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**PROBLEMS AND PERCEPTIONS OF TEACHERS AND
STUDENTS ON NEWLY AMENDED G.C.E. (A/L)
AGRICULTURE SYLLABUS**

A PROJECT REPORT PRESENTED BY

R. P. R. SUBASHINIE

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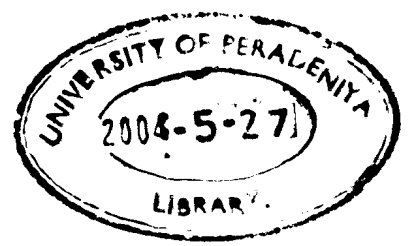
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PROBLEMS AND PERCEPTIONS OF TEACHERS AND
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AGRICULTURE SYLLABUS

R.P.R. Subashinee

Postgraduate Institute of Science
University of Peradeniya
Peradeniya

Abstract

With the introduction of the newly amended syllabus in 1995, the number of the students who followed Agriculture as a subject for G.C.E. (A/L) examination has been declined. Meantime teachers as well as the students felt that the overall results of the G.C.E. (A/L) examination for the subject, Agriculture are not satisfactory. With this background, the main objective of this study was to find out the problems faced by the teachers and the students after introducing the amended syllabus.

The schools in Gampaha district that have G.C.E. (A/L) Agriculture classes were chosen for the study. Structured questionnaires, unstructured interviews and documental analysis were used as tools for collecting data. These were administered with teachers who involved in teaching (A/L) Agriculture and students who follow the subject.

Old syllabus contained most of the traditional agricultural activities. In contrast, the amended one is more practical, scientific, and technological. According to the results, majority of the teachers and students admired these non-traditional agricultural activities. It is expected that, after introducing the amended syllabus it will produce students who are more employable and productive.

Finding of this study revealed that unavailability of descriptive teacher guides, irregular supervision, large scale absenteeism in grade 13 students, lack of laboratory facilities and

equipments, difficulties in conducting practical classes, shortage of supplementary reading materials, absence of teacher training, inadequate re training, and up grading programmes, and overload time table for teachers are the most prominent problems faced by both teachers and students.

Study disclosed that there is an association between the subject stream of the students and the satisfaction with the syllabus as this is a Science subject which should be followed by only Science stream students only. Art stream students do not appreciate the amended syllabus. Furthermore, there is no association between the agricultural family background of the students and the satisfaction with the syllabus.

Due to the amendment done in 1995, the traditional syllabus of the subject Agriculture obtained its practical, technological and scientific mode. The advanced Agricultural technologies are emerged all over the world. If we want to have a better development in the Agricultural field, this new technological knowledge should be included in the school curriculum. Therefore even being late this change occurred according to the Agricultural syllabus should be admired.