

**DEVELOPMENT OF GUIDEBOOK TO ASSIST SUCCESSFUL  
IMPLEMENTATION OF ADVANCED LEVEL PROJECTS**

A PROJECT REPORT PRESENTED BY

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## **DEVELOPMENT OF GUIDEBOOK TO ASSIST SUCCESSFUL IMPLEMENTATION OF ADVANCED LEVEL PROJECTS**

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According to the new educational reforms introduced in 1998 projects for A/L were begun. It was compulsory that every student had to do two projects; an individual project and a group project. A/L exams on the whole are more competitive than the other exams. Added to it the introduction of projects at this stage caused a lot of agitation among students, parents, and all those responsible.

It was in the year 2000 that students faced the A/L exam for the first time, with the project work as a compulsory requirement. After the introduction of project work to the A/L syllabus, five batches of students have sat the exam up to now. Completion of the project work was compulsory for them to sit the exam. Although five years have passed since this system has been introduced it has failed to achieve the desired objectives fully. The students who sat the exam from 2000 to 2004 did project work primarily because it became a compulsory qualification to apply for the exam. But according to the circular issued by Ministry of Education (circular no. SBA 2003/13) from 2005 the grade obtained in the project will be added on to their A/L certificate.

Even though five years has elapsed since the introduction of project work as part of the A/L curriculum no attempt has been made to date to evaluate its success. Therefore, the purpose of this project was to evaluate the present status of A/L projects, identification of constrains for

efficient implementation and development of a guide book for the students to help them to plan and implement project better.

The project had two phases. During phase I a questionnaire survey was conducted to a selected group of students and teachers from three districts that varied in standards of education, socio economic differences and environment. Schools were selected in each district according to their performance in the A/L exams (Highest, average, lowest). Questionnaires were conducted to grade 13 students in three different streams (science, commerce and arts) and teachers in charge. Analysis of responses of teachers and students indicated that the project work has failed to fully achieve the objectives set forth by the Department of Education due to lack of training for teachers which in turn reduce their ability to provide better guidance to students. Furthermore, it was also discovered that the time allocated for project work in the timetable is not sufficient to complete the work. Lack of adequate resources was also identified as one of the constraints.

During the second phase of the project a guidebook was developed on how to conduct projects taking into consideration the perceptions and constraints faced by the students. The conclusion of this study is that even though introducing project work to A/L curriculum is a welcome move to enhance the quality of the students, the necessary planning and support is lacking at present to achieve this task successfully.