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**A SURVEY OF THE PROBLEMS ASSOCIATED WITH THE
TEACHING LEARNING PROCESS OF G.C.E. (A/L)
CHEMISTRY IN SRI LANKA AND THEIR LINKS TO
G.C.E.(O/L) SCIENCE**

A PROJECT REPORT PRESENTED BY

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In partial fulfillment of the requirement for the award of the degree of

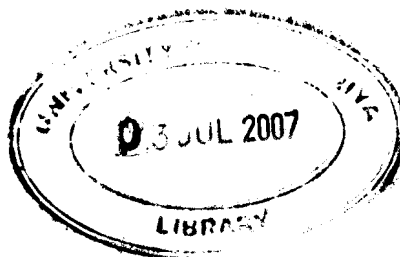
MASTER OF SCIENCE IN SCIENCE EDUCATION

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ABSTRACT

Teachers and students face a lot of difficulties at the teaching learning process in G.C.E.(A/L) chemistry classes. This is a huge problem in the flow of chemistry education in Sri Lanka. There are many reasons causing these difficulties. A few of them are insufficient knowledge and insufficient skills such as mathematical and numerical manipulation, attitudes of teachers' and students' time allocated for the course at O/L science and technology, mismatch of objectives of the two syllabi, un satisfactory teaching and evaluation methods, influence of society, competition, and economic facts. This work attempts to identify the weaknesses of O/L science and technology syllabus and to suggest some remedies.

The methodology of this work consists of three steps including sub steps. They are collection of information and data about the problem through interviews (12 parents, 50 students ,15 teachers) and observations (Chemistry lessons in two classes in a school and one tuition class), demarcation of the research area (considering the allocated time period), and testing the suitability of the O/L course as preparatory course for A/L. To test the suitability of the O/L course as preparatory course for A/L, the relevancy of Chemistry component in O/L Science and Technology syllabus To A/L chemistry was studied by using both Syllabi, and three questionnaires were prepared and administered to 35 teachers and 100 students.

Sample of 100 students in 04 schools including mixed schools and boys' schools in 02 districts and 35 chemistry teachers from several places in the country were questioned to get the information and data.

The concepts essential for the class were identified and familiarity of students have about such concepts also looked at .The weaknesses of O/L science and technology

syllabus was identified. The concepts which are weak in O/L science and technology syllabus was found in this study. Also the weaknesses of time allocation in O/L science and technology syllabus were found. Remedies taken by the teachers were found and suitable changes to be made in O/L science and technology syllabus were established by the study.