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ශ්‍රී ලංකාවේ මිශ්‍ර වාර්ගික පංති කාමර තුළ සිදුවන
ඉගෙනුම් - ඉගැන්වීම් ක්‍රියාවලිය
- මහනුවර දිස්ත්‍රික්කයේ
තෝරාගත් 2 වර්ගයේ පාසල් දෙකක් පදනම් කරගනිමින්
සිදුකරන ලද අධ්‍යයනයකි .

The Teaching – Learning Process in
Mixed- Ethnic Classrooms of Sri Lanka.
(A study conducted with a selected samples of type 2 two
schools drawn from Kandy District)

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විද්‍යාවේදී උපාධිය (ශ්‍රී ලංකා විවෘත විශ්ව විද්‍යාලය)
පශ්චාත් උපාධි අධ්‍යාපන ඩිප්ලෝමා (පේරාදෙණිය විශ්ව විද්‍යාලය)
පාසැල් කළමනාකරණ ඩිප්ලෝමා (ජාතික අධ්‍යාපන ආයතනය)

අධ්‍යාපන දර්ශනපති උපාධි නිබන්ධනය
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මහාචාර්ය පී. එච්. ඒ. එන්. එස්. ජයසේන මහත්මිය

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**The Teaching – Learning Process in
Mixed Ethnic Classrooms of Sri Lanka.
(A Study Conducted with a Selected Samples of Type 2 Two Schools
Drawn From Kandy District)**

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**The Thesis for the Degree of Master of Philosophy in Education,
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ABSTRACT

In any country where peace and harmony is threatened due to mixed ethnic groups living together, it is assumed that the school system could play a vital role in eradicating these differences and bringing them together. Accordingly on the basis of the above notion the schools where different ethnic groups come together assumes a significant importance in Sri Lanka.

This study was undertaken with the belief that this study could give a message to the “ fighting adults” whose own children study in the same class rooms often in close cooperation and harmony.

The study is based within the theoretical framework of symbolic interactionism. A purposive sample of two ethnically mixed schools were used as the research sites for this ethnographic study. Data was collected using several ethnographic research methods. While participant observation was used as the main mode for data collection, formal and informal interviews with the main role players were also conducted. Key informant interviewing too was undertaken. The Heuristic Model of Teaching-Learning Process introduced by Enwistle (1987) was used for studying the teaching- learning process in

these class rooms. Data thus collected was analyzed using ethnographic methods while at the same time examining the validity and the reliability through triangulation.

The data is presented in four chapters and the final chapter includes the findings, recommendations and the cues for the future researchers. The findings highlighted the weaknesses in the selection, planning, and transmission steps of the curriculum. Basically it appears that the planners have almost forgotten that they are catering to the needs of a mixed ethnic population. The research also brings into focus the in-sensitive attitudes of the teachers. It is the fervent hope of the researcher that this study would enlighten the "power holders" of this country as to the existing situation.