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**A CASE STUDY OF STRENGTHS AND WEAKNESSES OF
ADVANCED LEVEL SCIENCE EDUCATION IN SRI LANKA**

A PROJECT REPORT PRESENTED BY
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to the Board of Study in Science Education of the
POSTGRADUATE INSTITUTE OF SCIENCE

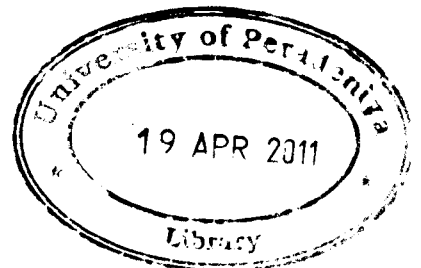
*in partial fulfillment of the requirement
for the award of the degree of*

MASTER OF SCIENCE IN SCIENCE EDUCATION

of the

UNIVERSITY OF PERADENIYA
SRI LANKA
2010

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CASE STUDY OF STRENGTHS AND WEAKNESSES OF SCIENCE EDUCATION IN SRI LANKA

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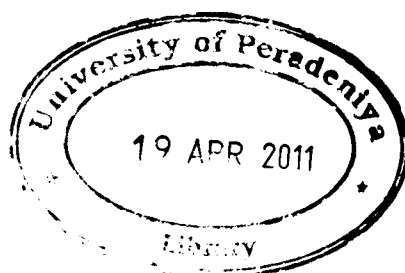
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Abstract

The last education reform was introduced by the Government of Sri Lanka, in 1995 to face the challenges of the 21st century. The implementation of the reform was started in 1997 through out the country.

The present study focuses mainly on weaknesses and strengths of Advanced Level science education in Sri Lanka. The main target of A/L students is to pass the examination. But most of them have not realized the value of school attendance, practical works and project work. This has resulted the degradation of A/L education in schools. Therefore it has been a major concern of the educationist to explore a way of improving science education in Sri Lanka.

The objectives of this study are to identify problems faced by students, to find out suggestions from teachers, teacher instructors, additional directors (science), to discuss remedial steps to overcome shortcomings in current education system, to enhance the quality of science teachers, and to promote science education in Sri Lanka by introducing an effective method.



For this study questionnaires were given to 1023 students in 32 IAB schools in North Central, Central, Sabaragamuwa and Western Provinces. In addition 52 teachers, 25 teacher instructors and 15 science directors.

There is a significant difference among the four provinces selected in this study. Although a majority of the students in the Sabaragamuwa Province and the Western Province indicated that the main reason for attending school because of good teaching methods carried out in the schools. However, students of the North Central Province and the Central Province stated the main reason for attending school because of the compulsory eighty percent (80%) attendance requirement.

This study shows that there is a significant difference among the four provinces with respect to the student attitude on assessment procedures. It reveals that 52% of North Central Province students, 64% Central Province students, 71% Sabaragamuwa Province students and 79% Western Province students agreed that the school based assessment(SBA) procedures were helpful in increasing the productivity of their learning process.

The majority of the Western Province students (65%) indicated that project work enhanced their knowledge to meet future needs. In contrary, Sabaragamuwa Province (72%), Central Province (64%) and North Central Province (63%) students expressed negative attitudes towards project work.

Findings of this study indicated that majority of the student population (61%) are actively engaged in extra – curricular activities and the rest are involved only with their studies.

Even in the North Central Province about 99% students attended tuition classes. All the students in the other provinces who are following G.C.E. (A/L) attended tuition classes.

The majority of the Education Directors and A/L science teachers agreed that the concept of “Science School” may be an effective solution to overcome the above difficulties and suggested to start one model school in each province.