

සොයුනුවා / සොයුනුවා / Timetable

08:00 - 11:40 සොයුනුවා / ප්‍රාන්තීය මධ්‍ය පොකුම් I / Combined Mathematics I		08:00 - 11:40 සොයුනුවා / ප්‍රාන්තීය මධ්‍ය පොකුම් I / Combined Mathematics I
08:30 - 10:30 සොයුනුවා I / ඩැඩිජ්‍යුලිං මධ්‍ය පොකුම් I / Biology I		13:00 - 14:00 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / Biology I
41 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / Hinduism I		21 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / Economics I
42 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / Hinduism II		
43 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / Christianity I		
44 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / Islam I		
45 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය I / Buddhist Civilization I		
46 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය I / Hindu Civilization I		
47 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය I / Islamic Civilization I		
48 සොයුනුවා I / ඩැඩිජ්‍යුලිං I / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය I / Christian Civilization I		
සොයුනුවා 24 සොයුනුවා / ප්‍රාන්තීය 24 ගැන්දාන්තුවා / Tuesday, 24 th January		
08:30 - 11:40 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / Buddhist II		13:00 - 14:10 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / Biology II
42 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / Hinduism II		21 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / Economics II
43 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / Christianity II		
44 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / Islam II		
45 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය II / Buddhist Civilization II		
46 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය II / Hindu Civilization II		
47 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය II / Islamic Civilization II		
48 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / ඩැඩිජ්‍යුලිං ප්‍රාන්තීය II / Christian Civilization II		
සොයුනුවා 25 සොයුනුවා / ප්‍රාන්තීය 25 ජැන්දාන්තුවා / Wednesday, 25 th January		
08:30 - 11:40 සොයුනුවා III / ඩැඩිජ්‍යුලිං මධ්‍ය පොකුම් III / Combined Mathematics III		13:00 - 14:00 සොයුනුවා III / ඩැඩිජ්‍යුලිං මධ්‍ය පොකුම් III / Logic & Scientific Method I
51 සොයුනුවා III / ප්‍රාජ්‍යාලියාන පොකුම් III / Art III		45 සොයුනුවා III / ප්‍රාජ්‍යාලියාන පොකුම් III / Engineering Technology I
08:30 - 10:30 සොයුනුවා I / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) I		46 සොයුනුවා III / ප්‍රාජ්‍යාලියාන පොකුම් III / Bio Systems Technology I
52 සොයුනුවා I / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) I / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) පොකුම් I		
53 සොයුනුවා I / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) II / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) II		
54 සොයුනුවා I / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) III / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) III		
55 සොයුනුවා I / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) IV / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) IV		
56 සොයුනුවා I / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) V / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) V		
සොයුනුවා 26 සොයුනුවා / ප්‍රාන්තීය 26 ගැන්දාන්තුවා / Thursday, 26 th January		
08:30 - 10:30 සොයුනුවා I / මධ්‍ය පොකුම් I / Business Studies I		13:00 - 14:00 සොයුනුවා I / මධ්‍ය පොකුම් I / Agricultural Science I
08:30 - 11:40		52 සොයුනුවා I / ග෷්ඩ්‍යාලියාන I / German I
52 සොයුනුවා II / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) II / Dancing (Indigenous) II		
53 සොයුනුවා II / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) III / Dancing (Bharatha) III		
54 සොයුනුවා II / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) IV / Oriental Music IV		
55 සොයුනුවා II / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) V / Carnatic Music V		
56 සොයුනුවා II / දැඩිජ්‍යුලිං (ඩැඩිජ්‍යුලිං) VI / Western Music VI		
සොයුනුවා 27 සොයුනුවා / ප්‍රාන්තීය 27 ගැන්දාන්තුවා / Friday, 27 th January		
08:30 - 10:30		13:00 - 14:00
01 සොයුනුවා III / ඩැඩිජ්‍යුලිං III / Physics III		24 සොයුනුවා III / ඩැඩිජ්‍යුලිං III / මැණ්ඩුජ්‍යාලියාන III
74 සොයුනුවා I / පොකුම් I / Pali I		45 සොයුනුවා III / ඩැඩිජ්‍යුලිං III / Engineering Technology III
08:30 - 11:40		46 සොයුනුවා III / ඩැඩිජ්‍යුලිං III / ප්‍රාජ්‍යාලියාන III / Bio Systems Technology III
51 සොයුනුවා III / ප්‍රාජ්‍යාලියාන III / Art III		
සොයුනුවා 28 සොයුනුවා / ප්‍රාන්තීය 28 ගැන්දාන්තුවා / Saturday, 28 th January		
08:30 - 11:40		13:00 - 14:10
71 සොයුනුවා I / සිංහල I / Sinhala I		52 සොයුනුවා II / මධ්‍ය පොකුම් II / Agricultural Science II
72 සොයුනුවා I / තුම්බ I / Tamil I		53 සොයුනුවා II / ග෷්ඩ්‍යාලියාන II / German II
සොයුනුවා 29 සොයුනුවා / ප්‍රාන්තීය 29 ගැන්දාන්තුවා / Monday, 30 th January		
08:30 - 11:40		13:00 - 14:10
01 සොයුනුවා III / ඩැඩිජ්‍යුලිං III / Physics III		32 සොයුනුවා III / මධ්‍ය පොකුම් III / Business Studies III
52 සොයුනුවා III / ප්‍රාජ්‍යාලියාන III / Art III		74 සොයුනුවා III / පොකුම් III / Pali III
සොයුනුවා 30 සොයුනුවා / ප්‍රාන්තීය 30 ගැන්දාන්තුවා / Tuesday, 31 st January		
08:30 - 11:40		13:00 - 14:00
71 සොයුනුවා II / සිංහල II / Sinhala II		14 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / Civil Technology II
72 සොයුනුවා II / තුම්බ II / Tamil II		15 සොයුනුවා II / ඩැඩිජ්‍යුලිං II / Mechanical Technology II
සොයුනුවා 31 සොයුනුවා / ප්‍රාන්තීය 31 ගැන්දාන්තුවා / Wednesday, 01 st February		16 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / Electrical, Electronic and Information Technology II
08:30 - 10:30		17 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / ප්‍රාජ්‍යාලියාන II / Food Technology II
02 සොයුනුවා I / ප්‍රාජ්‍යාලියාන I / Chemistry I		18 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / Agro Technology II
67 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / ප්‍රාජ්‍යාලියාන II / Science for Technology II		19 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / ප්‍රාජ්‍යාලියාන II / Bio Resource Technology II
08:30 - 11:40		20 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / ප්‍රාජ්‍යාලියාන II / Business Statistics II
57 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / ප්‍රාජ්‍යාලියාන II / Drama & Theatre (Sinhala) I		21 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / ප්‍රාජ්‍යාලියාන II / Political Science II
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59 සොයුනුවා II / ප්‍රාජ්‍යාලියාන II / ප්‍රාජ්‍යාලියාන II / Drama & Theatre (English) I		

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Huangqi Zhang

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Sri Lanka Education Sector Assessment Halil Dundar,Benoit Millot,Michelle Riboud,Mari Shojo,Harsha Aturupane,Sangeeta Goyal,Dhushyanth Raju,2017-06-16 A country's education system plays a pivotal role in promoting economic growth and shared prosperity Sri Lanka has enjoyed high school attainment and enrollment rates for several decades However it stillfaces major challenges in the education sector and these challenges undermine the country's inclusivegrowthgoal and its ambition to become a competitive upper middle income country The authors of Sri Lanka Education Sector Assessment Achievements Challenges and Policy Options offer a thorough review of Sri Lanka's education sector from early childhood education through higher education With this book they attempt to answer three questions How is Sri Lanka's education system performing especially with respect to participation rates learningoutcomes and labor market outcomes How can the country address the challenges at each stage of the education process taking into account both country and international experience and also best practices Which policy actions should Sri Lanka make a priority for the short and medium term The authors identify the most critical constraints on performance and present strategic priorities and policyoptions to address them To attain inclusive growth and become globally competitive Sri Lanka needs to embark on integrated reforms across all levels of education These reforms must address both short termskill shortages and long term productivity As Sri Lanka moves up the development ladder the priorities of primary secondary and postsecondary education must be aligned to meet the increasingly complexeducation and skill requirements

Learning to Teach in the Secondary School Susan Capel,Marilyn Leask,Sarah Younie,2019-04-11 For all undergraduate postgraduate and school based routes to qualified teacher status Learning to Teach in the Secondary School is an essential introduction to the key skills and knowledge needed to become a secondary teacher Underpinned by evidence informed practice and focussing on what you need to know to thrive in the classroom the eighth edition is fully updated in light of changes in the field covers new topics and provides additional guidance on topics such as developing your resilience using digital technologies closing the achievement gap and using data to inform your teaching and pupil learning The text includes a wealth of examples and tasks to demonstrate how to successfully apply theory to practice and how to critically reflect on and analyse your practice to maximise pupil learning The wide range of pedagogical features supports both school and university based work up to Masters level Written by experts in the field the 37 concise units create unit by unit coverage that can be dipped into offering guidance on all aspects of learning to teach including Managing your workload Lesson planning Curriculum Motivating pupils Promoting behaviour for learning Assessment marking and feedback Special educational needs and disabilities SEND Applying for jobs developing as a professional and networking Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school The text is extended by a companion website that includes additional information as well as specific units covering England Northern Ireland Scotland

and Wales Supported by the subject specific titles in the Learning to Teach Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher **Guinea** International Monetary Fund. African Dept.,2016-04-04 This report reviews Guinea s economic performance under the program supported by an Extended Credit Facility ECF arrangement Guinea was declared free of the Ebola epidemic at end 2015 and after two years of stagnant activity growth is expected to rebound this year After solid performance in 2014 ECF program implementation weakened in 2015 Following last October s Presidential elections there has been a concerted effort to bring the ECF supported program back on track Macroeconomic policies for 2016 aim to improve reserves coverage to three months of imports and keep inflation within single digit figures as envisioned in the 2015 ECF supported program The 2016 budget envisions a significant broad based fiscal contraction *Handbook of Research on Perspectives in Foreign Language Assessment* Köksal,

Dinçay,Kavaklı Ulutaş, Nurdan,Arslan, Sezen,2023-02-27 As a predominant teaching paradigm foreign language learning has increasingly been one of the crucial elements that leads to career accomplishments for students Due to this foreign language assessment has emerged as a major topic in the field of foreign language learning The *Handbook of Research on Perspectives in Foreign Language Assessment* examines perspectives on language assessment through reflections on classroom applications and makes recommendations to strengthen quality language assessments by drawing on a variety of research methodologies It also provides a foundation as to why foreign language assessment as a discipline should be refocused with caution what sort of theoretical and practical implications should be in place for foreign language teachers and in what ways it may be possible to provide futuristic perspectives on foreign language assessment for test developers and users involved in language assessment Covering key topics such as testing literacy and language teaching this major reference work is ideal for industry professionals policymakers administrators researchers academicians scholars practitioners instructors preservice teachers teacher educators librarians and students *Enhancing STEM Education and Careers in Sri Lanka* Shalika Subasinghe,Shobhana Sosale,Harsha Aturupane,2023-06-30 This country report examines how access to and choice on science technology engineering and mathematics STEM affect enrollments in upper secondary technical and vocational education and training TVET and higher education in Sri Lanka The goal is to increase access to and participation in STEM programs and careers *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons,2012

Education Today ,2004 *A History of the First Berkshire County Council* Ellis Roger Davies,1981 *Statistics of Education* Great Britain. Department of Education and Science,1971 **Statistics of Education** Great Britain. Ministry of Education,1970 *Annual Abstract of Statistics* Great Britain. Central Statistical Office,1840 Each no contains statistics for each preceding 15 years **Jamaica Human Development Report ...** ,2005 **Economic and Social Survey, Jamaica** ,1990 **The Future of the Teaching and Learning of Algebra** Helen Chick,2001 *Voluntary Work* Eileen Goddard,Great Britain. Office of Population Censuses and Surveys. Social Survey Division,Great Britain. Home Office,1994

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