



**University of Jaffna
Sri Lanka**

**Postgraduate Diploma in Education
(Full Time)**

Students Hand Book from the Academic Year 2022/2023

Faculty of Arts

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Vision and Mission of the Faculty of Arts

Vision

“To be a centre of excellence in Humanities and Social Sciences and with the values towards social commitment”

தூரநோக்கு

மனிதாய மற்றும் சமூக விஞ்ஞானக் கற்கைகளின் மேதகமையின் மையமாகவும் சமூக அர்ப்பணிப்பில் விழுமியங்களை முன்னிறுத்தியும் திகழ்வதே கலைப்பீடத்தின் தொலைநோக்காகும்.

Mission

“To produce competent graduates with abilities to assess received opinion, making independent decisions and value the power of innovation on serving humankind”.

பணிக்கூற்று

பெற்றுக் கொள்ளும் கருத்துக்களை மதிப்பீடு செய்து, சுயாதீனத் தீர்மானங்களை மேற்கொண்டு, மானுடத்திற்குப் பணிபுரிய புத்தாக்கச் சக்தியைப் பேணும் திறன்களையுடைய தகைமைசார் பட்டதாரிகளை உருவாக்குவதே கலைப்பீடத்தின் பணிப்பரப்பாகும்.

Objectives of the Faculty of Arts

- To develop an informed understanding of human experience, human culture, and human society to place contemporary Sri Lankan society and culture in a historical context.
- To impart the knowledge, methods, and tools of understanding associated with the Humanities and Social Science disciplines.
- To promote techniques and the value of reasoned and open-minded discussion and debate on research inquiry.
- To foster an understanding of the empirical experiences and world-views of other times, other places, and other cultures.
- To engage positively with the community in enriching their perceptions, values, culture, and wellbeing.

Vision and Mission of the Department of Education

Vision

Develop the needed professional competency of the teachers and academics to meet new challenges and opportunities.

Mission

Sharpening and refining the needed competency of teachers and improve entry to their profession through followings

- Prepare teacher professionals for service and ensure quality in education.
- Contribute constructively for curriculum designing and implementation.
- To help students community as well as society to understand and respond to all their responsibility in the field of education both social and economic.

Faculty of Arts, University of Jaffna

The Faculty of Arts of the University of Jaffna is one of the largest faculties in Sri Lankan Universities comprising 17 departments with 22 study disciplines. Currently, the faculty of Arts is one of the major stakeholders of the University of Jaffna with the highest student population and academic disciplines. The Faculty of Arts is unique in its traditional and cultural background. It has adopted dynamic policies for quality in education and focuses on a contemporary approach toward teaching, learning and research activities. It has been known internationally for its scholarship and contribution to the field of Tamil Studies.

The subjects offered by the Faculty of Arts for the Bachelor of Arts Degree Programme: Anthropology, Archaeology, Art History, Christian Civilization, Cultural Tourism, Drama and Theatre Arts, Economics, English Literature, English Language Teaching (ELT), Geography, History, Home Economics, Linguistics, Media Studies, Philosophy, Planning, Political Science, Psychology, Sociology, Tamil, Translation Studies, Information, Communication and Technology (ICT).

The subjects offered for the Bachelor of Arts Honours Degree Programme: Archaeology, Art History, Christian Civilization, Cultural Tourism, Drama and Theatre Arts, Economics, English Literature, Geography, History, Home Economics, Linguistics, Media Studies, Philosophy, Planning, Political Science, Psychology, Sociology, Tamil and Translation Studies.

Salient Landmarks of the Development

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 with the proposed Faculties of Science, Law, Humanities and a Department of Physical Education in 1974 by an order made by the Honourable Minister of Education at the Parameshwara College premises, Thirunelvely as the nucleus. Parameshwara College was founded by the veteran philanthropist Sir Pon Ramanathan in August 1921.

On 19 July 1974, the Vice-Chancellor of the University of Sri Lanka announced the appointment of Dr.K.Kailasapathy, Head of the Dept. of Tamil and Hindu studies of the Vidyalankara Campus of the University of Sri Lanka is the first President of the Jaffna Campus.

Although approval was granted for the study of Science, Law, Humanities and Physical Education, only the Faculties of Humanities and Science were established in October 1974. On 01 October 1974, Prof.P.Kanagasabapathy, Head of the Dept. of Mathematics at the Peradeniya Campus, and Dr.K.Indrapala, Senior Lecturer in History at the Peradeniya Campus

were appointed as the first Deans of the Faculties of Science and Humanities respectively.

The Faculty of Humanities which was started with four Departments of studies namely, Hindu Civilization, History, Sinhala and Tamil was renamed the Faculty of Arts in 1975, increasing the number of departments of studies to nine including the new Departments namely, Economics (housed Sociology, Political Science and Commerce until 1998), Geography, Sanskrit, Philosophy and Language and Cultural Studies.

With the implementation of the Universities Act No. 16 of 1978, and by Gazette notification dated December 22, 1978, the Jaffna Campus became an independent and autonomous University with the name the University of Jaffna with effect from January 01, 1979.

After its elevation, the Faculty of Arts has developed itself with multidimensional growth with the inception of new study streams.

The discipline of Christian Civilization was created as a unit in 1979. In 1980, the Department of Education was established with facilities for Postgraduate Studies which consisted of Postgraduate Diplomas, Master's Degrees and Doctorate Degrees.

A Centre for Teaching English as a Second Language was established in 1981 and later it was elevated to Department status in 2019.

The Department of Fine Arts was established at the University of Jaffna in 1982 to accommodate the Ramanathan Academy of Fine Arts (RAFA) into the University system. In 1991, with the creation of the Department of Music and Department of Dance, RAFA was separated from the Department of Fine Arts. In 1999 a new discipline called Art and Design was added to the Ramanathan Academy of Fine Arts.

Under the Department of Fine Arts, Drama and Theatre Arts was introduced as a General Degree in 1986 and Honors Degree was introduced in 1988 and the Department began to offer course units for a Bachelor of Arts General degree in Fine Arts (Art History) from 1985 and an Honours degree in 1991. The study programme was renamed Art History with the approval of the UGC in 2020.

Following the ethnic disturbances in 1983, the Siddha section of the Institute of Indigenous Medicine, affiliated with the University of Colombo was transferred to the University of Jaffna on 02 July 1984 and placed as a department under the Faculty of Arts. Since 01 October 1993, the Department of Siddha Medicine has been functioning as a separate unit under the direct administration of the Vice-Chancellor.

The Department of Language and Cultural Studies was split into the Departments of Linguistics and English and the Department of Christian and Islamic Civilizations in 1989.

In 1998, The UGC has decided to admit to following Hindu Philosophy as a new discipline for General and Special Degrees under the Department of Hindu Civilization. In the same year, Psychology was introduced as a new study discipline and still, it is under the Department of Philosophy.

The Department of Political Science and Sociology was created in July 1998 which were already existing as a discipline in the department of Economics since 1977. The Department of Sociology and Political Science was bifurcated into the Department of Sociology and the Department of Political Science in 2007.

In July 1999 the present Faculty of Management Studies and Commerce was carved out from the Faculty of Arts where the disciplines of Commerce and Management Studies were part of the Department of Commerce.

The Department of Law was created in May 2005. The Faculty of Arts was further expanded by the introduction of new disciplines, namely, Home Economics (2001), Anthropology (2001), Planning (2002), Archaeology (2003), Media Studies (2008), Translation Studies (2010) and Cultural Tourism (2017). The Media Studies, Translation Studies and the Department of English Language Teaching were established as Departments in 2019. The Department of Information and Communication Technology was created in 2022.

On the 18th of March 2019, the Faculty of Hindu Studies was created incising two Departments from the Faculty of Arts, namely, the Department of Hindu Civilization and the Department of Sanskrit.

In the 2022, Sir Ponnambalam Ramanathan Faculty of Performing and Visual Arts was created incising two Departments from the Faculty of Arts, namely, Departments of Dance and Music.

The Faculty of Arts offers a full range of Social Science and Humanities degree programmes. Most of the Departments run Postgraduate Programmes leading to Postgraduate Diploma, M.A., MPhil and PhD.

There are currently seventeen Departments which offer General degrees in 22 study disciplines and Special degree courses in 23 study disciplines and offer BA and LLB Degrees.

History of Department of Education

The Department of Education traces its inception back to four decades when University of Jaffna was stepping into the fifty years of its educational service to the nation. The Department of Education was instituted in the Faculty of Arts on 15th October 1980 as the efforts of the scholars of the Northern Province and the leaders of Tamil community realised, the government decided to establish a faculty for teacher education at University of Jaffna.

The first academic programme was inaugurated at the Department of Education with the first batch of 45 Post Graduate Diploma in Education students and five academic staff transferred from the University of Colombo. The Department of Education started its multifaceted educational programmes under the excellent guidance of late Professor. P. Chandrasegaram as the Head of the department. The department has been engaged in its traditional role of teaching and training the teachers and leaders of general education and allied occupations. It also is concerned with generating and disseminating knowledge through research and scholarship and with providing professional development services to the wider educational communities.

The department aspires to move into the next stage of its development and establish itself as a Faculty of Education. Also, it is strongly and highly recommended by the National Education Commission through a research conducted in the field of Teacher Education, headed by eminent academics under the leadership of Prof. Elsie Kothlawala .

It had been made initial preparations for launching the undergraduate degree programme (B.Ed) in close proximity, as in 2005 when the department commemorated its silver jubilee reaffirmed to move towards to these goals. The Department conducted an undergraduate programme for Faculty of Science Students in the name of B.Sc with Education which was renamed later as B.Sc in Science and Education. There are four batches of students graduated through this programme and working in different field of Education Sector. Now, it has been made initial preparations for launching the undergraduate degree programme Bachelor of Education (B.Ed) in close proximity.

Currently the department comprising six permanent academic staff and visiting lecturers conducts the Postgraduate Diploma in Education Programme for both Part time and Full time batches and is collaborating with the Faculty of Graduate Studies in higher degree programmes in education such as Master of Education (M.Ed) , M.Phil in Education and PhD in Education. During the past four decades the department has contributed immensely to the professional development of thousands of teachers and education administrators throughout the island though various academic and professional development programmes. Now, Initial steps have been taken to introduce Master of Educational Management with the collaboration of Faculty of Management Studies and Commerce in near future.

Academic Regulations

2.1 Educational Objectives of Postgraduate Diploma in 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

2.2 Programme Learning Outcomes

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

PLO 1: Demonstrate an advanced level of knowledge and understanding in the field of Education

PLO 2: Critically analyze data, make judgments and propose solutions to problems

PLO 3: 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.

1.4 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.

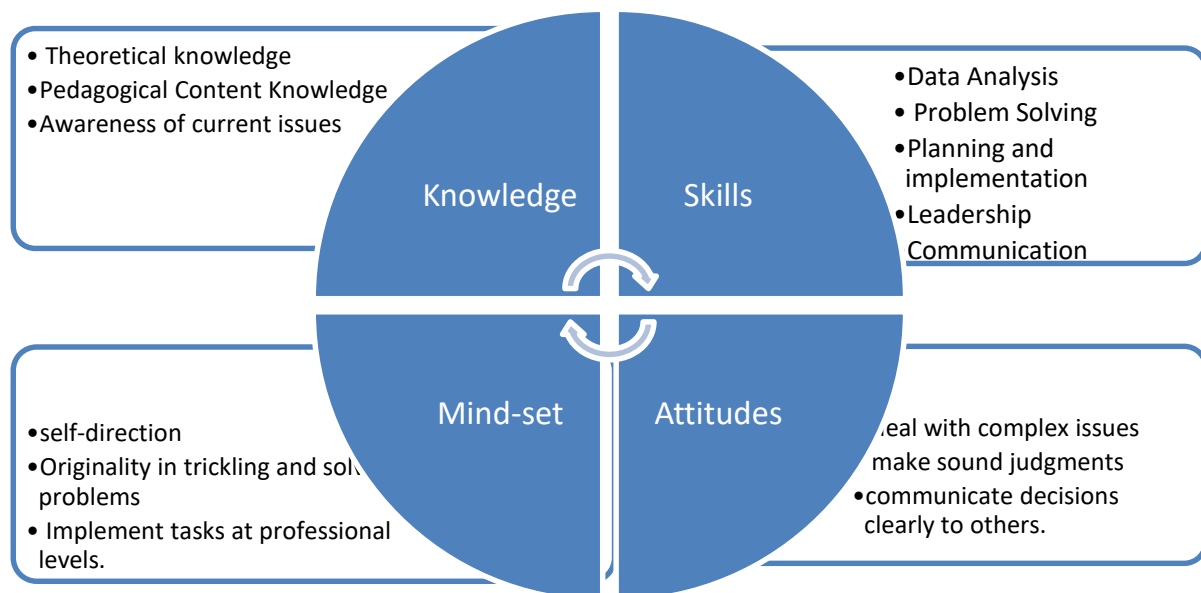


Figure-III: Illustration of the Graduate Profile

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.

1. 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.

2. Mode of Selection

list of eligible candidates received from the Ministry of Education

The number of student admitted to the programme will be a maximum of 50 per academic year.

3. 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 Assistant Registrar/Admissions.

4. Medium of Instruction: Tamil

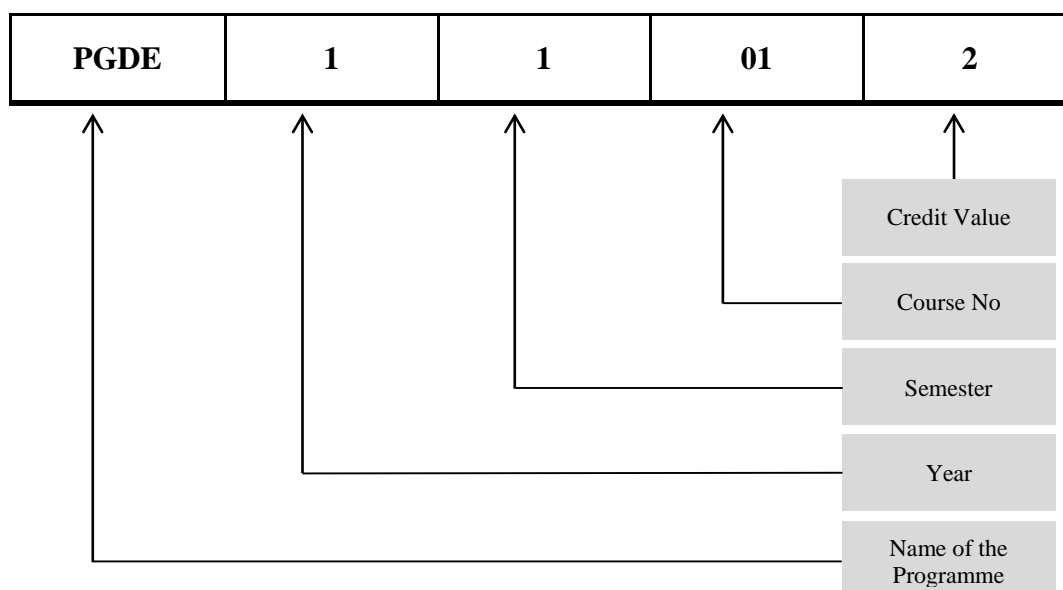
5. Programme layout

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 enhancement courses both of which have to be satisfactorily completed during the course.

Duration of the course: one academic year

Course code Number



6. 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.

7. Evaluation Methods

Scheme of Assessment

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

End Semester Written examination	70 %
In-Course Assessment	30 %

In Course Assessment

All In-course assessments of any course unit shall be in the form of individual written assignments, individual presentations and group presentations, class tests, Tutorials, Project Reports.

In-course assessments shall be carried out during the semester period of that course unit. The Head Department of Education shall be responsible for the collection of tutorials / project reports, assessment etc. at the department. Head, Department of Education is responsible for the marks awarded to all components of the in- course assessment of course unit offered.

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

The marks scored by a student in the various components of the in-course assessment of any course unit shall be displayed in the notice board of the Department of Education by the Head before the end of the particular semester.

End Semester examination.

1. Written examination for the taught courses

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

All questions must be answered.

2. Evaluation scheme for teaching Practicum

Two supervisors appointed to each student for supervision and evaluation of teaching practice shall provide the final marks.

Evaluation of teaching - 80 %

Construction of teaching aids - 10 %

Writing notes of lessons - 10 %

3. Evaluation scheme for Dissertation.

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 % |

8. 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 i^{th} Course Unit.

9. Award of the Diploma

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:

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

Cut –off levels of OGPA for awarding Class

5. **Distinction:** A student who has fulfilled the criteria for the award of the diploma 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 diploma 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 to 3.30 and less than 3.70. (3.30 \leq OGPA < 3.70)

Pass: A student who has fulfilled the criteria for the award of the diploma and completed the programme will be awarded a pass if he/she obtains an OGPA not less than 2.30 (2.30 \leq CGPA < 3.30)

Summary of award of class

OGPA	Award
3.70 – 4.00	Distinction
3.30 – 3.69	Merit
2.30 – 3.29	Pass

10. Effective Date of Diploma: The last date of exam of the end of course examination.

11. Eligibility Requirements to Sit for an End Semester Examination

All students are required to satisfy the 80% attendance and other regulations specified by the Faculty and the University to sit for each end semester Examination.

12. Repeating Examination:

- No end semester examination conducted by the Faculty will be repeated
- A student who has not reached the minimum requirements for the award of the diploma 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 course unit(s) as required.
- 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 himself/herself from a single course or course units or whole end semester examination on medical reasons should submit a valid Medical certificate along with an appeal from within two weeks to the Head, Department of Education 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 repeat in the next available attempt.
- Students who failed the semester end examination shall appear again at the next available examination.
- A student who fails to obtain the required percentage of the attendance and not appear the end semester exam by any reasons, he/she should follow the lectures / tutorials in regular way or special arrangements made by the Department with the consultation of the Head, Department of Education to make him/her qualify to apply for the exam at the next earliest opportunity.
- Any student will not be allowed to repeat a course unit more than three times.

Title of Semester Examinations

The Examinations conducted for the Postgraduate Diploma in Education shall have the following title

Postgraduate Diploma in Education Full time

Semester I/II

13. 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 Dean office of the Faculty of Arts. The date and time of the examinations shall be decided at the beginning of the program by the Dean/FOA, 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 Arts, and the Senate.
- A Pre Results Board of the Faculty of Arts shall be constituted to finalize the results. The Dean of the Faculty of Arts shall be the Chairperson of this Board. The Head of Department of Education, the Professors, and the First and Second Examiners of each course units shall be the members of the Board.
- The Dean shall summon a meeting of the Pre Results Board whenever a Head Department of Education is ready to release the final results. The Examination Board shall scrutinize and decide on the grades based on a scheme of awarding grades.
- The grades obtained by the students the end of semester examination and the overall grades obtained by the students for that particular course shall be displayed in the Notice Board by the Head, Department of Education after ratification by the Pre Results Board.
- 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, the overall grade awarded to the students shall be sent by the Head, Department of Education to the Dean of the Faculty. It shall be sent by the Dean of the Faculty to the Examination Branch of the University.
- When the results of the end of semester examination of all the course units of a particular semester are received by the Examination Branch, the Examination Branch will summon a meeting of the Board of Examiners chaired by the Vice-Chancellor with Dean of the Faculty of Arts, Head, Department of Education, Professors and the First and Second Examiners of all the examinations conducted in that particular semester as members of the Examination Board. The Board will release the overall performance of the students in that semester giving the GPA scored by the students in that semester. The Board shall also release the overall GPA scored by the students up to that semester.
- The grades obtained by the students at the end of each end semester examinations for each year of courses of study will be made known after the release of the results.
- The results should be released within three months time from the last date of the examination.

The following symbols should be used in the marks ledger

- **MC** - absent for examination with medical reasons
- **WH** - absent for examination with reasons acceptable by the Faculty Board/Senate
- **INC** - absent for examination without any reasons

Structure of the Programme

S.No	Code	Title of Course unit	Credits
Semester I			
01	PGDEF 11012	Philosophical Bases of Education	2
02	PGDEF 11022	Psychological Foundations of Education	2
03	PGDEF 11032	Evaluation of Educational Dimensions	2
04	PGDEF 11042	Historical and Contemporary perspectives of Education	2
05	PGDEF 12012	Research Methodology in Education	2
06	PGDEF 12022	Curriculum Studies	2
07	PGDEF 12032	Career Guidance and Counseling	2
08	PGDEF 12042	English for Educators(<i>not to be considered for calculation</i>)	2

NB: Enhancement course unit (English for Educators and Information Communication Technology) not to be consider for calculation of OGPA.

Mode of delivery for Taught courses and Enhancement courses

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.

PGDEF 12053 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 Arts.

PGDEF 12062 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 Arts. Full Time 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.

PGDEF 11072: 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:

- PGDEF 11072.1 Methodology of Teaching Tamil
- PGDEF 11072.2 Methodology of Teaching Hinduism
- PGDEF 11072.3 Methodology of Teaching History
- PGDEF 11072.4 Methodology of Teaching Commerce and Accounting
- PGDEF 11072.5 Methodology of Teaching Mathematics
- PGDEF 11072.6 Methodology of Teaching Science
- PGDEF 11072.7 Methodology of Teaching English
- PGDEF 11072.8 Methodology of Teaching Christianity
- PGDEF 11072.9 Methodology of Teaching ICT
- PGDEF 11072.10 Methodology of Teaching Aesthetic subjects

PGDEF 11082: 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	PGDEF 11012		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70
Course Aim:			
<ul style="list-style-type: none">• 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 and Social Change: Introduction to Social mobility; Factors determining Social mobility; Education and Social mobility

Changing concept of Education: Cultural, Ethical, Human, Economical, Vocational and Political; Education for Peace and 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)*கல்வி மெய்யியல்*. யாழ்ப்பாணம்: ஆசிரியர் வாண்மை விருத்தி நிறுவனம்
- 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 and Sons.
- Preminath, T.(1990) *The Bases of Education* . New Delhi: Chand and 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	Psychological Foundations of Education		
Course Code	PGDEF 11022		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70
Course Aim:			
<ul style="list-style-type: none"> • Provide depth knowledge regarding student behavior and learning • Introduce fundamental principles of psychology on educational objectives, student characteristics, learning processes, teaching methods, and evaluation procedures 			
Intended Learning Outcomes (ILOs)			
<ul style="list-style-type: none"> • 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			
Thinking, Problem Solving and transfer of learning			
Personality Development			
Diversity of Learners			
Conflicts, Frustration and 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			
<ul style="list-style-type: none"> • சந்தானம்,எஸ்., கணபதி,வி. (2014) <i>கல்வி உளவியல்</i>. சென்னை: சாந்தா பப்பிளிர்ஸ் 			

- சின்னத்தம்பி,க(2007) *அறிகைத் தொழிற்பாடுகளும் ஆசிரியரும்*, இடைக்காடு: நாகம்மா வெளியீடு
- முத்துலிங்கம், ச. (2012) *கல்வி உளவியல்*. கொழும்பு: சேமமடு பதிப்பகம்
- வைத்தீஸ்வரன்,சி.ந. (2003) *மொழி பெயர்ப்பு. மொன்றிசோரி அம்மையாரின் குழந்தைமை புதிரும் அற்புதமும்*. சென்னை: சாகரம்
- ஜெயராசா,ச.(2011) *குழந்தை உளவியலும் கல்வியும்*, கொழும்பு: சேமமடு பதிப்பகம்
- Aggarwal,J.C. (2014) *Essentials of Educational Psychology* (3rd rev. ed.) New Delhi: Vikas Publishing PVT LTD
- Bigge,M.L.,and 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	PGDEF 11032		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70
Course Aim:			
<ul style="list-style-type: none"> • Describe the measure of student performance • Provide the concepts of a context for improving the student performance 			
Intended Learning Outcomes (ILOs)			
<ul style="list-style-type: none"> • 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

Course Title	Research Methodology in Education		
Course Code	PGDEF 11042		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70
Course Aim:			
<ul style="list-style-type: none"> • Provide depth knowledge of research methods in Education • Provide the ability to formulate a plan of investigation 			
Intended Learning Outcomes (ILOs)			
<ul style="list-style-type: none"> • 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) *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: சேமமடு பதிப்பகம்.
- Burns,Robert.B. (2000) *Introduction to research methods*. New Delhi: Sage Publications India Pvt.Ltd.
- Cohen,L., Manion,L., and Morrison,K. (2011) *Research Methods in Education* (7th ed.) London: Routledge/Falmer

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		
<ul style="list-style-type: none"> • அருள்மொழி, செ.(2009) <i>கற்றலில் அளவீடும் மதிப்பீடும்</i>. சாய்ந்தமருது: நோயல் ஓவ்செந் பிரின்டேர்ஸ் • சின்னத்தம்பி.க, (2017) <i>கல்வியில் அளவீடும் மதிப்பீடும்</i> (4ம் பதிப்பு). கொழும்பு: சேமமடு பதிப்பகம். • Bloom, B.S., et. al. (1956) <i>Taxonomy of Educational objectives, hand book I; Cognitive Domain</i>. New York: David McKay • Bloom, B.S.,Hastings, J.T.,Madaus,G.F.(1971) <i>Handbook of Formative and Summative Evaluation of Student Learning</i>. New York: McGraw Hill. • Anastasi, Anne, (1988) <i>Psychological testing</i> (6th ed.). New York: Prentice Hall • Krathwohl, D.R. et, al (1964) <i>Taxonomy of Educational Objectives; Handbook II; Affective domain</i>. New York: McKay. • Thorndike, R.L. and Hagen, E.P. (1977) <i>Measurement and Evaluation in Psychology and Education</i> (4th ed.). New York: John Wiley and Sons. 		

Course Title	Historical and Contemporary perspectives of Education		
Course Code	PGDEF 12012		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70
Course Aim:			
<ul style="list-style-type: none"> • Provide the concepts of Historical and contemporary perspectives of Sri Lanka and Global Education • Develop the knowledge about the educational problems and drawbacks in Sri Lanka. 			
Intended Learning Outcomes (ILOs)			
<ul style="list-style-type: none"> • 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 and 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 and 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 கல்வி முறைகளின் சில பரிமாணங்கள். கொழும்பு: சேமமடு பதிப்பகம்.
- ஜெயராசா, ச.(2008) இலங்கையின் கல்வி வரலாறு, கொழும்பு: சேமமடு பதிப்பகம்.
- சந்திரசேகரன், சோ.(2006) ஒப்பியல் கல்வி. கொழும்பு: குமரன் புத்தக இல்லம்.
- நித்திலவரணன், ஆ.(2015) பேண்தகு அபிவிருத்திக்கான கல்வி, கொழும்பு: சேமமடு பதிப்பகம்.

Course Title	Curriculum Studies		
Course Code	PGDEF 12022		
Credit Value	02		
Hourly	Theory	Practical	Independent learning
	30	-	70

Breakdown			
Course Aim:			
<ul style="list-style-type: none"> • Introduce the practical skills in curriculum planning and development • Impart knowledge of Curriculum implementation and management techniques 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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			
<p>Concept and changing definition of Curriculum: Historical view of curriculum development; Curriculum of the Ancient Era; Current trends in curriculum development</p> <p>Types of Curriculum: Traditional types of curriculum; Modern types and emerging patterns.</p> <p>Factors influencing Curriculum Development</p> <p>Models of Curriculum development.</p> <p>Curriculum Organization and Management techniques.</p> <p>Curriculum Organization and development in Sri Lanka.</p> <p>Problems of Curriculum organization.</p> <p>A critical study of contemporary Curriculum organization in Sri Lanka</p>			
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			
<ul style="list-style-type: none"> • ஜெயராசா ச.(2010) <i>கலைத்திட்டம்</i>, கொழும்பு: சேமமடு பதிப்பகம். • கினிகே.ஐ.எல்.(2008) <i>தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்</i>, பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம். • Janorthan Prasad. () <i>Advanced Curriculum construction</i>, , New Delhi: Kanishka publishers, 			

Course Title	Career Guidance and Counseling		
Course Code	PGDEF 12032		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	20	10	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 data for 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: சேமமடு பதிப்பகம்.
- ஜெயராசா,ச.(2008) சீர்மிய உளவியல், கொழும்பு: சேமமடு பதிப்பகம்.
- ஜெயராசா, ச.(1997) ஆற்றுப்படுத்தலும் சீர்மியமும், யாழ்ப்பாணம்: பட்டதாரி வாண்மை விருத்தி அமைப்பு.
- சின்னத்தம்பி, மா.(2019) கல்வியின் அண்மைக்காலப் போக்குகள், கொழும்பு, குமரன் புத்தக இல்லம்.

Course Title	English for Educators		
Course Code	PGDEF 12042		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	20	10	70
Course Aim:			
<ul style="list-style-type: none"> • Provide adequate and uniform proficiency level in English language to encounter the national and global demands in the educational fields. 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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			
<p>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).</p> <p>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</p> <p>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</p> <p>Listening: Listening to authentic official speeches, discussions, public meetings and</p>			

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. and O’Dell, F. (1999) *English Vocabulary in Use, (Intermediate)*. Cambridge: Cambridge University Press,
 Frangoise Grellet. (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	PGDEF 11052		
Credit Value	02		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70
Course Aim:			
<ul style="list-style-type: none"> • 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)			
<ul style="list-style-type: none"> • 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: சேமமடு பதிப்பகம்.
- சந்திரசேகரன்,சோ., சின்னத்தம்பி, மா. (2002) *கல்வியும் மனிதவள விருத்தியும்*. கொழும்பு: எஸ். எச் பிறிண்டர்ஸ்
- சின்னத்தம்பி,மா.(2016).*ஆசிரிய முகாமைத்துவம்*, கொழும்பு: குமரன் புத்தக இல்லம்
- செல்வராஜா, மா.(1995) *கல்விக் கொள்கையும் முகாமைத்துவமும்*. மட்டக்களப்பு: ஏ.ஜே. பிறிண்டர்ஸ்,
- புண்ணியமூர்த்தி.(2016).*பாடசாலைமுகாமைத்துவம்: கோட்பாடுகளும் பிரயோகங்களும்*. கொழும்பு: சேமமடுபதிப்பகம்.
- ஜவ்பர், ப.கா.(2016) *ஜனநாயக வகுப்பறை முகாமைத்துவம்*. மட்டக்களப்பு: செரோணி பப்ளிக்கேசன்ஸ்
- Sharma.B.M. (2002). *Classroom Administration*. Mumbai: Roshan offset Printers

Course Title	General Methods and Practices of Teaching		
Course Code	PGDEF 11062		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	30	-	70
Course Aim:			
<ul style="list-style-type: none"> • 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)			
<ul style="list-style-type: none"> • 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 and 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. செல்வராணி ஆறுமுகம்
- ரஞ்சித் குமாரசிநி (2009) *அதி விசேட ஆசிரியராகுங்கள்*, மத்தேகொட: ஆசிரியர் வெளியீடு.
- நவரத்தினம், உ., கணபதிப்பிள்ளை, மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை*, கொழும்பு: திருமதி விக்கினேஸ்வரி நவரத்தினம்.
- கினிகே,ஐ.எல்.(2008) *தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*, பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம்.
- 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	PGDEF 11072.1		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Provide knowledge regarding methodology of teaching Tamil • Develop specialized skills for teaching Tamil 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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 கற்பிக்கும் முறைகள்*. சென்னை: சாரதாபப்ளிக்கேசன்.
- கயிலைநாதன், இ. (1999)*தமிழ்மொழி. கற்பித்தல் மொழியியலாளர் நோக்கு,யாழ்ப்பாணம்: மகாத்மாஅச்சகம்.*
- சிவத்தம்பி, கா. (2007) *தமிழ் கற்பித்தல்*. கொழும்பு: குமரன்பதிப்பகம்.
- சுப்புரெட்டியார், ந. (2002) *தமிழ் பயிற்றும் முறை* சிதம்பரம்: மெய்யப்பன் தமிழ் ஆய்வகம்
- வேணுகோபால்.பா (2009) *பொதுத் தமிழ்கற்பித்தல்*சென்னை: சாரதாபதிப்பகம்.
- ஜெயலக்ஷ்மி இராசநாயகம்(2016)*நவீனமுறையில் தமிழ்மொழிகற்பித்தல்*. கொழும்பு:குமரன் பதிப்பகம்

Course Title	Methodology of Teaching -Hinduism		
Course Code	PGDEF 11072.2		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Provide knowledge regarding methodology of teaching Hinduism • Develop specialized skills for teaching Hinduism 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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 Methods	Semester end examination	70 marks	
	In course assessment	30 Marks	
Recommended readings			
Russo,Michael S. (2017) <i>Hinduism: Teachings, Sources, and Practices</i> . New York: Create Space Independent Publishing Platform			
<ul style="list-style-type: none"> • ஆறுமுகம்.வ (1994) <i>வகுப்பறைக் கற்பித்தல்</i>, உரும்பிராய்: திருமதி. செல்வராணி ஆறுமுகம் • ரஞ்சித் குமாரசிற்றி (2009) <i>அதி விசேட ஆசிரியராகுங்கள்</i>, மத்தேகொட: ஆசிரியர் வெளியீடு. • நவரத்தினம், உ., கணபதிப்பிள்ளை, மா.(2002) <i>வகுப்பறையில் ஆசிரியவாண்மை</i>, கொழும்பு: திருமதி விக்கினேஸ்வரி நவரத்தினம். • கினிகே.ஐ.எல்.(2008) <i>தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்</i>, பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம். 			

Course Title	Methodology of Teaching History		
Course Code	PGDEF 11072.3		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Provide knowledge regarding methodology of teaching History • Develop specialized skills for teaching History 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • Haydn, Terry.,Arthur,James.,Hunt, Martin. (2001) <i>Learning to Teach History in the Secondary School a Companion to School Experience. 2nd.ed.</i>London : RoutledgeFalmer • Husbands,Chris. (1996) <i>What is History teaching?</i> Philadelphia :Open University Press • ரஞ்சித் குமாரசிற்றி (2009) <i>அதி விசேட ஆசிரியராகுங்கள்</i>, மத்தேகொட: ஆசிரியர் வெளியீடு. • கினிகே,ஐ.எல்.(2008) <i>தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும்</i> 			

செயற்பாட்டுத் திட்டங்களும், பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம்.

Course Title	Methodology of Teaching Commerce		
Course Code	PGDEF 11072.4		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • 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)			
<ul style="list-style-type: none"> • 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 and 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			
<ul style="list-style-type: none"> • Gupta, Rainu.(2018) <i>Teaching of Commerce</i> (2nd Revised Ed). New Delhi:Shipra Publications • ஆறுமுகம்.வ (1994) <i>வகுப்பறைக் கற்பித்தல்</i>, உரும்பிராய்: திருமதி. செல்வராணி ஆறுமுகம் 			

- ரஞ்சித் குமாரசிற்றி (2009) *அதி விசேட ஆசிரியராகுங்கள்*, மத்தேகொட: ஆசிரியர் வெளியீடு.
- நவரத்தினம், உ., கணபதிப்பிள்ளை, மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை*, கொழும்பு: திருமதி விக்கினேஸ்வரி நவரத்தினம்.
- கினிகே.ஐ.எல்.(2008) *தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*, பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம்.

Course Title	Methodology of Teaching - Mathematics		
Course Code	PGDEF 11072.5		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Credit Value	2		
Course Aim:			
<ul style="list-style-type: none"> • Impart knowledge regarding methodology of teaching and learning Mathematics • Provide the knowledge regarding the Mathematics curriculum at school level 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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			
<p>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.</p> <p>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.</p> <p>Basic mathematical Concepts: Basic mathematical concepts and their development with special reference to the works of Piaget, Bruner, and Skemp</p> <p>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 and construction sites</p>			

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: சாந்தா பப்ளிர்ஸ்
- ஆறுமுகம்.வ (1994) *வகுப்பறைக் கற்பித்தல்*, உரும்பிராய்: திருமதி. செல்வராணி ஆறுமுகம்
- ரஞ்சித் குமாரசிநி (2009) *அதி விசேட ஆசிரியராகுங்கள்*, மத்தேகொட: ஆசிரியர் வெளியீடு.
- நவரத்தினம், உ., கணபதிப்பிள்ளை, மா.(2002) *வகுப்பறையில் ஆசிரியவாண்மை*, கொழும்பு: திருமதி விக்கினேஸ்வரி நவரத்தினம்.
- கினிகே.ஐ.எஸ்.(2008) *தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*, பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம்.

Course Title	Methodology of Teaching Science		
Course Code	PGDEF 11072.6		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Provide knowledge regarding methodology of teaching and learning Science • Develop specialized skills for teaching Science 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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 and 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 and 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

- Sonika Rajan (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: சாந்தா பப்ளிர்ஸ்
- ரஞ்சித் குமாரசிற்றி (2009) *அதி விசேட ஆசிரியராகுங்கள்*, மத்தேகொட: ஆசிரியர் வெளியீடு.
- கினிகே.ஐ.எல்.(2008) *தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்*, பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம்.

Course Title	Methodology of Teaching- English		
Course Code	PGDEF 11072.7		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Impart knowledge regarding the methodology of teaching and learning English • Develop specialized skills for teaching English 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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 and 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 Modern 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			
<ul style="list-style-type: none"> • Pahuja,N.P. (1996)<i>Teaching of English</i>. Anmal Publications Pvt Ltd 			

Course Title	Methodology of Teaching - Christianity		
Course Code	PGDEF 11072.8		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Provide the knowledge regarding methodology of teaching and learning Christianity • Develop specialized skills for teaching Christianity 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • List the aims and 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			
<ul style="list-style-type: none"> • ஆறுமுகம்.வ (1994) <i>வகுப்பறைக் கற்பித்தல்</i>, உரும்பிராய்: திருமதி. செல்வராணி ஆறுமுகம் • ரஞ்சித் குமாரசிறி (2009) <i>அதி விசேட ஆசிரியராகுங்கள்</i>, மத்தேகொட: ஆசிரியர் வெளியீடு. • நவரத்தினம், உ., கணபதிப்பிள்ளை, மா.(2002) <i>வகுப்பறையில் ஆசிரியவாண்மை</i>, கொழும்பு: திருமதி விக்கினேஸ்வரி நவரத்தினம். • கினிகே.ஐ.எல்.(2008) <i>தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும்</i>, பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம். 			

- 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	PGDEF 11072.9		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Impart knowledge regarding the Methodology of Teaching ICT • Develop specialized skills for Teaching ICT 			
Intended Learning Outcomes(ILO)			
<ul style="list-style-type: none"> • 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			
<p>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</p> <p>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)</p> <p>Teaching aids for teaching ICT: materials and models; audio-visual</p> <p>Organization and maintenance of ICT Laboratory/ rooms: Basic requirements and organization; Availability of services; Hazards / accidents; Maintenance; Precautions</p> <p>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</p> <p>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</p> <p>Evaluation and Monitoring: Evaluation tools for formative and summative evaluation; Diagnostic evaluation and remedial activities; Designing and conducting online</p>			

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	PGDEF 11072.10		
Credit Value	1		
Hourly Breakdown	Theory	Practical	Independent learning
	15	-	35
Course Aim:			
<ul style="list-style-type: none"> • Provide the knowledge regarding methodology of teaching aesthetic subjects • Develop the specialized skills for teaching Aesthetic subjects 			
Intended Learning Outcomes(ILOs)			
<ul style="list-style-type: none"> • 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			
<p>Introduction: Constituents of aesthetic subjects (Carnatic music, Dance, Art, and Drama and 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</p>			

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 and Associations within the school; Public performance programs. planning, practicing and performing; Exhibitions; Competitions; Innovations in Teaching of Music, Dance, Art, and Drama and 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 - நவீன ஆய்வுப் போக்குகள். சென்னை: செம்முதாய் பதிப்பகம்
- லீலாம்பிகை, செல்வராஜா.(2011) கற்பித்தல் முறைகள் (நடனம்) 2ம் பதிப்பு. கொழும்பு: யூ.கே.பிரிண்டர்ஸ்

Course Title	Information Communication Technology		
Course Code	PGDEF 11082		
Credit Value	2		
Hourly Breakdown	Theory	Practical	Independent learning
	15	25	60
Course Aim:			
<ul style="list-style-type: none">• 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 and Sons

Course Title	Practicum		
Course Code	PGDEF 12053		
Credit Value	3		
Hourly Breakdown	Theory	Practical	Independent learning
	10	100	40
Course Aim:			
<ul style="list-style-type: none"> • 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)			
<ul style="list-style-type: none"> • 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			
<p>The students is assigned to a school to teach specified classes for a minimum total of 100 forty minutes periods spread over 10 weeks</p> <p>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.</p> <p>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</p> <p>The Time table duly certified by the school is submitted to each supervisor for approval.</p> <p>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</p>			
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			
<ul style="list-style-type: none"> • ஆறுமுகம்.வ (1994) <i>வகுப்பறைக் கற்பித்தல்</i>, உரும்பிராய்: திருமதி. செல்வராணி ஆறுமுகம் • ரஞ்சித் குமாரசிற்றி (2009) <i>அதி விசேட ஆசிரியராகுங்கள்</i>, மத்தேகொட: ஆசிரியர் வெளியீடு. 			

- கினிகே,ஐ.எல்.(2008) தேர்ச்சிகளை அடிப்படையாகக் கொண்ட கலைத்திட்டமும் செயற்பாட்டுத் திட்டங்களும், பாதுக்கை: கல்வி வாண்மைத் தேர்ச்சி விருத்தி மையம்.
- 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	PGDEF 12062	
Credit Value	02	
Hourly Breakdown	Monitoring	Independent learning
	20	180
Course Aim:		
<ul style="list-style-type: none"> • 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)		
<ul style="list-style-type: none"> • 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		
<p>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.</p> <p>Educational Problems: Meaning and existence of educational problems: problems as barriers to development; The need to investigate such problems: plan of treatment and that of the report.</p> <p>Review of Literature: A careful study of researches undertaken in the related field</p> <p>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.</p> <p>Data collection: Means of data collection – specific instruments and their characteristics; Appropriate use of primary and secondary sources.</p> <p>Analyze and findings: The gathered data are analyzed and solutions are put forward in relations to the hypotheses formulated.</p> <p>The Report: Formulation and writing of the final report according to the planned format and compiling to form the dissertation.</p>		
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) *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: சேமமடு பதிப்பகம்.
- Burns,Robert.B. (2000) *Introduction to research methods*. New Delhi: Sage Publications India Pvt.Ltd.
- Cohen,L., Manion,L., and Morrison,K. (2011) *Research Methods in Education* (7th ed.) London: Routledge/Falmer

Examination Rules

Instructions to Candidates

1. A candidate shall not approach anyone other than the Vice-Chancellor, Dean of Faculty, Head of Department or Examination Registrar regarding any matter concerning the examination.
Whom to approach on examination matters
2. Candidates shall be in attendance outside the Examination Hall at least 15 minutes before the commencement of each paper, but shall not enter the hall until they are requested to do so by the Supervisor.
Attendance
3. On admission to the Examination Hall a candidate shall occupy the seat allotted to him/her and shall not change it except under specific instruction from the Supervisor.
Seating
4. A candidate shall not be allowed to enter the Examination Hall for any reason after 30 minutes from the commencement of the examination and shall not be allowed to leave the hall until 30 minutes before the closure of the examination.
Admission to examination hall
5. However, under exceptional circumstances or in cases where the duration of the examination is less than one hour, candidates, may be allowed to leave the Examination Hall 15minutes prior to the closure of the examination.
6. Every candidate shall conduct himself/herself in the Examination Hall and its precincts so as not to cause disturbance or inconvenience to the Supervisor or his/her staff or to other candidates. When entering and leaving the hall, the candidate shall conduct himself/herself as quietly as possible. A candidate is liable to exclusion from an Examination and/or expulsion from the Examination Hall for disorderly conduct.
Conduct at examination hall
7. A candidate shall be in possession of his/her Student Identity Card and/or Student Record Book and Admission Card, and all three documents for examinations of the Faculty of Medicine, on every occasion he/she presents himself/herself for an examination paper. The Student Identity Card or Student Record Book should be clearly on display during the examination. The candidature of a student is liable to cancellation if he/she fails to produce his/her Student Identity Card or Student Record Book or Admission Card when required.
Documents for identity

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| <p>8. If the candidate fails to produce the required item(s) on any occasion, he/she shall sign a declaration in respect of the paper for which he/she had not produced the item(s), in the form (<i>Examination - 09</i>) provided for it and produce the item(s) on the next occasion that he/she appears for the examination. If failure occurs for the last paper of the examination or the only paper he/she is sitting, he/she shall produce the item(s) to the Examination Registrar on the following day. If a candidate has lost his/her documents during the course of examination ,he/she shall obtain duplicate(s)from the Examination Registrar for purpose of production at the Examination Hall.</p> | Declaration |
| <p>9. A candidate shall not produce in full or an extract of any work other than his/her, without stating so, in a Session Paper, Assignment, Reference, Research paper, Practical or Field book or Thesis as it amounts to theft of Intellectual Property. A candidate shall not submit a Practical Record Book or Field Book or Dissertation or Project Study Report or Answer Script, which has been done wholly or partly by anyone other than the candidate, exception being group tasks of students.</p> | Cheating |
| <p>10. A candidate shall not allow another person to appear on his/her behalf for an examination and shall not appear on behalf of another. Supervisors and Invigilators are authorized to obtain declarations from examination candidates regarding any such event occurring within the examination hall.</p> | Allowing another
candidate
To appear |
| <p>11. A candidate shall not have any notes, signs or formulae on his/her person, clothes, Admission Card, Timetable, Student Record Book or Student Identity Card. The candidate shall declare to the Supervisor or an Invigilator any other item in his/her possession. Any unpermitted item brought by a candidate shall be kept in a place indicated by the Supervisor or Invigilator, at the candidate's own risk.</p> | Items which candidates
Shall not bring |
| <p>12. No candidate shall copy or attempt to copy from any book or paper or notes or similar material or from the answer script of another candidate. A candidate shall neither help another candidate nor obtain help from another candidate or person. A candidate shall not conduct himself/herself negligently in anyway that gives opportunity for another candidate to read anything written by him/her or to watch any practical work conducted by him/her. A candidate shall not use any other unfair means to obtain or render improper assistance at the examination. Need for assistance for genuine purposes should be indicated to the Supervisor or Invigilator by raising the hand.</p> | Copying |

13. Any candidate who has been found to have copied from another candidate by an examiner at the time of marking shall be treated as having committed an examination offence.
14. Candidates may bring to the Examination Hall permitted stationery such as pens, pencils, erasers, rulers, geometrical instruments and specified scientific calculators, besides the Admission Card and Student Identity Card and/or Student Record Book, and all three documents for examinations of the Faculty of Medicine. It is the responsibility of the candidate to ensure that no written or printed material is brought into the Examination Hall for his/her personal use or use by any other. Such material shall not be used or be in their possession in the examination hall. It is the responsibility of the candidate to ensure that he/she does not engage in such examination offence.
15. Being in possession of and using mobile telephones or devices capable of storing data are strictly prohibited in the Examination Hall.
16. Examination stationery (i.e. writing paper, graph paper, drawing paper, etc.) shall be supplied in the Examination Hall as and when necessary. No sheet of paper or answer book supplied to a candidate may be torn, crumpled, folded or otherwise mutilated or removed from the Examination Hall. Candidates shall use only stationery items supplied by the Supervisor or Invigilator. Books of data and other material provided by the University shall be used with care and left on the candidate's table after use and shall not be removed from the Examination Hall under any circumstances.
17. Before commencement of answering, each candidate shall write his/her index number with the course unit code and the name of the examination in the allotted spaces. All papers used should carry the index number of the candidate. A candidate who enters an index number other than his/her own on the answer script is liable to be considered as having attempted to cheat. The Supervisor or Invigilator has the authority to check the answer script of the candidate.
18. Any answer script that bears no index number or an index number that is illegible or ambiguous is liable to be rejected. A candidate shall not write his/her name or any other identification on the answer script.

Articles that candidates
May bring

Mobile phones in
Examination Hall

Examination Stationery

Index number

Index number ambiguity

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| <p>19. All calculations and rough work shall be done only on paper supplied for the examination and shall be crossed out and attached to the answer script. Such work shall not be done on Admission Cards, Timetables, Question papers, Student Record Books or any other paper. A candidate who disregards these instructions could be considered to have been in possession of written notes or outlines of answers with the intention of copying.</p> | <p>Rough work</p> |
| <p>20. A candidate found copying, communicating with another candidate or using unpermitted material may be expelled from the Examination Hall. A written report on the incident shall be submitted by the Invigilator through the Supervisor to the Vice-Chancellor.</p> | <p>Improper conduct</p> |
| <p>21. Any answer or part thereof, which is not intended to be considered for the purpose of assessment, shall be neatly crossed out. If the same question has been attempted in more than one place, parts that are not intended to be counted shall be neatly crossed out.</p> | <p>Unwanted parts to be
Crossed out</p> |
| <p>22. Candidates are under the authority of the Supervisor and shall assist him/her by carrying out his/her instructions and those of the Invigilators, while in the Examination Hall.</p> | <p>Under supervisor's
authority</p> |
| <p>23. Candidates shall stop work promptly when ordered by the Supervisor or Invigilator to do so. If the instruction is not strictly followed, the Supervisor or Invigilator has the authority to make an endorsement to that effect on the answer script.</p> | <p>Stopping work</p> |
| <p>24. Candidates shall maintain absolute silence in the Examination Hall and its precincts.</p> | <p>Maintenance of silence</p> |
| <p>25. A candidate shall not be allowed to temporarily leave the Examination Hall during the examination. In case of emergency, the Supervisor or Invigilator shall permit the candidate to do so, but under strict surveillance of the Supervisor or an Invigilator.</p> | <p>Leaving the Examination
Hall</p> |
| <p>26. No person shall impersonate a candidate at the examination and a candidate shall not allow another person to impersonate him/her.</p> | <p>Impersonation</p> |
| <p>27. No candidate shall obtain or seek to obtain prior knowledge of questions of an examination paper.</p> | <p>Prior knowledge of
question paper</p> |
| <p>28. Any candidate receiving unauthorized assistance from any person during the examination shall be deemed to have committed an examination offence.</p> | <p>Unauthorised assistance</p> |

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| <p>29. If circumstance arises which in the opinion of the Supervisor render the cancellation or postponement of the examination necessary, the Supervisor shall stop the examination, collect the answer scripts already written and report the matter as soon as possible to the Dean of the relevant Faculty.</p> | <p>Cancellation
/Postponement
Of examination</p> |
| <p>30. The Supervisor and Invigilators are empowered to demand any candidate to make a statement in writing on any irregularity concerning the candidate, which may have arisen during the course of the examination, and the candidate shall sign such statement. The candidate is not entitled to refuse to make such statement or to sign it. In the event of refusal, the Supervisor or Invigilator shall record his/her own observations and report the matter to the Dean of the relevant Faculty.</p> | <p>Making statement</p> |
| <p>31. Every candidate should personally hand over his/her answer script to the Supervisor or an Invigilator. Candidates shall remain seated until all the answer scripts are collected and the Supervisor announces that they may leave. Answer scripts shall not be handed over to Hall Attendants or any other person under any circumstance. An answer script, once handed over to the Supervisor or an Invigilator, shall not be returned to the candidate, and candidates should refrain from making such request.</p> | <p>Handing over answer
scripts</p> |
| <p>32. Any candidate who wishes to leave the Examination Hall early shall have his/her answer script collected by an Invigilator before he/she leaves his/her desk.</p> | <p>Leaving the Examination
Hall</p> |
| <p>33. No candidate shall remove his/her or any other candidate's answer script from the Examination Hall.</p> | <p>Removal of answer
script</p> |
| <p>34. Candidates should know that they are liable to punishment for examination offences if the marking examiner is convinced that an examination offence has occurred.</p> | <p>Awareness of
punishment</p> |
| <p>35. Every candidate who has registered for a course/course unit shall be deemed to have sat the examination of the course/course unit unless she/she has withdrawn from the examination within the permitted period for dropping the course/course unit.</p> | <p>Withdrawal</p> |
| <p>36. A candidate who is unable to appear for an examination on medical grounds shall inform of his/her inability to the Dean of the Faculty within a week from the commencement of the examination.</p> | <p>Informing inability
to appear
for an examination</p> |

37. A candidate who is unable to appear for examination on medical grounds should obtain a valid medical certificate either from the University Medical Officer or from a government hospital and submit it to the University Medical Officer at the earliest possible.

Valid medical certificate

A candidate receiving treatment from private practitioners of Western, Ayurveda, Siddha or Homeopathic Medicine should submit the medical certificate during the period of illness to the University Medical Officer for approval.

All medical certificates shall conform to Senate Regulations.

38. The candidate shall submit to the Dean of the relevant Faculty a medical certificate endorsed by the University Medical Officer, within 14 days of the conclusion of the examination. The Dean shall, with the recommendation of the Board of the Faculty, place the medical certificate for the approval of the Senate.

Submission of Medical certificate

39. A candidate who has been unable to present himself/herself at any part or section of an examination, shall notify the Dean of the relevant Faculty immediately after and follow it up in writing with supporting documents, hand-delivered or sent by registered post to the Dean within two weeks.

Absence from examination

40. A candidate who lacks the required Minimum Attendance of 80% in any course-unit/subject but has attended a reasonable number of classes may under exceptional circumstances be allowed to sit the examination with the approval of the Board of the Faculty and the Senate. Allowing a candidate who lacks the required minimum attendance to sit the forthcoming available examination or repeat examination as a repeat candidate, with the approval of the Board of the Faculty and Senate. Approval of the Board of the Faculty and the Senate is also necessary to allow a candidate to sit an examination under special circumstances after eligible number of attempts of an examination is exhausted.

Minimum attendance

41. A candidate admitted to a Course of Study who has been disabled and unable to write the examination normally at an in-course assessment or end-course assessment may request the Dean of the Faculty in writing for additional time for the written examination.

Disability of Candidates

The Board of the Faculty shall decide whether the request is reasonable and if so recommend additional time at 10 minutes per hour of the examination paper subject to a maximum of 30 minutes for paper whose duration is three hours or more and the provision of relevant necessary assistance such as braille typewriter, braille stationary and writing assistance with audio recording for approval by the Senate.

42. A candidate who has a chronic or acute illness or has met with an accident before the examination and is unlikely to recover fully before the examination may request the Dean of the Faculty in writing for additional time for the written examination. The Board of the Faculty shall decide whether the request is reasonable and if so recommend additional time at 10 minutes per hour of the examination paper subject to a maximum of 30 minutes for papers whose duration is three hours or more and the provision of relevant necessary assistance such as braille typewriter, braille stationary and writing assistance with audio recording for approval by the Senate.

Chronic or Acute Illness

43. A candidate who has fallen ill or met with an accident shortly before the examination and has not recovered fully but still

wishes to sit the examination, shall request the Dean of the Faculty in writing for additional time for the written examination.

The Dean shall decide on the validity of the request based on certification by the University Medical Officer or a Consultant and, if valid, shall recommend additional time at 10 minutes per hour of the examination subject to a maximum of 30 minutes for paper whose duration is three hours or more and the provision of relevant necessary assistance such as braille typewriter, braille stationary and writing assistance with audio recording, and duly inform the Board of the Faculty and through it the Senate for retrospective approval.

- i. For practical examinations and clinical examinations,
- (a) procedures adopted for theory examinations shall be adopted regarding allowing additional time;
 - (b) a colour-blind candidate shall make a written request to the Dean of the Faculty for assistance with identifying colours, and a layman may be assigned the responsibility. Under such circumstances, a layman nominated by the Head of Department or the Chief Examiner and recommended by the Board of the Faculty shall be duly appointed by the Senate. Payment for the services of the layman shall be on par with that for a hall attendant as recommended in the UGC Circular No.981 of 23.04.2012; and
 - (c) Each Faculty may formulate its own regulation or procedure or By-law for conducting practical, clinical and spot examinations, which shall be recommended and approved by the Board of the Faculty and the Senate, respectively, and adopted by the Council.

Examination Offences and Punishments

Examination Offences by Candidates

Any candidate who violates the rules of examination shall be deemed to be guilty of examination offences.

Examination offences comprise the following:

- (b) Being in possession of unpermitted documents in the Examination Hall
- (c) Being in possession of mobile telephones or devices capable of storing data in the examination hall, without prior permission.
- (d) Removing examination stationery out of the examination hall.
- (e) Copying or attempting in any manner to copy.
- (f) Being in possession of or attempting to use examination stationary that has not been distributed in the Examination Hall on the day itself.
- (g) Having notes written on the body or on clothes.
- (h) Having or attempting to have unlawfully prior knowledge of all or part of the contents of a question paper or marking scheme of an examiner.
- (i) Entering or leaving the Examination Hall without the permission of Supervisor or Invigilator or attempting to do so or assisting another to do so.
- (j) Destroying or attempting to destroy or assisting in destroying any examination stationery.
- (k) Disturbing the peace of the examination hall and/or disrupting the examination process.
- (l) Behaving in a manner that is injurious to the self-respect of and/or causes mental stress to any among the Supervisor, Invigilators, Hall Attendants and other candidates.
- (m) Planning or attempting to harm mentally or physically any among the Supervisor, Invigilators, Hall Attendants and other candidates.

- (n) Impersonation or attempted impersonation including enabling another person to appear at the examination in place of the candidate and using the index number of another candidate.
- (o) A candidate shall not submit a field book, dissertation, report or any other assignment which has been carried out wholly or partly by anyone other than the candidate (except where the Examiner has given prior permission for joint or collaborative work to be submitted) for assessment.
- (p) Any other examination offence as determined by the Senate.
- (q) Offences identified by the marking examiner.

Aiding and abetting in examination offences.

Examination
Offences

- (a) **Possession of unpermitted documents or removal of examination stationery:** cancellation of candidature in the examination in which the offence was committed.
- (b) **Disorderly conduct of a grave nature, copying, cheating, obtaining or attempting to obtain improper assistance:** cancellation of candidature in all examinations of the University for three years including the examination in which the offence was committed.
- (c) **Impersonation:** cancellation of candidature in all examinations of the University for five years including the one in which the offence was committed.
- (d) **Plagiarism: *For Dissertations/Comprehensive Design Project (CDP)/Design Thesis:*** Cancellation of candidature from the particular module comprising the dissertation, and suspension from the University for two (02) additional semesters.

For Research Thesis: Cancellation of the candidature from the degree and denial of eligibility to register for any degree of the University for one (01) year.

Non-Compliance with Rules (not covered by any other offences above): Severe warning.

Punishment may be enhanced subject to the gravity of the offence.

Enhanced
Punishments

The Maximum punishment for examination offences shall be as follows:

- (a) **Possession of unpermitted documents or removal of examination stationery:** cancellation of candidature in the examination in which the offence was committed.
- (b) **Disorderly conduct of a grave nature, copying, cheating, obtaining or attempting to obtain improper assistance:** cancellation of candidature in all examinations of the University for three years including the examination in which the offence was committed.
- (c) **Impersonation:** cancellation of candidature in all examinations of the University for five years including the one in which the offence was committed.
- (d) **Plagiarism:** Expulsion as a Candidate of the University and/or appropriate legal action and/or withdrawal of the Degree/Awards
- (e) **Non-Compliance with Rules (not covered by any other offences above):** Cancellation of the candidature from all the Examinations of all the Modules / Subjects pertaining to the particular Semester in which the offence was committed.

A student shall be eligible for the award of Class Honours if all requirements for the award of Class are fulfilled within the prescribed period for the degree. A candidate found guilty of an examination offence shall, however, be ineligible for the award of Class Honours.

The Senate shall appoint to the Examination Offences Committee for a period of two years comprising three Professors and/or Senior Professors from different Faculties, of whom no member is a Dean of a Faculty. The Head of Academic Affairs Department or the Examination Branch shall be the Convener cum Secretary of the Committee.

Annexure -I

Format of Dissertation – Methods of Production

Postgraduate Diploma in Education (Full time)

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 Faculty Board of Arts 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) and Registration Number
Bottom	- Post Graduate Diploma in Education

Faculty of Arts
University of Jaffna
Sri Lanka

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) and Registration Number

இவ் ஆய்வறிக்கை பட்டப்பின் கல்வித் தகைமை இறுதிப் பரீட்சை – 202...(பகுதிநேரம்) இன் தேவையினை பூர்த்தி செய்கின்ற ஓர் அலகாக யாழ்ப்பாணப் பல்கலைக்கழக கல்வியியல் துறைக்கு சமர்ப்பிக்கப்படுகின்றது.

- ❖ Supervisor- Name
- ❖ Bottom-

பட்டப்பின் கல்வித் தகைமை (முழுநேரம்)

கல்வியியல் துறை

யாழ்ப்பாணப் பல்கலைக்கழகம்

யாழ்ப்பாணம்

இலங்கை