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A STUDY OF THE CURRICULUM FOR TEACHERS
EDUCATION IN CEYLON

THE NEED FOR A STUDY OF THE CURRICULUM FOR TEACHERS EDUCATION IN CEYLON

The current concept of Teacher Education
The current concept of the role of the teacher
The current concept of the curriculum
The need for change in Teacher Education
The impact of the V curriculum reforms of 1971 and its impact on teacher education

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Developing the teacher as a professional
Developing the teacher as a social agent
Developing the teacher as a public servant (community leader) and social agent in society

A dissertation submitted for the M.A. (Education) examination held by the Peradeniya Campus, University of Ceylon Peradeniya, 1972.

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Introduction
Chapter I - 1947 A.D. to 1957
Chapter II - 1957 A.D. to 1967
Chapter III - 1967 A.D. to 1972
The present position
Investigation
Entry level of the student teachers

ABSTRACT

This study is the outcome of an attempt to survey in general the process of the preparation of Primary (General) and Secondary (Specialist) teachers in Ceylon. The immense importance accorded to education in recent times has necessitated a reappraisal of the programmes of Teacher Education, the significance of which had not been fully recognized in Ceylon in the past. The slow progress witnessed in Ceylon's education inspite of the large investments made and the major reforms introduced has posed the question whether this lag be explained by any limitation in our teacher preparation programmes. It is being asked whether we produce the right type of teacher on whom the success of these reforms depend.

In Chapter I the need for a study of the curriculum of teacher education is discussed in the light of changing concepts of teacher education and of the teacher's role with special reference to the current needs of the society. Chapter II attempts to clarify the objectives of Teacher preparation and the principles of developing a curriculum for teacher education which is an essential pre-requisite in preparation of better teachers. Chapter III traces the historical development of Teacher Education in Ceylon with special reference to its curriculum. Chapter IV represents a survey of the structure of the inputs of the system. A detailed analysis of curricula of General and Specialist

