம்

- வைத்தீஸ்வரன்,சி.ந. (2003) மொழிபெயர்ப்பு. மொன்ரிசோரிஅம்மையாரின் *குழந்தைமைபுதிரும் அற்புதமும்*. சென்னை: சாகரம்

- ஜெயராசா,ச.(2011) *குழந்தைஉளவியலும் கல்வியும்*,கொழும்பு: சேமமடுபதிப்பகம்Aggarwal,J.C. (2014) *Essentials of Educational Psychology* (3rd rev. ed.) New Delhi: Vikas Publishing PVT LTD

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

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

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

Course Title	**Evaluation of Educational Dimensions**		
Course Code	**PGDE 11032**		
Credit Value	**2**		
Hourly	**Theory**	**Practical**	**Independent learning**
	30	**-**	**70**

Breakdown			

Course Aim:
- Describe the measure of student performance
- Provide the concepts of a context for improving the student performance

Intended Learning Outcomes (ILOs)

- Explain the basic concepts of measurement, assessment and evaluation
- State the importance of assessment in the process of   learning
- Recognize the importance of specifying objectives in teaching and testing
- Apply the different procedures and techniques of assessment with special emphasis on recent trends
- Discuss the characteristics of instruments used for assessment of achievements
- Construct the appropriate assessment tools
- Use the statistical   procedure and techniques that are necessary for the interpretation of educational data

Course Contents
Nature of Educational Assessment and Evaluation: Concepts of assessment and evaluation. Uses and purposes of assessment. Types of assessment; Formative and Summative, Criterion- referenced and Norm-referenced.
Assessment of abilities in the cognitive domain: Stating objectives: general and specific; Classification of educational objectives in the cognitive domain: Bloom's Taxonomy , and its revision
Assessment Techniques of cognitive abilities: Instruments for measurement of achievement in the cognitive domain; Free- Response type: Essay and Short answer tests; Restricted–Response type: Matching, Alternative, MCQ; Structured Essay type.
Assessment Techniques of Affective characteristics: Construction and use of instruments to measure affective characteristics: Check lists, Observation schedules, Interview schedules, Rating scales, Attitude scales, and Personality inventories.
Assessment Techniques of Psycho motor characteristics: Assessment of psycho-motor aspects of student behaviors; Performance Tests: Evaluation of the process and the product.
Characteristics of Measurement/ Assessment instruments: Concepts of Reliability and Validity of assessment tools; Methods of determining the reliability and validity of tests.
Recent trends in Assessment and Evaluation: Continuous assessment and In – course assessment; School Based Assessment; Assessment of Assignments and Projects; Portfolios
Use of statistical procedures and processes for the interpretation of student Performance:
Depicting student's performance using frequency distribution, ranks, percentiles, and pictorial and graphical representations; Explaining the distribution of performance scores by measures of central tendency and variance; Comparison of performance using concepts of normal distribution and correlation; Interpretation and facilitating comparability of measures using derived scores: Z scores, T-Scores, Percentiles, stanines, etc.

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.(2009) *கற்றலில் அளவீடும் மதிப்பீடும்.* சாய்ந்தமருது: றோயல் ஓவ்செற் 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	Historical and Contemporary perspectives of Education		
Course Code	PGDE 12042		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70

Course Aim:
- Provide the concepts of Historical and contemporary perspectives of Sri Lankan and Global Education
- Develop the knowledge about the educational problems and drawbacks in Sri Lanka.

Intended Learning Outcomes (ILOs)

- Discuss the history of Education in Sri Lanka up to independence
- Arrange chronologically the educational policies, practices, and effects in Sri Lanka since independence
- Discuss the various education problems and drawbacks in Sri Lanka
- Explain the current educational trends and practices in Sri Lanka
- Debate the interaction between education and development
- Compare the educational policies and practices in the contemporary world.

•	Evaluate the educational development regarding the Sri Lankan educational policies and practices.

Course Contents

The Indigenous Educational system in Sri Lanka

Historical view of Sri Lankan Education Under Colonial rule: Educational development under the Portuguese rule; Educational development under the Dutch rule; Educational development under the British rule

Sri Lankan Education since independence: Policies and practice in education between 1948 to 1972**;** Provision of Education**;** Growth of Education-Preschool, Primary, Secondary and Tertiary; Race, religion and language in education

Educational Policies and processes after 1972: 1972,1981 Educational policies and practices, and the effects of them**;** White paper 1985, Reforms in 1997 & 2000

Education and Development: Interaction between education and economy**;** Interaction among education, politics, and social structure**;** Development of human resources**;** Educational planning for development

Education in modern society: Developed countries**;** Developing countries**;** SAARC countries

International Agencies: Education and international understanding**;** Educational assistance in the form of human & non-human resources

Educational system in a few selected countries: England**;** U.S.A.**;** India**;** Peoples Republic of China

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 சிலபரிமாணங்கள்.*கொழும்பு: சேமமடுபதிப்பகம்.

- ஜெயராசா, ச.(2008) *இலங்கையின் கல்விவரலாறு,*கொழும்பு: சேமமடுபதிப்பகம்.

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

- நித்திலவர்ணன், ஆ.(2015) *பேண்தகுஅபிவிருத்திக்கானகல்வி,*கொழும்பு: சேமமடுபதிப்பகம்.

Course Title	**Research Methodology in Education**		
Course Code	**PGDE 11052**		
Credit Value	**2**		
Hourly	**Theory**	**Practical**	**Independent learning**
	30	**-**	**70**

Breakdown			

Course Aim:
- Provide depth knowledge of research methods in Education
- Provide the ability to formulate a plan of investigation

Intended Learning Outcomes(ILOs)

- Identify the education related problems those need investigation.
- Design the plans for researchable problems
- Construct the research questions/objectives of the research
- Select an appropriate method of study
- Construct the proper tools of data collection
- Collect necessary data
- Analyze the data with suitable methods
- Prepare a report on the research undertaken

Course Contents

Introduction to research: Research as a systematic inquiry; Concept of educational research; Objectives of research; Types of research; Qualitative, Quantitative and Mixed methods in research; Ethics in Educational research

Identification of a research problem: selection and statement of the research problem; identifying dependant and independent variables; research objectives, research questions, and hypotheses

Review of related literature: identifying literature related to concepts and principles involved in the study; identifying relevant research reports and other literature related to the problem under investigation; identifying different research methods adopted by researchers in finding solutions to relevant problems

Research Design: need for a research design; features of a research design; various research designs; constructing a research design for the study

Selection of the study population: identifying the population of the study; different types of sampling techniques; selecting and defining the sample/population of the study

Data collection: primary data and secondary data; tools of data collection

Analysis and interpretation of data: recording and processing the data collected; qualitative, quantitative, and mixed method approach in data analysis; interpretation of the findings in terms of the objectives of the study

Research report: criteria for preparing a research report; structure of the research report; presentation/evaluation of the research 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 |
| | In course assessment | 30 Marks |

Recommended readings

- அருள்மொழி, செ.(2008) *கல்விஆய்வுமுறைகள்*. மட்டக்களப்பு: திருமதிசத்தியாஅருள்மொழி
- பெரியகருப்பன்,தமிழண்ணல் இராம., இலக்குமணன். (2004) *ஆய்வியல் அறிமுகம்* (8 ஆம் பதிப்பு). மதுரை: செல்லப்பாபதிப்பகம்
- சின்னத்தம்பி,க, (2011) *கல்விஆய்வியல்* (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	Curriculum Studies		
Course Code	PGDE 12062		
Credit Value	02		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70

Course Aim:
- Introduce the practical skills in curriculum planning and development
- Impart knowledge of Curriculum implementation and management techniques

Intended Learning Outcomes(ILOs)
- Explain the concept of Curriculum.
- Discuss the theoretical foundations of Curriculum.
- Compare the various types of educational Curriculum
- List the factors influencing on Curriculum development
- Describe the process of curriculum management at School and zonal level
- Compare the contemporary Curriculum organization in Sri Lanka

Course content

Concept and changing definition of Curriculum: Historical view of curriculum development; Curriculum of the Ancient Era; Current trends in curriculum development

Types of Curriculum: Traditional types of curriculum; Modern types and emerging patterns.

Factors influencing Curriculum Development

Models of Curriculum development.

Curriculum Organization and Management techniques.

Curriculum Organization and development in Sri Lanka.

Problems of Curriculum organization. A critical study of contemporary Curriculum organization in Sri Lanka	
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

- ஜெயராசா ச.(2010) *கலைத்திட்டம்*,கொழும்பு:   சேமமடுபதிப்பகம்.

- கினிகே,ஐ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*,பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

- Janorthan Prasad. (   )*Advanced Curriculum construction,* , New Delhi: Kanishka publishers,

Course Title	**Career Guidance and Counselling**		
Course Code	**PGDE 12072**		
Credit Value	**2**		
Hourly **Breakdown**	**Theory** **20**	**Practical** **10**	**Independent learning** **70**

Course Aim:
- Introduce the programmes to install the values of career guidance
- Impart knowledge in counseling services towards the promotion of the mental health of students

Intended Learning Outcomes(ILOs)
- Define the concepts of Career Guidance and Counseling
- Discuss the importance and needs for Career guidance and counseling in schools
- Explain the theories of Career guidance and counseling
- Compare the counseling services provided in Sri Lanka, Western world and Asia
- Interpret the counseling services in schools and in the community
- Design the inclusive School Based counseling services

Course Contents
Introduction: Concepts of Guidance and Counseling**;** Importance and needs for guidance and counseling in schools. **Theories of guidance and counseling**: Traditional theories; Recent theories **Types of Guidance and Counseling:** Educational; Spiritual; Psychological; Career; Family **History of counseling service:** Sri Lankan, Western world and Asian. **Process of Counseling and Guidance:** Aptitude, attitude, behavior, attainments and interests; Counseling with individuals and groups; Collection of datafor educational, psychological and Career counseling. **Guidance and Counseling in action:** Social issues; Ethical issues; Counseling service in schools and in the community **School Based Counseling Service:** Need for SBCS**;** Organizational arrangement**;** Amalgamation with Zonal provincial national counseling units; Role of teachers**;** Parental contribution**;** Community involvement

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
- கிருஷ்ணபிள்ளை, வி.(2012).*வழிகாட்டலும் ஆலோசனையும்* 5ம் பதிப்பு,கொழும்பு: சேமமடுபதிப்பகம்.   - ஜெயராசா,ச.(2008) *சீர்மியஉளவியல்*,கொழும்பு: சேமமடுபதிப்பகம்.   - ஜெயராசா, ச.(1997) *ஆற்றுப்படுத்தலும் சீர்மியழும்*,யாழ்ப்பாணம்: பட்டதாரிவாண்மைவிருத்திஅமைப்பு.   - சின்னத்தம்பி,மா.(2019) *கல்வியின் அண்மைக்காலப் போக்குகள்*,கொழும்பு,குமரன் புத்தக இல்லம்.

Course Title	English
Course Code	**12082**
Credit Value	**2**

Hourly Breakdown	Theory	Practical	Independent learning
	20	**10**	**70**

Course Aim:
Provide adequate and uniform proficiency level in English language to encounter the national and global demands in the educational fields.
Intended Learning Outcomes(ILOs)

- Use the skills of English language needed for educational and administrative purposes
- Recognize the gist of information from field oriented documents
- Construct formal letters, notices, advertisements, minutes, reports and official email
- Demonstrate good knowledge of expanding, paraphrasing and summarize paragraphs
- Interpret charts, tables and graphs
- Manipulate dialogues and conversations effectively and face interviews
- Operate in panel discussions, debates, and prepared and unprepared speeches effectively
- Produce short and complex compositions and the formal and informal writing such as emails, notes, letters, note taking
- Construct simple and complex, descriptive, expository, narrative, analytical and persuasive texts and well-organized essays
- Use correct pronunciation and familiarize with varieties of English

Course contents

Reading: Short texts on various professional oriented articles, newspaper articles/magazines will be provided for reading; Long authentic reading materials, reports, letters, articles, magazines, journals, advertisements, webpages, research articles, leaflets, etc; Introducing Vocabulary needed for educational and administrative purpose (genre, terminology and context specific words), field oriented documents (official reports, circulars, survey reports and other documentation).

Writing: Introduction of structural elements, formation of simple sentences, describing of people, places and objects using appropriate tenses, short essays, emails, note writing, invitations to parties and functions, writing agenda for meetings and functions, leaflets, etc; Writing formal letters, notices, advertisements, minutes, reports and official email; Writing summaries of passages, reports, Interpreting charts, tables and graphs, Self-reflection/self-evaluation report

Speaking: Making simple commands, asking for and giving directions, introducing self and others, explaining events and objects, asking for things, making inquiries using yes/No questions and wh-questions, making telephone calls, making short speeches; Practicing polite speech/in an official context; Conducting meetings, Participating in discussions, Debating; Presentation –Oral/Power point

Listening: Listening to authentic official speeches, discussions, public meetings and conversation and completing tasks on listening skill; Listening to several short extracts and longer texts (dialogues, announcements, conversations, talks, etc.) and complete a range of task types, including short answer questions

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

McCarthy, M. & O'Dell, F. (1999) *English Vocabulary in Use,(Intermediate).* Cambridge: Cambridge University Press,

FrangoiseGrellet. (1981)*A Practical Guide to Reading Comprehension Exercise.* Cambridge : Cambridge University Press

Beglar, D. (2011) *Advanced Listening and note Taking Skills*. 2nd Edition. New York: McGraw-Hill.

Frangoise, G. (2012) *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*.Cambridge: Cambridge University Press.

John, S. (2013)*The Oxford Guide to Effective Writing and Speaking*. 3rd Edition. Oxford: OxfordUniversity Press.

Raymond, M. (2012) *English Grammar in Use Book with Answer: A Self-Study Reference and Practice Book for Intermediate Learners of English*. Cambridge:Cambridge University Press.

Harmer, J and Arnold, J. (2008) *Advanced Speaking Skills*. London: Longman.

Joanne, C. and Stephen, S. (2003) *Speaking 1 and 2.* Eleventh Imprint. Cambridge: Cambridge University Press.

Course Title	Educational Planning and Management		
Course Code	PGDE 21092		
Credit Value	02		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70

Course Aim:
- Provide knowledge in proper training to students in 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 concept of organization and Educational Management
- Compare the managerial and leadership roles at school at a satisfactory level
- Describe the Principal's, Teacher's and Student's role in leadership
- Interpret the contents of an ethical code for teachers
- Plan the professional development programme of teachers at school level
- Propose the ways of utilizing external resources to school development

Course content

Introduction: Concept of organization and Educational management; Organizational Structure of education and related theories applicable to schools.

School organization and school climate: Concept of effective schools and need for creating effective schools; Input- Output model of school

Management of education: Techniques and practices relevant to schools

Students role in Leadership: Maintain Cordial relationship with fellow students; Plan and manage student level projects; contribution towards the maintenance of school discipline

Principal's role in leadership: As the manager of the intuition**;** As the liaison officer between teachers, and officials of the ministry of Education, parents and the community**;** Monitor the functioning of career guidance and counselling unit**;** Maintaining over all discipline in the School

Teacher's Leadership role: as a manager of the classroom; as an agent of dissemination of knowledge

Challenges of the 21st century: An ethical code for teachers; Professional development program of teachers at school level governing teacher behavior School culture and school discipline; dealing with

new crisis; Catering to the demands of co-curricular activities; Utilization of external resources to school development	
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 மனிதவளவிருத்தியும்.* கொழும்பு: எஸ். எச் பிறின்டர்ஸ்

- சின்னத்தம்பி,மா.(2016).*ஆசிரியமுகாமைத்துவம்,*கொழும்பு: குமரன் புத்தக இல்லம்

- செல்வராஜா,மா.(1995) *கல்விக் கொள்கையும் முகாமைத்துவமும்.*மட்டக்களப்பு: ஏ.ஜே. பிறிண்டேர்ஸ்,

- புண்ணியமூர்த்தி.(2016).*பாடசாலைமுகாமைத்துவம்: கோட்பாடுகளும் பிரயோகங்களும்.* கொழும்பு: சேமமடுபதிப்பகம்.

- ஜவ்பர்,ப.கா.(2016) *ஜனநாயகவகுப்பறைமுகாமைத்துவம்.* மட்டக்களப்பூ: செரோணிபப்ளிக்கேசன்ஸ்

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

CourseTitle	General Methodsand Practices of Teaching		
Course Code	PGDE 21102		
Credit Value	2		
Hourly	Theory	Practical	Independent learning
Breakdown	30	-	70

Course Aim:
- Introduce the major concepts of the process of learning and teaching in real life situations
- Manage the curriculum at the classroom level

Intended Learning Outcomes(ILOs)

- Explain the basic concepts of methodology of teaching
- Apply different methods and techniques in classroom teaching.
- Construct appropriate instructional aids for learning and teaching
- Employ appropriate teaching methods for the optimal realization of objectives pronounced
- Prepare notes of lesson for teaching a specific topic
- Construct appropriate assessment procedures and techniques for the evaluation of learning outcomes
- Apply the main principles of assessment of learning outcomes to promote learning

Course Contents

General views on methods of teaching: Need for acquisition of knowledge and skills related to methods and techniques of teaching.

Methods of instruction and learning: Basic aspects, merits and demerits of various methods; Monologue Methods: Lecture, Demonstration, team teaching; Dialogue Methods: Group discussions, question – answer techniques, problems solving, tutorial discussion, discovery method; Action Methods: Project work, Laboratory work, Workshops, Assignment, Simulation and Role play; Self-study methods: Assignments, Practical, programmed Instruction, Computer Assisted Instruction

Using different Teaching Techniques: Usefulness of using a variety of teaching techniques, questioning, brainstorming, assignments, classroom activities, peer tutoring, informal situations of learning.

Instructional Materials: Various instructional materials & their advantages and disadvantages; Construction and use of such materials; Maintenance of reusable material; Software for computer aided instruction.

Teacher and Educational practice: Role of teacher in the teaching-learning process; Curriculum organization: Lesson planning-term, unit, and daily; Non-teaching roles of teacher

Class management: Teaching**;** Student discipline; Teacher – Student interaction**;** Time Management

Assessment of Learning: Importance of assessment in the development of teaching Practices; Different assessment approaches, Use of the result of assessment for educational purposes.

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

- ஆறுமுகம்.வ (1994)*வகுப்பறைக் கற்பித்தல்*,உரும்பிராய்: திருமதி. செல்வராணிஆறுமுகம்
- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேடஆசிரியராகுங்கள்*,மத்தேகொட: ஆசிரியர் வெளியீடு.
- நவரத்தினம், உ.,கணபதிப்பிள்ளை,மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை*,கொழும்பு: திருமதிவிக்கினேஸ்வரிநவரத்தினம்.
- கினிகே,ஐ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*,பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.
- Kumar,K.L. (1996) *Educational Technology*. New Delhi: New Age International
- Reynolds, Michael. (1994)*Group work in Education and training*. London: Kogan Page

Course Title	Methodology of Teaching Tamil		
Course Code	PGDE 21112.1 Methodology of Teaching Tamil		
Credit Value	**1**		
Hourly Breakdown	**Theory** **15**	**Practical** **-**	**Independent learning** **35**

Course Aim:
- Provide knowledge regarding methodology of teaching Tamil
- Develop specialized skills for teaching Tamil

Intended Learning Outcomes(ILOs)

- Employ variety of teaching approaches using the understanding of cognitive and affective aspects of the mother tongue.
- Construct and use appropriate teaching aids.
- Construct appropriate assessment instruments for evaluation of language learning.
- Use results of assessment procedure for providing feedback and reinforcement
- Prepare a lesson plan for the teaching of Tamil.

Course Contents
Introduction: Language in the school curriculum**;** Place of mother tongue
Special aspects of teaching Language: Tamil vocabulary, and Sanskrit alphabets used**;** listening, comprehension, and expression**;** development of creativity; problems encountered in the teaching of Tamil and ways and means of overcoming them.
Problems of the Tamil teacher: level of language development of the students**;** effects of the language used at home and the community**;** remedial measures to be undertaken
Teaching of Various aspects of Tamil: Poetry, Literature, and grammar**;** optimum development of the basic skills in language learning-Listening, Reading and Writing.
Instructional Aids in Teaching Tamil: Audio, Visual and Audio-Visual materials; using modern technology to the teaching of Tamil. Place of text books in the teaching of Tamil
Lesson planning and Notes of lesson for teaching Tamil
Assessment and Evaluation of learning; constructing and employing appropriate assessment Instruments.

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

- கணபதி.வி. (2007)*நற்றமிழ் கற்பிக்கும்முறைகள்.* சென்னை: சாரதாபப்ளிக்கேசன்.

- கயிலைநாதன், இ. (1999)*தமிழ்மொழி. கற்பித்தல் மொழியியலாளர் நோக்கு,*யாழ்ப்பாணம்: மகாத்மாஅச்சகம்.

- சிவத்தம்பி,கா.(2007) *தமிழ் கற்பித்தல்.* கொழும்பு: குமரன்பதிப்பகம்.

- சுப்புரெட்டியார், ந.(2002) *தமிழ் பயிற்றும் முறைசிதம்பரம்:* மெய்யப்பன் தமிழ் ஆய்வகம்

- வேணுகோபால்.பா (2009) *பொதுத் தமிழ்கற்பித்தல்*சென்னை: சாரதாபதிப்பகம்.

- ஜெயலக்சுமி இராசநாயகம்(2016)*நவீனமுறையில் தமிழ்மொழிகற்பித்தல்.* கொழும்பு:குமரன் பதிப்பகம்

Course Title	**Methodology of Teaching -Hinduism**
Course Code	PGDE 21112.2
Credit Value	**1**

Hourly	Theory	Practical	**Independent learning**
Breakdown	**15**	**-**	**35**

Course Aim:
- Provide knowledge regarding methodology of teaching Hinduism
- Develop specialized skills for teaching Hinuism

Intended Learning Outcomes(ILOs)

- Express the aims and objectives of teaching Hinduism
- Employ variety of teaching approaches using the understanding of cognitive and affective aspects of Hinduism.
- Construct appropriate teaching aids.
- Construct assessment tools for the evaluation of learning in Hinduism.
- Use results of assessment procedure for providing feedback and reinforcement
- Prepare a lesson plan for the teaching of Hinduism

Course Contents

Need for Religious Education in schools; The place of Religion in the Curriculum; The content of religious teaching, Religious practices and religious education; Different approaches in the teaching of Hinduism; Aids in teaching Hinduism: Audio-Visual, Textbooks, Sculptures, and visits to places of worship; Lesson Planning and notes on lessons; Assessment of learning Hinduism.

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

Russo,Michael S. (2017) *Hinduism: Teachings, Sources, and Practices*. New York: Create Space Independent Publishing Platform

- ஆறுமுகம்.வ (1994) *வகுப்பறைக் கற்பித்தல்*,உரும்பிராய்: திருமதி. செல்வராணிஆறுமுகம்

- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேடஆசிரியராகுங்கள்*,மத்தேகொட: ஆசிரியர் வெளியீடு.

- நவரத்தினம், உ.,கணபதிப்பிள்ளை,மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை*,கொழும்பு: திருமதிவிக்கினேஸ்வரிநவரத்தினம்.

- கினிகே,ஐ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*,பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

Course Title	Methodology of Teaching History
Course Code	PGDE 21112.3
Credit Value	1

Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35

Course Aim:
- Provide knowledge regarding methodology of teaching History
- Develop specialized skills for teaching History

Intended Learning Outcomes(ILOs)

- List and elaborate the aims and objectives of teaching History
- Employ a variety of teaching approaches using the understanding of cognitive and affective aspects of History.
- Practice methods and techniques relevant to learning History
- Construct and use appropriate assessment instruments for evaluation of learning of History.
- Use results of assessment procedures for providing feedback and reinforcement
- Prepare a lesson plan for the teaching of History
- Organize a model museum

Course Contents
The aims and objectives of teaching History; The content of textbooks in History and the fulfillment of aims; Teaching of historic events and their relevance to contemporary society; Teaching methods specific to teaching of history accommodating involvement in co-curricular activities; Construction and use of aids including the organization of a mini museum; Lesson Planning and notes of lesson; Evaluation procedures in History

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

- Haydn, Terry.,Arthur,James.,Hunt, Martin. (2001)

  Learning to Teach History in the SecondarySchoolA Companion to School Experience.

  2nd.ed.London : RoutledgeFalmer

- Husbands,Chris. (1996) *What is History teaching?*

  Philadelphia :Open University Press

- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேட ஆசிரியராகுங்கள்*,மத்தேகொட: ஆசிரியர் வெளியீடு.

- கினிகே,ஜ.எல்.(2008*) தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*,பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

Course Title	Methodology of Teaching Commerce		
Course Code	**PGDE21112.4**		
Credit Value	1		
Hourly	Theory	Practical	Independent learning
Breakdown	15	-	35

Course Aim:
- Impart knowledge regarding methodology of teaching and learning Commerce
- Improve the knowledge and skills for analyzing the numerical disorganization for accounting requirements,

Intended Learning Outcomes(ILOs)
- List the aims and objectives of teaching Commerce and Accounting
- Describe the variety of teaching approaches using the understanding of cognitive and affective aspects of the commerce and accounting subject.
- Identify the methods and techniques relevant to learning Commerce and accounting
- Construct the appropriate teaching aids.
- Prepare a lesson plan for the teaching of Commerce and Accounting

Course Contents

Nature and aims of teaching Commerce and Accounting

Various teaching methods and techniques employed for the teaching.

Preparation, use, and maintenance of teaching aids. Co- Curricular activities related to Commerce teaching such as Commerce union market studies, Surveys & field trips, running of school bank/Co-operative Store and the like

Planning and Organizing Commerce and accounting Room/Laboratory at schools and zones.

Multifarious Role of a Commerce Teacher. Work to enable the child; to learn; to be, to do and to live.

Evaluation and Testing in Commerce

Teaching and Learning problems, remedies and recent innovations

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
- Gupta, Rainu.(2018) *Teaching of Commerce* (2nd Revised Ed). New Delhi:**Shipra Publications**

- ஆறுமுகம்.வ (1994) *வகுப்பறைக் கற்பித்தல்,*உரும்பிராய்: திருமதி. செல்வராணிஆறுமுகம்
- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேடஆசிரியராகுங்கள்,*மத்தேகொட: ஆசிரியர் வெளியீடு.
- நவரத்தினம், உ.,கணபதிப்பிள்ளை,மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை,*கொழும்பு: திருமதிவிக்கினேஸ்வரிநவரத்தினம்.
- கினிகே,ஜ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்,*பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

Course Title	**Methodology of Teaching - Mathematics**		
Course Code	**PGDE 21112.5**		
Hourly **Breakdown**	**Theory**	**Practical**	**Independent learning**
	15	**-**	**35**
Credit Value	**1**		

Course Aim:
- Impart knowledge regarding methodology of teaching and learning Mathematics
- Provide the knowledge regarding the Mathematics curriculum at school level

Intended Learning Outcomes(ILOs)

- Explain the important views of Mathematics teaching
- Identify the disparities between the Mathematics Curriculum of Sri Lanka and other countries
- Plan the learning sequence, teaching approaches and assessment techniques to foster Mathematics learning
- Prepare the notes of lesson for teaching
- Construct the appropriate evaluation tools

Course Contents

Mathematics Education: Goals of learning Mathematics: Utilitarian, Cultural, Social and Personal values;Place of Mathematics in the School curriculum; The intended learning outcomes: as a body of knowledge, as mathematical skills, as mathematical attitudes, and thinking mathematically.

Different aspects of Mathematics: Conceptuality, Abstractness, Logical Reasoning, and self-discipline; Structure and construction of mathematical concepts; Nature of Mathematics: as an Art, as a Science, as a Language, as a tool for learning other subjects; Personality development by mathematical thinking.

Basic mathematical Concepts : Basic mathematical concepts and their development with special reference to the works of Piaget, Bruner, and Skemp

Teaching approaches: Different models of delivery: Integrated approach, Activity oriented approaches, Mathematical Projects, Problem Solving Approaches (inductive and deductive)**;** Use of appropriate teaching aids to facilitate learning; Application of mathematical concepts in audio-visual aids &

construction sites	

Enriching the Mathematics Curriculum: The nature of mathematics curriculum today. Recent developments; Selection of content and methods to suit the psycho-Social background of the learner; Sources and Resources available and the constraints to Mathematics teaching and learning; Attitudes towards Mathematics.

The Mathematics Laboratory: Organizing, Maintaining and utilizing a mathematics laboratory to consolidate mathematics learning

Assessment of Mathematics Learning: Purposes of assessment; Techniques and procedures of assessment**;** Use of assessment results for remedial purposes.

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

- நடராஜன், வி.(2017) *கணிதம் கற்பித்தல்.* சென்னை: சாந்தாபப்ளிஷர்ஸ்
- ஆறுமுகம்.வ (1994) *வகுப்பறைக் கற்பித்தல்,*உரும்பிராய்: திருமதி. செல்வராணிஆறுமுகம்
- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேடஆசிரியராகுங்கள்,*மத்தேகொட: ஆசிரியர் வெளியீடு.
- நவரத்தினம், உ.,கணபதிப்பிள்ளை,மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை,*கொழும்பு: திருமதிவிக்கினேஸ்வரிநவரத்தினம்.
- கினிகே,ஐ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்,*பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

Course Title	**Methodology of Teaching Science**		
Course Code	**PGDE 21112.6**		
Credit Value	**1**		
Hourly	**Theory**	**Practical**	**Independent learning**
Breakdown	**15**	**-**	**35**

Course Aim:
- Provide knowledge regarding methodology of teaching and learning Science
- Develop specialized skills for teaching Science

Intended Learning Outcomes(ILOs)
- List the aim and objectives of learning Science
- Describe the plan of investigation in consonant to the nature and scope of Science.
- Construct the appropriate teaching aids
- Explain the procedures and skills which promote self-learning through scientific activities
- Design the appropriate evaluation tools for the assessments of knowledge and practical skills
- Prepare the notes of lesson for teaching

Course Contents

Introduction: Definition of Science and science as seen by Educationists**;** Values of learning science. Science for the non-scientist and for the future scientist**;** Different branches of Science

Aims and objectives of teaching Sciences in the Secondary Schools: Science as a body of knowledge; development of concepts and principles; Development of scientific attitudes and scientific thinking in children**;** Process and products of science learning; Place of science in the Secondary School curriculum

Knowing the Scientists' method of investigation: Planned Investigation and the Scientific method**;** Inductive and deductive methods**;** Models and theories in science

Techniques and methods of teaching science: Teaching for understanding and meaningful learning**;** Integrated approach to the teaching of science; Experimental learning approaches - demonstration, discovery learning, activity methods, science projects, field work, and problem-solving; Use of instructional materials.

Utilizing Auxiliary activities to science learning: science exhibition**;** science clubs**;** science camps**;** science fairs

Laboratory and Practical work: Importance of practical work to learning of science; Organization and conduct of practical sessions; Organization and maintenance of a laboratory-physics, chemistry, biology& science; Improvisation of apparatuses in the laboratory; Safety measures to be followed in a laboratory

Evaluation of student achievement: Planning continuous assessment procedures; Giving due place to assessment of practical work; Construction and use of instruments for assessment under each of the three domains-cognitive, Psycho-motor & Affective; Use of assessment results for further development and remedial measures among pupils

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

- SonikaRajan (2012) *Methodology of Teaching Science.* New Delhi: Pearson India

- UNESCO. (1973). *New UNESCO source book for science teaching.* (New rev. ed.) Paris: Unesco

- பன்னீர்செல்வம்,அ.,நடராஜன்,வி. (2017) *பொருளறிவியல் கற்பித்தல்.*சென்னை: சாந்தாபப்ளிஷர்ஸ்

- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேடஆசிரியராகுங்கள்,*மத்தேகொட: ஆசிரியர் வெளியீடு.

- கினிகே,ஐ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்,*பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

Course Title	Methodology of Teaching- English
Course Code	PGDE 21112.7
Credit Value	1

Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35

Course Aim:
- Impart knowledge regarding the methodology of teaching and learning English
- Develop specialized skills for teaching English

Intended Learning Outcomes(ILOs)
- List the aims and objectives of teaching English
- Describe the variety of teaching approaches using the understanding of cognitive and affective aspects of English.
- Explain the methods and techniques relevant to learning English
- Construct appropriate assessment tools for evaluation of learning of English
- prepare a lesson plan for the teaching of English

Course Contents

Introduction: English as an International Language; Objectives of Teaching English as a second language

Place of English in the School Curriculum: Teaching of English at different levels: Primary & Secondary**;** English as a second language for the G.C.E O/L Examination**;** English Literature at the G.C.E O/L**;** English as a Subject for the G.C.E A/L Classes

Barriers to learning of English: Problems encountered in the learning of English in relation to content and methods: lack of competent Teaching personnel and inadequacy of resources; Ways of overcoming these barriers.

Approaches to the Teaching of English: A brief historical review of the Teaching approaches of the past, and the Modem approaches to the Teaching of the Basic skills: Grammar-translation method, Direct method, Structural/audio-lingual Audio-Visual, Cognitive and Communicative.

Instructional Aids: Principles of producing and using Teaching aids**;** Construction and use of simple Audio, Visual, and Audio-Visual aids in the classroom; Use of Computer packages in the Teaching of English.

The Language Laboratory: Organization, Care, and Maintenance of Language Laboratory in a School

Assessment and Evaluation of Learning: Types of tests in terms of purpose and in terms of method; Use of a variety of Evaluation Techniques: Oral tests, Listening tests, written tests, and Activity tests; Designing a Classroom test

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
- Pahuja,N.P. (1996)*Teaching of English*. Anmal Publications Pvt Ltd

Course Title	**Methodology of Teaching - Christianity**		
Course Code	**PGDE 21112.8**		
Credit Value	**1**		
Hourly	**Theory**	**Practical**	**Independent learning**
Breakdown	**15**	**-**	**35**

Course Aim:
- Provide the knowledge regarding methodology of teaching and learning Christianity
- Develop specialized skills for teaching Christianity

Intended Learning Outcomes(ILOs)

- List the aims an objectives of teaching Christianity
- Explain the variety of teaching approaches using the understanding of cognitive and affective aspects of Christianity
- Describe the methods and techniques relevant to   learning Christianity
- Construct the appropriate teaching aids.
- Construct appropriate assessment instruments for evaluation of learning in Christianity
- prepare a lesson plan for the teaching of Christianity

Course Contents
Introduction: The need and place of religious education in the school curriculum**;** The content of Religious education in the school curriculum; Centrality of the Bible in teaching Christianity
Methods: An ecclesial approach to catechetical methodology; Life centered approach in teaching Christianity
Principles of catechetical methodology; Use of various aids in teaching Christianity; Religious knowledge and Religious practice; Visits to philanthropic institutions and creating social consciousness
Lesson planning and preparation of notes of lessons; Place of assessment and assignments

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
- ஆறுமுகம்.வ (1994) *வகுப்பறைக் கற்பித்தல்*,உரும்பிராய்: திருமதி. செல்வராணிஆறுமுகம்

- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேடஆசிரியராகுங்கள்*,மத்தேகொட: ஆசிரியர் வெளியீடு.

- நவரத்தினம், உ.,கணபதிப்பிள்ளை,மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை*,கொழும்பு: திருமதிவிக்கினேஸ்வரிநவரத்தினம்.

- கினிகே,ஐ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத்

*திட்டங்களும்,*பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

- Kumar,K.L. (1996) *Educational Technology*. New Delhi: New Age International

- Reynolds, Michael. (1994)*Group work in Education and training*. London: Kogan Page

COURSE TITLE	Methodology of teaching ICT		
Course Code	21112.9		
Credit Value	1		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35

Course Aim:
- Impart knowledge regarding the Methodology of Teaching ICT
- Develop specialized skills for Teaching ICT

Intended Learning Outcomes(ILO)

- List the aims and objectives of teaching ICT in schools

- State the importance of ICT in education

- Identify the concepts and principles, and the ways by which students can be taught

- Plan and write notes of lesson

- Design appropriate teaching approaches related to the topics

- Construct the appropriate teaching aids

- Use the appropriate tools for assessment of learning

Course contents

ICT education: Technology for teaching and learning; Importance of ICT education in different disciplines; Impact of suitable curriculum in ICT teaching; Influence of rapid changes in ICT and curriculum

Methods and techniques for teaching ICT : Identifying and employing suitable methods of teaching ICT: lecture, demonstration, brainstorming, and student practice; Techniques to improve creativity of students: individual and group: animation, blocks, sequence diagrams, and the like; Software tools and teaching: LMS (e-thaksalawa, google classroom); Hardware tools: SMART Board, Tab; Social networking application in teaching (eg: Edmodo)

Teaching aids for teaching ICT: materials and models**;** audio-visual

Organization and maintenance of ICT Laboratory/ rooms: Basic requirements and organization**;** Availability of services**;** Hazards / accidents**;** Maintenance**;** Precautions

Co-curricular activities related to ICT teaching: ICT clubs**;** ICT associations**;** Exhibitions/ incorporating new inventions**;** Accommodating resources outside the school**;** Affiliations to acceptable agencies and donors

Notes of Lesson: Writing notes of lesson in the traditional format**;** Utilizing online facilities in the preparation of notes of lesson**:** Preparing work cards and other student self-learning resources

Evaluation and Monitoring: Evaluation tools for formative and summative evaluation**;** Diagnostic evaluation and remedial activities**;** Designing and conducting online assessments; Techniques of incorporating students participation in evaluation

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
- Kumar,K.L. (1996) *Educational Technology*. New Delhi: New Age International   - Roger Crawford,(2013)*The ICT teachers' hand book*.   - Andrew Connell., Anthony Edwards., Alison Hramiak., Gavin Rhoades., Neil Stanley. (2015)*A Practical Guide to Teaching Computing and ICT in the Secondary School*

Course Title	Methodology of teaching Aesthetic subjects		
Course Code	21112.10		
Credit Value	1		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35

Course Aim:
- Provide the knowledge regarding methodology of teaching aesthetic subjects   - Develop the specialized skills for teaching Aesthetic subjects

Intended Learning Outcomes(ILOs)
- List the aims and objectives of teaching Aesthetic subjects in schools.   - State the importance of Aesthetic education   - Identify the concepts and principles, and the ways by which students can be taught   - Plan and write notes of lesson   - Design appropriate teaching approaches related to the topics   - Construct the appropriate teaching aids   - Use the appropriate tools for assessment of learning

Course contents
Introduction: Constituents of aesthetic subjects (Carnatic music, Dance, Art, and Drama &Theater get focused)**;** Need for aesthetic education**;** Place of aesthetic education in the curriculum**;** Role of artists**;** Personal interest in the field**;** Basic concepts and principles involved **Aims and Objectives of Aesthetic Education:** Personal benefits to the learner**;** Society oriented benefits: leisure time appreciation, medical**;** Personality development**;** Development of creativity

Teaching Approaches and Methods: recitation and memorization; practice and skill development ;Lecture; Demonstration; Individual and Group Practice; Adopting creative activities **Teaching Aids:** Musical instruments, Audio-visual aids; Demonstrative performance; Albums, CDs, DVDs; Participation in public performance programs as audience **Co-Curricular Activities:** Organization and functioning of Clubs & Associations within the school; Public performance programs. planning, practicing & performing; Exhibitions; Competitions; Innovations in Teaching of Music, Dance, Art, and Drama & Theatre **Lesson planning and preparation of notes of lessons** **Assessment of learning outcomes:** Identification tests; Memory tests; Performance tests: evaluation of the process and product of learning
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   - Sambamoorthy,P.(1998) The Teaching of Music. 4th Ed. Chennai: The Indian Music Publishing House   - சதாசிவம்,சு.,செந்தமிழ்ப்பாவை,சே.,விமலன்,ரா,,ஏனையோரும். (2019) (பதிப்பு) *கற்றல் கற்பித்தல் - நவீனஆய்வுப் போக்குகள்.* சென்னை: செம்மூதாய் பதிப்பகம்   - லீலாம்பிகை,செல்வராஜா.(2011) *கற்பித்தல் முறைகள் (நடனம்)* 2ம் பதிப்பு. கொழும்பு: யூ.கே.பிரிண்டர்ஸ்

Course Title	Information Communication Technology		
Course Code	PGDE21122		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	25	60

Course Aim:
- Provide training in prepare an electronic document, spread sheet, electronic presentation and
- Develop skills regarding analyses the data by using statistical packages

Intended Learning Outcomes(ILOs)
- Identify the major components of a computer and their respective functions
- Demonstrate the ways of using a spread sheet package to enter data, do calculations and summarizing data
- Explain the ways of preparing an electronic presentation using presentation software
- List the functions of a statistical package, the ways of entering data and finding values for important statistical measures
- Experiment the techniques of searching information on the Internet

Course Contents

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

Printing / Converting the document: Table of contents and figures**;** Saving options

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

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

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

Using the Internet for Education: Brief introduction the Network and Internet**;** Browsers**;** Search engines and Searching Techniques**;** Storage on the Internet**;** Learning Management System (Google Class Room)

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

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

- Lisa A, Bucki . et al. (2013) *Microsoft Office 2013 Bible.* New Jersey: New John Wiley & Sons

Course Title	Practicum		
Course Code	PGDE22133		
Credit Value	3		
Hourly Breakdown	Theory	Practical	Independent learning
	10	100	40

Course Aim:
- Provide knowledge and skills in teaching practicum within a classroom setting
- Develop necessary procedures to study the social climate the class

Intended Learning Outcomes(ILOs)
- Identify the various components of teaching learning situation.
- Prepare a plan of teaching of the specified topics, including teaching aids and teaching techniques
- Practice the delivery of the lesson
- Construct the assessment tools
- Interpret the results of assessments processes.

Course Contents

The students is assigned to a school to teach specified classes for a minimum total of 100 forty minutes periods spread over 10 weeks

The subjects and the topics to be taught during the said ten weeks are finalized on consultation with the respective subject teachers with the prior approval of the Principal/Deputy Principal.

The classroom where the practice teaching is to be undertaken is decided upon and related arrangements are made with the assistance of the school authorities to attain a conducive climate for teaching

The Time table duly certified by the school is submitted to each supervisor for approval.

Once the Teaching Practice is begun, each supervisor visits the respective school as many as three different occasions before the end of the teaching practice to observe the lessons.

The respective teachers shall maintain a document where a record of the actual lessons taken is maintained to be submitted to the supervisor on completion of the teaching assignment

Teaching Learning Methods

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

Evaluation Methods	Evaluation of teaching - 80 marks Construction of teaching aids - 10 marks Writing notes on lessons - 10 marks

Recommended readings

- ஆறுமுகம்.வ (1994) *வகுப்பறைக் கற்பித்தல்*,உரும்பிராய்: திருமதி. செல்வராணிஆறுமுகம்

- ரஞ்சித் குமாரசிறி (2009) *அதிவிசேடஆசிரியராகுங்கள்*,மத்தேகொட: ஆசிரியர் வெளியீடு.

- கினிகே,ஐ.எல்.(2008*) தேர்ச்சிகளைஅடிப்படையாகக் கொண்டகலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*,பாதுக்கை: கல்விவாண்மைத் தேர்ச்சிவிருத்திமையம்.

- Kumar,K.L. (1996) *Educational Technology*. New Delhi: New Age International

- Reynolds, Michael. (1994)*Group work in Education and training*. London: Kogan Page

Course Title	Dissertation	
Course Code	PGDE 22142	
Credit Value	02	
Hourly Breakdown	**Monitoring**	**Independent learning**
	20	**180**

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 problems in the field of Education.
- List the factors related to the problem.
- Plan the program for the investigation of the study.
- Construct appropriate tools for gathering data required.
- Use appropriate methods of analysis
- Prepare a report of the studies

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	Evaluation of the presentation of the proposal 10 % Evaluation of the dissertation by the evaluator 60 % Evaluation of the final presentation 30 %

Recommended readings

- அருள்மொழி, செ.(2008) *கல்விஆய்வுமுறைகள்.* மட்டக்களப்பு: திருமதிசத்தியாஅருள்மொழி
- பெரியகருப்பன்,தமிழண்ணல் இராம., இலக்குமணன். (2004) *ஆய்வியல் அறிமுகம்* (8 ஆம் பதிப்பு). மதுரை: செல்லப்பாபதிப்பகம்
- சின்னத்தம்பி,க, (2011) *கல்விஆய்வியல்* (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

Annexure: Mapping of the Graduate Profile with POs and TLAs

Attributes of the Graduate Profile	Acquisition	Programme Outcomes	Main Teaching and Learning Activities
Intellectuality	Solid subject knowledge in the core aspects. Advanced theoretical and applied knowledge in the field of Education	1,19,20	➢ Interactive lectures ➢ Tutorial discussion ➢ e-based based teaching-learning ➢ Open Educational resources
Social Responsibility	awareness of current issues in the field of Education and deal with complex issues systematically and creatively,	2,3,4, 13,16	➢ Field Visits and Reporting ➢ Problem Based Learning ➢ Teaching Practice ➢ Action Research

Specific Skills	Make sound judgments and communicate decisions clearly to others.	5,6,7, 18	➢ Group Discussion ➢ Teaching Practice ➢ Presentations ➢ Action Research
Research Ability	Continue the research in the fields of Education, demonstrating a sound grasp of research methodology and contribute to the current trends of Education	8,9,10	➢ Action Research ➢ Case study ➢ Problem Based learning ➢ Guest Lectures
Professional Skills	apply techniques relevant to their professional practice in the field of Education	11,12,14,15, 17,21	➢ Reflective practices ➢ Writing and Publication ➢ Individual Assignments

Annexure -I

Format of Dissertation – Methods of Production

Postgraduate Diploma in 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 in tamil, 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 70 to 100 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
  Black coloured cover
- ❖ Front Cover format:

Top	-Full title
Middle	- Full name of Candidate (author) & Registration Number
Bottom	- Post Graduate Diploma in 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

Middle - Full name of Candidate (author) & Registration Number

இவ் ஆய்வறிக்கைபட்டப்பின் கல்வித் தகைமை இறுதிப் பரீட்சை— 202. இன்
தேவையினைபூர்த்திசெய்கின்ற ஓர் அலகாகயாழ்ப்பாணப்
பல்கலைக்கழகஉயர்பட்டப்படிப்புகள் பீடத்திற்குசமர்ப்பிக்கப்படுகின்றது.

Supervisor- Name

Bottom- பட்டப்பின் கல்வித் தகைமை

உயர்பட்டப்படிப்புகள் பீடம்

யாழ்ப்பாணப் பல்கலைக்கழகம்

யாழ்ப்பாணம்

இலங்கை

Annexure –II

Highlights of the revised Format of **Postgraduate Diploma in Education (SLQF Level 8)**
Significant changes/deviations from the existing curricula are:

1. The structure and the syllabi of the revised format adhere to SLQF (level 8) criteria and suggestions made therein.

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

3. Existing PGDE course of 48 Credits have been brought down to 25 credits

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

5. Courses DED 1103 & DED 2109 have been merged and redesigned to create the course PGDE 12042 titled Historical and Contemporary perspectives of Education

6. Courses DED 1102 & DED 2111 have been merged and redesigned to create the course PGDE 11022 titled Psychological Foundations of Education

7. The course DED 1206: School Based Management has been renamed and redesigned as PGDE 21092 Educational Planning and Management

8. DED 1205 Assessment of learning outcomes has been renamed as PGDE 11032 Evaluation of Educational Dimensions, and the contents of the syllabus revised.

9. The course DED 2112: Electives have been removed, since most of the contents are spread over the other compulsory courses. This allows for the creation of new courses which seem more fitting to the present requirements of teacher education.

10. Two new courses PGDE 12082: English and PGDE 21122: Information Communication Technology is created, as enhancement courses and will not be considered in the computation of the GPA. These two new courses are created with the view of raising the quality of the teachers.

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

12. Suggested Readings are provided for each course.

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

14. One of the major principles considered in the revision of the curriculum is 'Raising the quality' of the teacher

Annexure-III

Members of the committee for the revision of the PGDE Curriculum

1. Mr. K.Sinnathamby, Rtd. Prof. (Convenor)
2. Dr.(Mrs) T. Rasanayagam, Head/ Education
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

The contribution made by the following in the process of curriculum revision is acknowledged with thanks.

1. Prof.G.Mikunthan, Dean/FGS
2. Dr.(Mrs) A.Sathiaseelan, Senior Lecturer I
3. Dr.(Mrs).K.Sivaji, Head/Dept,of ELT
4. Mrs.K.Karuna, Head/Music
5. Dr.K.Shanmuganathan, Senior Lecturer I, Dept,of ELT
6. Mr.V.Sasikumar, Instructor in IT, Faculty of Arts
7. Master of Education students (Batch XIII Jaffna & Batch V Vavuniya)