

Implementation of the Philosophical Concept of Student Centred Education at Senior Secondary Level

A thesis submitted in partial fulfilment of the requirements for the degree of

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Declaration

“I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a Degree or Diploma in any university; and to the best of my knowledge and belief it does not contain material previously published or written by another person except where due reference is made in the text.”

.....

(Signature)

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Abstract of the Study

Various reports on Education both locally and globally have emphasized the need to improve quality of Education. In order to achieve quality education in Sri Lanka, in 1997 reforms introduced new policies. Particularly they recommended that education should be Student Centred not Teacher Centred. Secondary education plays a crucial role in nurturing and providing future citizens of a country. The purpose of this research is to find out how Student Centred Education is being implemented at senior secondary level in Srilankan Classrooms.

The researcher randomly selected nine secondary schools from the Colombo district to represent the different school types such as: a National school, 1AB, 1C, and Rural/ Urban, Male/Female/ Mixed criteria. The sample was limited to secondary students of grades 10 (Senior Secondary), and teachers of these classes. Fifteen teachers of History and Civic subjects in the grade 10 were also selected as sample. In addition, Five ISA's were selected from Colombo south educational division.

Methodology of the study included the administration of a questionnaire for students as well as the teachers. Interviews were held with ISA of relevant subjects and teachers, to find out the procedures and processes adopted for implementation of Student Centred Education teaching and learning in the school system. The objectives of the interview were to triangulate the data obtained through self-administered questionnaire. Grade ten History and Civic Education classes were observed to examine how this concept could be implemented during the teaching learning process. The data was analysed using quantitative and qualitative methods.

The major findings of the study were (1). Most of the students of National schools nurture a very optimistic attitude towards Student Centred Education,(2) Some teachers do not follow the activity method even if the suggested activities are given in the teachers guide, (3) Students prior needs are unheeded,(4) The concept is not given an important place in the curriculum,(5) Teachers of provincial council schools do not employ the Student Centred teaching techniques in the teaching learning process, (6) Many National school teachers implement a large variety of Student Centred Techniques although a few techniques are ignored. Based on the findings recommendations are made as to how the teachers, ISAs, Principals and students could develop their roles to achieve this concept.

Content

	Page number
Declaration	ii
Acknowledgement	iii
Abstract of the Study	iv
Table of Contents	v
List of Tables	ix
List of Figures	x
1.0 Introduction	01
1.1 Background to the Study	01
1.2 Rationale for the Study	02
1.3 Objectives of the Study	06
2.0 Literature Review	07
2.1 Introduction	07
2.2 Definition of Student Centred Education/Approach	07
2.3 Working Definition of this Research	09
2.4 Theoretical Basis	10
2.4.1 Rousseau's Views	10
2.4.2 John Dewey's Views	12
2.4.3 Mahathma Gandhi's Views	15
2.4.4 Rabindranath Tagore's Views	16
2.4.5 Common Features in relation to Student Centred Education in Eastern and Western philosophy	18
2.5 Literature based on Research	18
2.5.1 Literature on how to implement Student Centred Learning	26
2.6 Curriculum	30
2.6.1 History Curriculum Competencies for Grade 10	30
2.6.2 Activities in relation to Curriculum	30
2.6.3 Lesson Plan	31
2.6.4 Civics Curriculum Competencies for Grade 10	31
2.6.5 Activities in relation to Curriculum	31
2.6.6 Lesson Plan	32

2.7	A Student Centred Learning Environment	32
2.8	Conclusion	33
3.0	Methodology of the Study	35
3.1	Introduction	35
3.2	Objectives of the Study	35
3.3	Sample	36
3.3.1	Expected sample	36
3.3.2	Achieved sample	37
3.3.3	Description of sample	37
3.3.3.1	Student Profile	37
3.3.3.2	Teacher Profile	39
3.4	Data collecting Instruments	39
3.4.1	The Techniques used	40
3.4.2	Documentary Analysis	40
3.4.3	Administrating of Questionnaire	40
3.5	Preparation of the Questionnaire	41
3.5.1	Preparation of Questionnaire for the students	41
3.5.2	Preparation of Questionnaire for the teachers	42
3.6	Interviews	43
3.6.1	Preparation of structured interview for the ISA	43
3.7	Observations	44
3.8	Data Analysis	44
3.9	Limitation of the Study	44
3.10	Summary	44
4.0	Presentation and Analysis of Data	45
4.1	Introduction	45
4.2	Data Pertaining to Objective One	45
4.2.1	Working Definition of this Research	45
4.2.2	Philosophy	47
4.3	Objective Two	50
4.3.1	Curriculum	50

4.3.2	Relationship between the Concept of Student Centred Education	55
4.3.3	Summary of Findings	58
4.4	Presentation of data objective 3	59
4.4.1	Different Techniques used in teaching History by 1AB Schools	59
4.4.2	Different Techniques used in teaching History by 1C School type	60
4.4.3	Different Techniques used in teaching History by National School	60
4.4.4	Different Techniques used in teaching History by teacher	61
4.4.5	Different Techniques used in teaching Civics by 1AB	62
4.4.6	Different Techniques used in teaching Civics by 1C	62
4.4.7	Different Techniques used in teaching Civics by National School	63
4.4.8	Different Techniques used in teaching Civics by the teacher	64
4.4.9	Characteristics , the students' identified after application of this approach in 1 AB School	66
4.4.10	Characteristics , the students' identified after application of this approach in 1 C School	67
4.4.11	Characteristics , the students' identified after application of this approach in National School	67
4.4.12	The role of Teacher in Student Centred Education	68
4.4.13	Student Teacher Interaction in Group Activities in 1AB School	71
4.4.14	Student Teacher Interaction in Group Activities in 1C School	72
4.4.15	Student Teacher Interaction in Group Activities in National School	72
4.4.16	Student Teacher Interaction in Group Activities	73
4.4.17	Opinions regarding the Group Method	74
4.4.18	Nature of Teacher attitudes by teaching Student Centred Education	76
4.4.19	Students' Willingness regarding Student Centred Education	76
4.4.20	Teachers' views on Teaching / Learning methods used through Student Centred Education	77
4.4.21	Different Methods used by the teacher in 1AB School	79
4.4.22	Different Methods used by the teacher in 1C School	79
4.4.23	Different Methods used by the teacher in National School	80
4.4.24	Different Methods used by the teacher	80
4.4.25	Quality of Teachers	81
4.4.26	Classroom Observation	82
4.5	Presentation of Data for Objective 4	92
4.6	Conclusion	100

5.0	Conclusions and Recommendations	101
5.1	Introduction	101
5.2	Conclusions of the Study	101
5.2.1	Identifying Philosophical Perspectives pertaining to Student Centred Education	101
5.2.2	Examine Senior Secondary School Curriculum in relation to the concept of Student Centred Education	102
5.2.3	Examining how this concept is being implemented during the teaching learning process	103
5.2.3.1	Techniques	103
5.2.3.2	Characteristics	103
5.2.3.3	Student –teacher Interaction	104
5.2.3.4	Group Method	104
5.2.3.5	Attitudes	104
5.2.3.6	Methods	104
5.2.3.7	Assessments	104
5.2.3.8	Teachers	105
5.2.3.9	Classroom observation	105
5.2.4	Suggesting a possible operational framework to improve Student Centred Education in Sri Lanka	105
5.3	Conclusions	109
5.4	The Limitations of the Study	109
5.5	Suggestions for Future Research	110
	References	111
	Appendices	
	i. Students’ Questionnaire	i
	ii. Teachers’ Questionnaire	v
	iii. ISA’s Interview Schedule	xii
	iv. Observation Schedule	xiii

List of Tables

	Page number
Table 3.1: Schools in the Sample by Type and Number of Students Colombo District	36
Table 3.2: Number of students achieved from each school	38
Table 3.3: Teacher sample According to School type and Subject wise	39
Table 4.1: Objectives of Student Centred Education	48
Table 4.2: Reasons for Activity Based Learning Environment	50
Table 4.3: Availability of Activity Based Lessons	51
Table 4.4: Age Appropriate Activities	51
Table 4.5: Future Needs	51
Table 4.6: Contents of Subject	52
Table 4.7: Define History	52
Table 4.8: Investigate Indian Arya Civilizations	53
Table 4.9: Examine Pre Historic Era Events in Sri Lanka	53
Table 4.10: Analyse important kings performance in the end of Polonnaruwa Era	53
Table 4.11: Collect Definitions of History	55
Table 4.12: Mark Indian Arya Civilization in the Map	55
Table 4.13: Mark Pre Historical Places in the Map	55
Table 4.14: Relationship between the Concept of Student Centred Education and Curriculum	56
Table 4.15: Characteristics of Student Centred Education Curriculum in History/ Civics	57
Table 4.16: Students' Opinions regarding the Group Method	74
Table 4.17: Students' Opinions regarding the Group Method	75
Table 4.18: Students' Opinions regarding the Group Method	75
Table 4.19: Awareness of new teaching methodology	77
Table 4.20: Personal information	81

List of Figures

	Page number
Figure 3.1: Students, Teachers, and ISAS' Achieved Sample by School Types	37
Figure 3.2: Total numbers of students according to the school types	38
3Figure 3.3: Student Sample According to the Gender	39
Figure 4.1: Awareness of the Concept of Student Centred Education	47
Figure 4.2: Sources used for Student Centred Education	48
Figure 4.3: The way the students were assessed	49
Figure 4.4: Usage of Student Centred Assessment	49
Figure 4.5: Complete Achievement levels of Competencies by students	54
Figure 4.6 Different Techniques used in teaching History by the teacher as identified by the students	59
Figure 4.7: Different Techniques used in teaching History by the teacher as identified by the students	60
Figure 4.8: Different Techniques used in teaching History by the teacher as identified by the students	61
Figure 4.9: Different Techniques used in teaching History by the teacher	61
Figure 4.10: Different Techniques used in teaching Civics by the teacher as identified by the students	62
Figure 4.11: Different Techniques used in teaching civics by the teacher as identified by the students	63
Figure 4.12: Different Techniques used in teaching civics by the teacher as identified by the students	64
Figure 4.13: Different Techniques used in Teaching Civics by the Teacher	65
Figure 4.14: Characteristics, the students' identified after application of this approach	66
Figure 4.15: Characteristics, the students' identified after application of this approach	67
Figure 4.16: Characteristics, the students' identified after application of this approach	68
Figure 4.17: The Role of Teacher in Student Centred Education	69
Figure 4.18: The Role of Teacher in Student Centred Education	70
Figure 4.19: Nature of Student-Teacher Interaction in Group Activities	71
Figure 4.20: Nature of Student-Teacher Interaction in Group Activities	71

Figure 4.21: Nature of Student-Teacher Interaction in Group Activities	72
Figure 4.22: Nature of Student-Teacher Interaction in Group Activities	73
Figure 4.23: Nature of Student-Teacher Interaction in Group Activities	74
Figure 4.24: Nature of Teacher attitudes by teaching Student Centred Education	76
Figure 4.25: Students Willingness regarding Student Centred Education	77
Figure 4.26: Teachers' views on Teaching /Learning methods using Student Centred Education	78
Figure 4.27: Different Methods used by the teacher as identified by the students	78
Figure 4.28: Different Methods used by the teacher as identified by the students	79
Figure 4.29: Different Methods used by the teacher as identified by the students	79
Figure 4.30: Different Methods used by the teacher	80
Figure 4.31: Nature of planning competencies in relation to Student Centred Education	82
Figure 4.32: Appropriateness of subject contents and method of teaching in relation to Student Centred Education	83
Figure 4.33: Presentation of lesson	83
Figure 4.34: Creativity in lesson plan	84
Figure 4.35: Relevancy of assessment	84
Figure 4.36: Nature of level of students' participation to lesson	85
Figure 4.37: Nature of teacher-students activities to lesson	86
Figure 4.38: Nature of level of students' opportunities to lesson	86
Figure 4.39: Nature of the level of readiness to lessons	87
Figure 4.40: Nature of teacher talk	87
Figure 4.41: Engagement students' experiences development of lesson	88
Figure 4.42: Being teacher as a facilitator	89
Figure 4.43: Identify students' differences	89
Figure 4.44: Selecting methods related to Student Centred Education	90
Figure 4.45: Student Centred Environment in Classroom	91

1.0 Introduction

The aim of this study is to find out how Student Centred Education is being implemented at Senior Secondary Level in Sri Lankan classrooms. It is expected that such a study would enhance Student Centred Education and improve the quality of education provided. In this chapter, researcher would discuss the background to the study and rationale for the study. In addition the researcher focuses on objectives of the study, and limitations of the study.

1.1 Background to the Study

Since gaining independence in 1948 Sri Lanka has made development efforts to develop the education sector. Kannangara reforms in 1943 to recent reforms are much concerned with the quantitative expansion of formal education.

The most important contribution of education in the recent times in the region is addressing the problems related to qualitative aspect of education. Educational reforms in Sri Lanka during the last three decades has mainly been concerned with the improvement in the quality of education, especially making the curriculum more relevant to the needs of the country (www.ibe.unesco.org/international/ICE47_English/Srilanka.pdf). According to The National Education Commission Report 1992, p.66

The pupils should develop a potential for meeting unexpected situations and reacting constructively with some imagination- a response with an element of novelty. The pupils must also develop the capacity to act and react in social contexts.

The Commission emphasised that this critical aspect of “Quality in Education” is linked to making the classroom active and alive.

Various measures have been taken over the years to enhance standard and quality of education in Sri Lanka. The Education Reforms 1997, p.10 states;

The Presidential Task Force recommended the following action, which is being implemented: Education will be student centred, not teacher centred. As a result, the state implemented student centred education in Sri Lanka. Action is being taken for reforming every stage of the education process. Page 16 further, states; teaching methodology has been teacher centred and little emphasis has been given to practical aspects and relevance to societal needs. Pupils will be encouraged to develop the reading habit and teaching will be pupil centred rather than teacher centred.

The National Education Commission Report (2003) also highlighted the quality in education related to learning teaching methodologies.

To create an active learning environment inside the classroom, the instructor should accommodate a diverse range of student learning styles and encourage students to become actively engaged in the learning process. Student –centred, activity- based learning techniques should always provide ample opportunities to constantly challenge students’ misconceptions about very basic scientific principles. (p.163)

In this respect, Student Centred Education has a major role to play in the education system in Sri Lanka. Student Centred Education is a useful instrument in theory and practice of education.

There is an impact on our current education system. Therefore it is necessary to find out how successful it is and to identify the related problems.

On the other hand, students are leaving school unprepared to meet the demands of the world. This problem has a ripple effect throughout society. Students who are not prepared to become responsible, productive citizens become a burden to society. These students are a product of an education system that does not focus on quality. Society demands that the quality of education to be improved, but society fails to support educational efforts to improve.

1.2 Rationale for the Study

Our early education system has its roots in the cultural traditions of the people of Sri Lanka. Particularly pupils are “Empty Vessels” waiting to be filled by the knowledge of teacher. Therefore there is popular term called ‘Jug- Mug’. This teacher -pupil relationship has been maintaining in Sri Lanka since ancient time. But various reports suggest that it has not been successful. Therefore there is a need.

National Education Commission (1992) states Nine National Goals and Five Competencies. In order to achieve national goals and competencies there is a need to develop a new pedagogical approach. The following goals & competencies are related to this study.

National Goal 4: The generation of work opportunities that are, at one and the same time, productive and give avenues of self- fulfilment.

National Goal 7: Cultivating and evolving elements of adaptability to change- Learn to Learn and Adapt to changing situations.

National Goal 8: The cultivation of a capacity to cope with the complex, unforeseen, situations and achieving a sense of security and stability.

Basic Competencies are:

- Competencies in Communication- 1
- Competencies relating to the Environment -2
- Competencies relating to “Learn To Learn”-5

In order to achieve these national goals and competencies, an appropriate methodology should be used. In this context, student centred approach play a major role. Therefore it is important to study Student Centred Education.

UN General Assembly (2007) identified eight Millennium Developmental Goals (MDGs) Among the MDGs, the major emphasis will be placed on improving the quality of primary and secondary education expanding and improving quality. Therefore there is a need to develop quality of education.

There is an urgent need for student centred education in the learning teaching process in the field of education in order to improve the quality of this process. As there was no success, in Teacher Centred Education, the Sri Lankan Educational Reforms proposed implementing new policies. However implementation could not be achieved up to the expected standards.

Secondary education plays a crucial role in nurturing and providing future citizens of a country.

Secondary education helps students to grow towards self- actualisation that is to develop the full potential of every individual. Like other developing countries, Sri Lanka suffers from lack of quality education, and inability to face the needs of the labour market. Sri Lanka has been adopting reforms in general and secondary education. As a result, many innovations have taken place, For example introduction of curriculum and pedagogical reforms in teaching learning. However, still there are many problems at the secondary stage, which have remained as a challenge for many other countries as well. The reforms intended for quality improvement in education has not come up with expected results. Research findings have shown that expected transformation in teaching –learning has not taken place in many schools (Gunawardhana,C, Wijetunge., S, Perera, L 2004).

The World Bank Report 2005 p.10 states;

The unsatisfactory state of education quality is also evident at the level of secondary education. The proportion of students passing the GCE O/L is low, only 37%, implying that about two out of every three students taking the examination fails. In addition to the problem of poor education quality as measured by low learning achievement scores or high examination failure rates, policy makers and employers have argued that other, non –cognitive dimensions of education quality are also unsatisfactory and need urgent improvement. Education policy makers have stressed the importance of producing characteristics such as a disciplined work ethic, good team work, creativity and initiative, a problem solving approach, effective communication, good leadership, flexibility, adaptability, drive and civic consciousness through the education system.

The Student Centred Curriculum emphasizes students' interests and the needs, abilities, skills and rights. It is expected that Student-Centred Education facilitates the total development of the student. Particularly in Sri Lankan context, secondary education curriculum was adopted to student centred approach from the very beginning of reforms.

One of UNESCO'S first position statements on quality in education appeared in Learning to Be: The World of Education today and tomorrow, the report of the International Commission on the development of education chaired by the former French Minister Edgar Faure. More than two decades later came Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty- first Century, chaired by another French statesman, Jacques Delors. This report also emphasizes education quality. In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Dakar Framework for action in 2000 declared that access to quality education was the right of every child. The importance of good quality education was resolutely reaffirmed as a priority for UNESCO at a Ministerial Round Table on Quality of Education, held in Paris in 2003 (www.unesco.org/education/gov.download/chapter).

UNESCO a forum meeting on new trends and processes in education (1986), General objectives are those, which were found to be common to all countries in the region.

- a) To provide equity for all young people to obtain from secondary education, knowledge and skills appropriate to their needs and abilities.

- b) To achieve national unity and national objectives of development
- c) To serve as an instrument for raising the quality of life of the people
- d) To serve as a preparatory stage for those who wish to pursue higher/ professional education and training
- e) To improve learning through the use of both formal and non-formal approaches to education, using modern technologies and aids;

UNESCO, APEID (1992) Emphasised Secondary education which was of crucial significance both to individuals as well as to nations. It is stated on p.31

“Secondary education in most countries has remained neglected over the past few decades. It is the weakest link in the educational chain. Society cannot afford to neglect secondary education any longer.”

The Convention on the Rights of the Child, Article 29(1) not only adds to the right to education, it also insists upon the needs for education to be child centred, child friendly, empowering and it highlights the need for educational process to be based upon the principles it enunciates. The education to which every child has a right is designed to provide the child with life skills to strengthen the child’s capacity to enjoy the full range of human right.

The Reforms 1997 are aimed at human development. The reforms at Ordinary- Level aim to produce an output with total personality development, able to move into academic work at the Advanced Level or into Technical Studies or to the world of work. The major focus of these reforms was to provide and equip students with the necessary knowledge and technical skills needed to enhance their employability and to enable them to cope with challenges of the 21st century (General Education Reforms, 1997). It has not been successful (National Education Commission Report, 2003). Thus there is a necessity to conduct a research of this nature in order get the better perspectives into the problem and find possible framework to improve Student Centred Education in Sri Lanka.

1.3 Objectives of the Study

Identify philosophical perspectives pertaining to Student Centred Education.

2. Examine Senior Secondary School Curriculum in relation to the concept of Student Centred Education.
3. Examine how this concept is being implemented during the teaching learning process.
4. Suggest a possible operational framework to improve Student Centred

Education in Sri Lanka.

The next chapter will examine a review of literature. It deals with theoretical bases and survey of literature in relation to Student Centred Education.

2.0 Literature Review

2.1 Introduction

In this chapter, the researcher focuses on a review of the literature relevant to the present study. This review begins with theoretical aspects of the philosophical concept of student centred education. The philosophical concept of Student Centred Education is considered as the most important context in educational philosophy, in the world. Particularly, this concept was introduced by both Eastern and Western philosophers'. In this research both Eastern and Western Philosophers' thoughts will be considered.

2.2 Definition of Student Centred Education/Approach (Student Centred Learning/ Child Centred Learning/ Learner Centred Learning)

The Student Centred Education is also called Student Centred Learning/ Child Centred Learning/ Learner Centred Learning. The term Student Centred Learning (SCL) is widely used in the teaching learning process. Student Centred Learning is an approach to education focusing on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. (en.wikipedia.org/wiki/student-centred_learning 27th.05.2008)

It can be simply defined where the focus of teaching is on requiring students to engage in learning activities most likely to bring about the intended or desired outcomes, on what the student is doing rather than on what the teacher is doing. (<http://tfq.cityu.edu.hk/obtl/index.php> 24th.04.2008)

Traditionally, teachers were at the centre of learning with students assuming a receptive role in their education. Research shows how people learn; traditional curriculum approaches to instruction where teachers were at the centre gave way to new ways of teaching and learning. Theorists like John Dewey, Jean Piaget, and Lev Vygotsky whose collective work focused on how students learn is primarily responsible for the move to Student Centred Learning. Student Centred Learning means reversing the traditional

teacher-centred understanding of the learning process and putting students at the centre of the learning process (en.wikipedia.org/wiki/student-centred_learning_27th.05.2008).

Gibbs (1992) states that learner –centred learning gives learners greater autonomy and control over choice of subject matter, learning methods and pace of study. The learner centred education is the perspective that couples a focus on individual learner’s heredity, experiences, perspectives, background, talents, interests, capabilities and needs. It also focuses on the best available knowledge about learning and how it occurs and teaching process that effective in promoting learner motivation to highest degree (www.tojde.anadolu.edu.tr/tojde4/pulisttvt.html).

International Dictionary of Education (1979) Student Centred Education is defined as “Learning situations which involve student participation in goal setting, emphasis upon affective goals, student interaction the ability of the teacher to accept in accurate statements cohesiveness and autonomy of the group and amount of time devoted in discussing personal experiences and problems.”

Farrant (1964) stated in Principles and Practice of Education that “Child –Centred Education is the name applied to a philosophical approach to schooling that recognises the importance of matching the content and methods of children’s learning to what is known of child development and the basic needs and characteristics of children.”

“Child- Centred Approach encourages participation, creativity, self-esteem, and psycho-social well-being; promotes a structured, child –centred curriculum and teaching- learning methods appropriate to the child’s developmental level, abilities, and learning style; and considers the needs of children over the needs of the other actors in the system.” (<http://www.unicef.org/French/lifeskills/> 27 th.05.2008).

Derek Rowntree in A Dictionary of Education 1981 considers Child –Centred Approach/Education/teaching as, “...main point is made by the teacher who claims ‘I teach children, not subjects’. Implies care for the ‘whole child-his personality, needs and learning style and not just for his or her academic progress”.

2.3 Working Definition of this Research

Above definitions provide a comprehensive view of the various dimensions of student centred education. Researcher would like to consider the following definition as a working definition for this study “Child- Centred Approach encourages participation, creativity, self-esteem, and psycho- social well-being; promotes a structured, child –centred curriculum and teaching- learning methods appropriate to the child’s developmental level, abilities, and learning style; and considers the needs of children over the needs of the other actors in the system.” (<http://www.unicef.org/French/lifeskills/> 27 th.05.2008)

There are reasons for selecting this definition: It has covered what philosophers’ views In relation to Student Centred Education. At present UNICEF practiced child friendly school under this definition. Particularly this interpretation leads to quality teaching learning process.

Key Features of a Child -Centred Curriculum (UNICEF, 2003) are:

- 1 **Developmentally appropriate:** All children progress through a series of systematic and successive changes in the cognitive, emotional, physical and social domains that enhance their overall adaptation to the environment. The particular stages of development, which reflect the social, cognitive, emotional and physical capacities of a child play a critical role in shaping children’s learning. Curriculum content, must be responsive to meet the developmental needs of children at different developmental stages and ages.
- 2 **Relevant:** Learning content and processes that are meaningful, relevant and capture the interests of young children facilitate children’s learning
- 3 **Gender sensitive:** The curriculum also plays a key role in addressing gender issues. It should not reflect or reinforce the gender stereotypes of women and men.
- 4 **Competency based:** Learner outcomes in the different curricular areas should be clearly defined. It is critical that the curriculum focuses on ‘mastery’ rather than content coverage, combining both knowledge and practical skills.
- 5 **Well linked:** The key learning areas are clearly defined and linked to complement each other. In particular, it should ensure a learning process that is continuous and progressive, linking to and building on the foundation of children’s acquired knowledge and skills.
- 6 **Well spaced:** Specifying adequate time for instruction to cover the different learning areas accompanied by a clear description of achievable learning outcomes makes a tangible link between curricular goals and learner outcomes. This should be

responsible to the reality that while all children may not accomplish learning at the same speed, they all need the same skills.

- 7 **Regularly reviewed and updated:** Consultations with local community regarding language of teaching learning, school calendar are important for community support for the values and skills being imparted.
8. **Assessment must be linked to curricular goals and objectives:** with practical guidance to teachers on what to look for, how to document what they see and how to use assessment findings for supporting the learner.

Next the theoretical basis of the study would be discussed.

2.4 Theoretical Bases

In order to provide a theoretical basis for the research, researcher has selected, how great philosophers Jean Jacques Rousseau, John Dewey, Mahatma Ghandi and Rabindranath Tagore contributed towards the development of the concept of Student Centred Education.

2.4.1 Rousseau's Views

Jean Jacques Rousseau is the important educational thinker in relation to Student Centred Education. Jean Jacques Rousseau's most famous educational treatise is Emile, a novel written in 1762, which tells the story of the education of a boy from "Infancy" to "Adulthood". Rousseau stated that Humanity has its place in the scheme of human life. We must view the man as a man, and the child as a child. Nature wants children to be children before they are men. If we deliberately depart from this order we shall get premature fruits which are neither, ripe nor well flavoured and which soon decay. He recognized stages of human growth and development. In his explanation there are five stages of growth: infancy, childhood, boyhood, adolescence and youth.

Rousseau's first stage, infancy (from birth to five), sees the human being as essentially helpless and dependent on others. The infant needs freedom to move and to exercise his body. He needs to make his first contacts with the objects of the environment.

During childhood (from five to twelve) the child is growing physically stronger. He is beginning to develop his own personality as he becomes aware that his actions have either painful or pleasurable consequences. During this stage, he explores the environment and learns about the world through his senses. In the boyhood, ages twelve to fifteen the boy's bodily strength is still increasing. The child's strength increases far more rapidly than his needs. Next, in Rousseau's developmental schema, come the years of adolescence, fifteen to eighteen. He learns about love and is ready to return to society. Last stage, from

eighteen to twenty, Emile travelled to Paris and foreign countries to see different people and societies. (Ornstein, 1984) In addition, one of Rousseau's major contributions was the idea that curriculum should be based on the child's interests and needs rather than the child being forced to conform to a prescribed program of learning. Likewise, curriculum should base on Student Centred Education (Brubacher, 1969).

Rousseau's educational philosophy of Naturalism highlighted the following main viewpoints in relation to Student Centred Education.

Principles of Education according to Naturalism

1. Naturalism accords an importance place to the child in the educative process.
2. Naturalism advocates education in accordance with the nature of the child
3. Naturalism considers natural environment as an important source of education
4. Naturalism gives an important place to the present life of the child and makes it the basis of education

Naturalism and Aims of Education

1. Developing the child in accordance with his nature
2. Sublimating of redirecting and co-ordinating the natural tendencies of the child

Naturalism and Curriculum

1. Curriculum should cater to the aptitudes, interests and needs of the child
2. Curriculum should be constructed to meet the needs of the child according to the nature of development at each stage.

Naturalism and Methods of Teaching`

1. Experience is the Best Teacher: Rousseau advises, "Give your Scholar no verbal lessons; he should be taught by experience"
2. Observation Method: the child should observe things and discover for himself.

3. Individualised Instruction: According to a naturalist, every child's ability to acquire knowledge and to benefit the individual. Hence the method of class teaching is not useful.
4. Self- Education: The naturalist advocates that the child is expected to acquire information, knowledge and ideas by himself.
5. Social learning through participation: A child acquires social learning when he takes part in the social activities.

Teacher's Role

1. Limited role of the teacher
2. Very little importance to teacher's personality
3. Teacher as an observer

(Aggarwal, 2007)

2.4.2 John Dewey's Views

John Dewey was very important in the development of the Student Centred Approach to education. John Dewey's philosophy of "Pragmatism" is based on the Student Centred Education. His philosophy contained a number of Student Centred Educational concepts. Particularly concepts of learning by experience, inquiring students interests and needs, motivation, focusing on competencies were influential in teaching learning process. According to Dewey education is the reconstruction or reorganization of experience, which adds to the meaning of experience, which increases ability to direct the course of subsequent experience.

Dewey (1916) in 'Democracy and Education' and, more popularly, in Experience and Education (1938) highly emphasized on child-centredness. 'Experience' 'connectedness' and 'enquiry' are the key words, and education is concerned with the facilitation of that interaction making possible that 'experiential continuum' which Dewey talks about and that will include, as top priority, the establishment of links between the learner (the thinker, the enquirer) and those social understanding of experience that are embodied within different subjects. (Pring, 2004). Learner centred principles provide a theoretical foundation for learner centred instruction drawing on a research base from a variety of theoretical perspectives. (Lambert & McCombs, 1998) Instruction based on learner-centred principles provides opportunities for learners to draw on their own experiences and interpretations of learning process. (McCombs, 1997; Wabner & McCombs, 1995).

We should consider the aims and methods of education appropriate for the 21st century classroom, particularly in light of our increased need for the appropriate use of technology in the classroom. Dewey was an early advocate of “progressive” educational reform, which sought to transform the subject- matter dominated, teacher centred, passive student model of education into a more dynamic, student centred paradigm.

(<http://www.wesfryer.com/blog/classnotes 28th.04.2009>)

Pragmatism states the following key theoretical ideas in relation to Student Centred Education.

Principles of Education according to Pragmatism

1. Experience is the central idea in pragmatism
2. Man is an active being
3. Utilitarian aspect is supreme
4. Present and future are more important.

Pragmatism and Aims of Education

1. Aims of education arise out of situation
2. Education should enable an individual to adapt to the environment
3. Education should provide more and more purposeful experience
4. Preparing a socially efficient individual

Pragmatism and Curriculum

1. Principal of Utility: This is the first concern. The school must provide those experiences that are useful to the child.
2. Principle of Graded Curriculum: the curriculum should take into account the successive stages of child’s development
3. Principle of Integration: Subjects are not treated water-tight compartments. Subjects are presented as modes of activities.
4. Curriculum should be constructed in accordance with the Natural Interest: a child passes through many stages of development. In every particular stage, his field of interest is different. Dewey classifies into four groups:
 - i. Child wants to converse and communicate
 - ii. He expresses curiosity to know things around him
 - iii. He is interested in constructing something
 - iv. He wants to express himself through art and skill (Mamta,2003)

Pragmatism and Methods of Teaching

1. Learning by doing: The pragmatists regard learning as a by-product of activity. This is explained as: Child activities are: spontaneous activities, purposeful activities, socialised activities
2. Project Method: The project method considers the school, the curriculum and the contents of studies from the point of view of the child.

Teacher's Role

1. The teacher as a helper and guide.
2. The teacher assumes the role of an 'arranger of experience'.
(Aggarwal, 2007)

Major points in relation to Student Centred Education Above mentioned Philosophers' Views

- A view of children as very different to adults- vulnerable, slow to mature and entitled to freedom and happiness.
- Understanding of the person's nature at each stage of their development.
- Each and every child has some fundamental impulse to activity.
- The power of the environment in determining the success of educational encounters.
- Curriculum should be based on child's interests and needs.
- Emphasis on child as child.
- Methods of teaching are experience, learning by doing, self- education, and project method.
- Teacher as an observer.
- Teacher as a helper and guide.
- Preparing a socially efficient individual.
- Principle of utility: The school must provide those experiences that are useful to the child.
- Principle of integration.

2.4.3 Mahatma Gandhi's Views

His Educational thought also influenced the development of the concept of Student Centred Education. Education as conceived of by Gandhi and advocated by him primarily aims at the formation and development of the spiritual and moral personality of the individual. Gandhi defines education with reference to the holistic development of man: “the all- round drawing of the best in the child and man- body, mind and spirit”. Gandhi’s basic education begins with acquainting the individual with the working of the spinning wheel. The spinning wheel as a working tool becomes the starting point for a variety of knowledge –based learning. This idea is called Skill—Oriented and Skill-Centred System. His important idea is education for balanced development. Holistic education means an education organized and provided for the balanced development of the individual.

Aims of Education in Gandhian Thought

1. Education for spiritual / Moral Development
2. Education for Social Development
3. Education for Self-discovery
4. Education and Life-experiences
5. Education to the total development of both the individual and society

Method of Teaching

1. ‘Learning by doing’ and ‘learning by cooperation.’
2. Through a process of integration between the various facts of life experiences emanating from the teaching of the craft.

Curriculum

1. Through life skills

Teacher’s Role

According to him a teacher has to be both father and mother to his pupils. He stated, “Woe to the teacher who teaches one thing with the lips and carries another in the heart”

(Mukalel, 2007)

2.4.4 Rabindranath Tagore’s Views

Rabindranath Tagore was a great artist, educationist, a poet, a patriot, a philosopher and social reformer. He tried to synthesise the ancient Indian ideas of education and the western art and sciences. His thought was sharpened from Rousseau’s, and Froebel’s child education. Basically he accepted Philosophy of Naturalism. However his thought much focus on in-depth ideas than Rousseau. Particularly Tagore emphasised natural environment with Aesthetic education. Theoretically he believed the ideals in relation to

Upanishad Philosophy of Eastern Philosophy. According to Tagore, following were the key ideas in relation to Student Centred Education.

Aims of Education

- 1 Education should develop a creative mind
- 2 Education should aim at developing aesthetic sense
- 3 Education should prepare an individual for a vocation
- 4 Education should develop freedom of mind

Curriculum

Tagore recommended a curriculum for the full man satisfying the spiritual, creative aesthetic and vocational aims of education.

Method of Teaching

Tagore strongly criticised the bookish and examination oriented teaching. He stressed movement of the whole body in various learning activities. He followed the activity principle and advocated constructive and creative activities.

Children as Children

Tagore emphasised that adult should consider the natural gifts of children.

Teacher's Role

In education the teacher is more important than method.

(Aggarwal, 2007)

Major points in relation to Student Centred Education based on the above mentioned Philosophers' Views

- The formation and development of the spiritual & moral personality of the individual
- Education for social development
- Education for life experiences
- Education for self-discovery
- Method of teaching are learning by doing, and learning by cooperation

- Providing the life skills
- Teacher has to be both father and mother to his pupils
- Education should prepare an individual for a vocation
- Movement of the whole body in various learning activities
- The activity principle and advocated constructive and creative activities
- Emphasis on child as child
- The teacher is more important than method

2.4.5 Common Features in relation to Student Centred Education in Eastern and Western philosophy:

Identifying Students

- Emphasis on child as a child
- Nature of child development

Various Teaching learning methods

- Experience, learning by doing, self- education, project method, self-discovery, and learning by cooperation

Real Life situations and experiences

- Movement of the whole body in various learning activities

Curriculum

- Curriculum should be based on child's interests and needs

Total development

- Preparing a socially efficient individual

2.5 Literature based on Research

Major aim of the study by Dias, (2005) was to achieve higher order cognitive skills through Student Centred Learning in teaching data analysis to undergraduates of statistics. This research is very relevant to the concept of Student Centred Education. Undergraduates of statistics faced a lot of difficulties in solving problems given in data analysis. This is because in teaching the undergraduates the method of teaching was the teacher centred method. The teaching method was changed to a Student Centred Approach where the teacher played the role of a facilitator by encouraging teamwork and learning from peers. The mean mark under the traditional teacher centred method was 44.28, a C grade. In contrast, the mean mark under the student centred method that was adopted in 2002 was considerably improved to a B grade, and became 55.92. This is clearly a significant improvement as well as an increase in the grade for the entire statistics class. Thus this research finding indicates the importance of student centred education. According to this research, student centred education leads to higher cognitive skills than using traditional teacher centred method. Particularly he emphasised that the teacher played the role of facilitator by encouraging teamwork and learning from peers. Although my study is based on secondary level students the findings of this study are relevant to secondary students as well.

Bennett (1976, p.38) has contrasted the two approaches: Student centred Education (Progressive) Teacher Centred Education (Traditional) in the following ways: As Braudes and Ginnis, (1986) have cited in their book A Guide to Student Centred Learning.

	Progressive	Traditional
1.	Integrated subject matter	Separate subject matter
2.	Teacher as guide to educational experience	Teacher as distributor of knowledge
3.	Active pupil role	Passive pupil role
4.	Pupils participate in curriculum planning	Pupils have no say in curriculum planning
5.	Learning predominantly by discovery techniques	Accent on memory practice and rote

	Progressive	Traditional
6.	External rewards and punishments not necessary i.e. intrinsic motivation	External rewards used e.g. grades i.e. extrinsic motivation
7.	Not too concerned with conventional academic standards	Concerned with academic standards
8.	Little testing	Regular testing
9.	Accent on cooperative group work	Accent on competition
10.	Teaching not confined to classroom base	Teaching confined to classroom base
11.	Accent on creative expression	Little emphasis on creative expression

In this research, there was a comparative analysis in relation to student centred (progressive) and teacher centred (traditional) approaches. In my research, basic focus will be on characteristics of student centred education. However these characteristics will help the present researcher to find out which of these characteristics are important.

Aggarwal, (2007) compared analysis in relation to Child –Centred Education and Teacher Centred Education in Philosophical and Sociological Perspectives on Education.

Dimensions	Child –Centred Education	Teacher -Centred Education
1. Goals	Goals set by the learner with assistance and guidance by the teacher to meet the diverse needs as they evolve	Goals set by the teacher in advance to meet the needs that he has anticipated
2. Approach	Discovery and experience approach to learning. Situations and resources provided by the teacher for the learner to generate, experience and discover ideas for himself.	Information and ideas put over to the child a by the teacher
3. Homogeneity	Wide variety of activities at any one time. Various learners	Same learning experiences for all students at any one

	doing different activities suiting their needs at that point of time.	time. All learners attend the same sessions and do the same thing.
4. Sequencing	Very flexible sequence. Sequence not determined In advance but according to the felt need of the learner. Similar items may be learned in different sequences by different learners.	Sequences or order fixed in advance. Sequences are determined according to the preferences of the teacher.
5. Control	Decisions made by learners or jointly by the learners and the teacher .Hence joint control over the course.	Decisions made by the teacher and he maintains control over the course.
6. Method	Wide variety of learning- teaching methods. Methods usually selected by the learners.	Relatively few teaching- learning methods. Methods Selected by the teachers.
7. Learner tutor relationship	Very close, open, personal relationship	Distant. Closed. Formal relationship
8. Group attitude	Trusting, Supportive .Close relationship	Not quite trusting. Not very supportive. Learners relatively distant from each other.
9. Feelings	Full expression	Very restricted expression of feelings.
10. Discipline	Free. Full of Freedom.	Strict. Do's and Don't

According to above-mentioned two lists, common features of student centred education can be listed as

- Teacher as guide to educational experience
- Integrated subject matter
- Learning predominantly by discovery techniques
- Accent on cooperative group work

The table below compares instructional variables associated with Teacher and Student Centred Approaches to the guide to the creation or evaluation of Student –Centred Learning environments ([www.bath.ac.uk/e-learning/ student-centredness.htm](http://www.bath.ac.uk/e-learning/student-centredness.htm) 10.09.2007).

Instructional Variable	Instructional Approach	
	Teacher Centred	Student Centred
	<ul style="list-style-type: none"> • Discipline-specific verbal information 	<ul style="list-style-type: none"> • Interdisciplinary information and knowledge
Learning outcomes	<ul style="list-style-type: none"> • Lower order thinking Skills, e.g. recall, identify, define • Memorisation of abstract and isolated facts, figures and formulas 	<ul style="list-style-type: none"> • Higher order thinking skills, e.g. problem solving • Information processing skills, e.g. access ,organize, interpret, communicate information

Goals and Objectives Information

- Teacher prescribes learning goals and objectives based on prior experiences, past practices, and state and/ or locally mandated standards
- Students works with teachers to select learning goals and objectives based on authentic problems and students' prior knowledge, interests and experience.

Instructional Strategy

- Instructional strategy Prescribed by teacher
- Group- paced, designed for 'average' student
- Information organized and presented primarily by teacher e.g. lectures, with some supplemental reading assignments.
- Teacher works with students to determine learning strategy
- Self-paced, designed to meet needs of individual student
- Student given direct access to multiple sources of information, e.g. books, Online databases, community members

Assessment

- Assessment used to sort Students
- Paper and pencil exams used to assess students acquisition of information
- Teacher sets performance criteria for students
- Students left to find out what teacher wants
- Assessment is integral part of learning
- Performance based, used to assess students ability to apply knowledge.
- Students work with teachers to define performance criteria.
- Students develop self-assessment and peer assessment skills.

Teacher's Role

- Teacher organises and presents information to Groups of students
- Teachers act as gatekeeper of knowledge, controlling students' access to information.
- Teacher directs learning.
- Teacher provides multiple means of accessing information
- Teacher acts as facilitator, helps students access and process information.
- Teacher facilitates learning.

Student's Role

- Students expect teachers to teach them what's required to pass the test
- Passive recipients of information
- Reconstructs knowledge and information
- Students take responsibility for learning.
- Active knowledge seekers
- Construct knowledge and meaning

Learning Environment

- Students sit in rows
- Information presented via lectures, books and films
- Students work at stations with access to multiple resources
- Students work individually at times but also need to collaborate in small groups

In comparison to above two lists of characteristics the following characteristics in relation to student centred education can be identified

- Higher order thinking skills e.g. problem solving
- Students work with teachers to select learning goals and objectives based on authentic problems and students' prior knowledge, interests and experience.
- Teacher acts as facilitator, helps students access and process information
- Students construct knowledge and meaning
- Students work individually at times but also need to collaborate in small group

UNICEF

Unicef has developed a framework for rights based child friendly educational systems and schools. Child-Friendly School has two basic characteristics. One of them is a child-centred school -acting in the best interests of child, leading to the realisation of the child's full potential, and concerned both about the "whole" child (including health, nutritional status, and well-being) and about what happens to children-in their families and communities-before they enter school and after they leave. This idea derived from the concept of Student Centred Education. Achieving these aspects, it leads to develop full potential of child. Unicef strives for quality in the following areas:

- Quality learners
- Quality learning environment
- Quality teaching –learning processes
- Quality content
- Quality outcomes (www.unicef.org/life_skills/index) Each of these will be discussed below

Quality learners:

Quality learner should have good health and nutrition, positive early experiences and interactions, family support. It means quality learners possess healthy, well nourished, ready to learn and supported by their family and community.

Quality Learning Environment:

Learning Environments are made of physical, psychosocial and service delivery elements. Physical elements categorized quality of school facilities, school infrastructures and other quality dimensions, class size

Psychosocial elements are peaceful, safe environments, teachers behaviours, Effective school discipline policies, Service environment in school

Quality teaching –learning processes:

Quality process is one of the vital elements for quality education. It is divided into three areas. They are students, teachers, supervision and support. How teachers and administrators use inputs to frame meaningful learning experiences for students. Child Centred; (life) skills- based approaches were used. This web sight quoted Teaching styles in many places, however, remain traditional, teacher centred and fairly rigid or even authoritarian (Carron & Chau, 1996). The highest quality teachers are those who are most capable of helping their students to learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond,1997).

Quality content:

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum

(UNICEF, 2000). It means curricula and materials for literacy, numeracy, knowledge, attitudes, and skills for life.

Quality outcome:

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. ([http:// www.unicef.org/ girls’ education/files/ quality education. PDF. 21.01.2009](http://www.unicef.org/girls_education/files/quality_education.PDF)) It produces knowledge, attitudes and skills; suitable assessment, at classroom and national levels.

National Assessment of Achievement of Grade Four Pupils in Sri Lanka (2004) found that the student achievement in the subjects tested there were intra-subject and inter- subject variations in levels of student achievement that signal the urgent need to track student learning progress. This research highlighted that in majority of schools, the divisional officers, zonal officers and provincial officers do not seem to pay attention to the main problem, which leads to poor implementation. As such there is no improvement in quality. Therefore there is a need to find out the reasons for poor implementation.

In the present research, particularly the above mentioned quality teaching learning process would be discussed. The above-mentioned two researches produce features in relation to Student Centred Education.

Child- centred school – Promotes good quality teaching and learning processes

Need to learn to face the challengers of the new century

2.5.1 Literature on how to implement student centred learning

Neill and McMahon (www.aishe.org/readings/2005-1/oneill-mcmahon-tues) noted that to implement student centred learning the following methods should be used

Examples of student centred learning/ teaching methods

Out side of the lecture format	In the lecture
---------------------------------------	-----------------------

Independent projects	Buzz groups (short discussion in twos)
Group discussion	Pyramids/Snowballing (Buzz groups continuing the discussion into larger groups)
Peer mentoring of other students	Cross-overs (mixing students into groups by letter/ number allocations)
Debates	Rounds (giving turns to individual students to talk)
Field trips	Quizzes
Practicals	Writing reflexions on learning (3/4 minutes)
Reflective diaries, learning journals	Student class presentations
Computer assisted learning	Role play
Choice in subjects for study/projects	Poster presentations
Writing newspaper article	Students producing mind maps in class
Portfolio development	

A highlight of the Thai National Curriculum 2002 is the proposed shift of emphasis in teaching methods to a student – centred learning approach. When planning more student centred lessons, these are the features of Student Centred Learning (www.imt.liu.se/edu/Bolona/sch).

- **Ask don't tell:** They are not empty vessels waiting to be filled by the all-knowing teacher. They have knowledge and experiences of life, as well as language which can contribute greatly to the learning process.
- **Focus on students' experience and interests:** when teachers using the course book as a base for then moving on to practice activities relating to the students' personal lives and areas of interest and experience (personalization) the students' are more likely to become involved in the lesson, thereby remembering more.
- **Communication over accuracy:** the main reason for students learning a language is to be able to communicate with other speakers of that language.

- **Learning by doing:** the more actively involved students are in their own learning, the more they are likely to remember what they learn
- **Students' have choices and make decisions about learning:** Group work requires negotiation and decision making –working together towards a common goal.
- **Focus on confidence building for real-world skills:** By developing communicative competence, language again becomes more real and part of the students' lives.
- **Encourage interest in English used in the real world:** By using authentic materials familiar to the students (magazines, the Internet, video, television, letters etc.)
- **Tasks are open-ended:** i.e. there is more than one possible answer. Traditional grammar based tasks are either right or wrong and test only one skill at a time. They are generally unimaginative, often in the form of multiple answers (so the students have a 25% chance of being right without actually knowing the answer at all) and totally divorced from 'real world' situations. Open –ended tasks are wider in their focus and involve a variety of language skills.
- **High exposure:** to English through the use of authentic materials again: students may be set homework involving research undertaken using the internet or other English language reference sources.
- **Students learn more than language:** They are also encouraged to think critically and develop problem-solving skills through more creative tasks and group work

According to two research findings, common student centred learning/ teaching methods are: Group discussion, Computer assisted learning, Tasks are open-ended, building for real-world skills, Learning by doing, to practice activities relating to the students' personal lives.

By developing more formative assessment in your courses you can provide a focus for the student by highlighting their learning gaps and areas that they can develop. The addition of

more formative assessment encourages a more student centred approach (www.aishe.org/readings/2005-1/oneill-mcmahon-tues).

Examples of student centred assessments (Gibbs,1995)

- Diaries, logs and journals
- Portfolios
- Peers/ self assessment
- Learning contracts and negotiated assessment
- Projects
- Group work
- Profiles skills and competencies

Assessments Process and Student Centred Learning

Involving students at the stage	Choosing the assessment task
When	Setting the assessment task
the task is set	Discussion the assessment criteria
Involving students at the stage	Making self assessment feedback
	Comments:
	Suggesting self assessment grades/
After the task is completed:	Negotiating assessment grades
	Assigning peer grades/marks

(Brown, Rust, and Gibbs, 1994)

According to the above findings, common Student Centred Assessments are as follows:

- Diaries, logs and journals
- **Portfolios**
- Peers/ self assessment
- Learning contracts and negotiated assessment
- Projects
- Group work

- Profiles skills and competencies

Implementing learner centred practices, teachers need to understand the learner's world and support capacities already existing in the learner to accomplish desired learning outcomes. Learning goals are achieved by active collaboration between the teacher and learners who together determine what learning means and how it can be enhanced within each individual learner by drawing on the learner's own unique talents, capacities, and experiences (McCombs & Whisler, 1997). Although Cuban (1983) uses the term 'Student centred', he identifies observable measures that seem aligned with expectations for learner centred practices as well: more or equal student talk and questions than teacher talk, individually and moderately sized group instruction, varied instructional materials, evidence of student choice and organization of content and classroom rules, and a physical arrangement of classroom that allows for working together. (Schuh, 2004).

When implementing learner centred practices, above mentioned research found that following Features;

- Teachers need to understand the learners' world
- Active collaboration between teacher and learner
- Learners' own unique talents, capacities and experiences

2.6 Curriculum

In order to achieve 21st century human needs and competencies, many changes are being implemented in our curriculum. In this research researcher focus on two subjects: History and Civics in grade 10. Researcher would like to point out the competencies in relation to above subjects' in the curriculum and methodology used. This curriculum consists of Student Centred, Competency- Based, and Activity Oriented Approaches. (History teachers guide, 2007 p.209)

2.6.1 History Curriculum Competencies for Grade 10

1. Investigate relevant sources to study the History
2. Describe development of history in India
3. Explain of the development in History in the end of Polonnaruva era
4. Analyse of water base civilization
5. Explaining the important historical events in medieval period world
6. Describing the configuration of power in the European Nationals
7. Analyse the relationship between Sri Lanka and Western Nationals
8. Analyse the historical events in Europe comparatively.

2.6.2 Activities in relation to Curriculum

1. Concept Maps
2. Wallnes Papers
3. Quizzes
4. Question and Answer Books
5. Portfolios
6. Debates
7. Panel Discussions
8. Seminars
9. Impromptu Speeches
10. Role Plays
11. Presentation of Literature Reviews
12. Field books/ Nature Diaries
13. Practical Tests

2.6.3 Lesson plan

5 E method Used

2.6.4 Civics Curriculum Competencies for Grade 10

1. Investigate the importance of democracy and democratic concepts
2. Able to investigate government structure and it lead to effective administration
3. Explain what is multi cultural society and the ways of improve multi cultural society.
4. Providing knowledge for economic activities and organization
5. Analyse the social problem and how to solve peacefully

2.6.5 Activities in relation to Curriculum

1. Discussions
2. Assignments
3. Group Work

4. Field Work
5. Role Play
6. Projects
7. Fields observation
8. Debates
9. Panel Discussions
10. Seminars
11. Impromptu Speeches
12. Presentation of Literature Reviews
13. Practical Tests
14. Self study
15. Case study

2.6.6 Lesson plan: 5E method Used

Based on these school curriculars would be analysed in chapter 4.

2.7 A Student Centred Learning Environment

The Constructivist approaches emphasize learners actively constructing their own knowledge rather than passively receiving information transmitted to them from teachers and textbooks. From a constructivist perspective, knowledge cannot simply be given to students: students must construct their own meanings. Constructivism is most often associated with the respective psychological and philosophical work of theorists such as Jean Piaget, Jerom Bruner, Ernst von Glaserfeld, and Lev Vygotsky (1996). Constructivism's emphasis on students' active role in the construction of their own learning is consonant with the popular approach "student centred learning" (Stage,etal 1998)

Prominent characteristic of Student Centred Environment are:

- students having a responsible and active role in planning their learning, interacting with teachers and other students, researching, assessing
- students making choices about what and how to learn
- emphasis on integrating learning across the curriculum
- emphasis on enquiry-type activities

- teachers acting as guides, mentors and facilitators of learning
- intrinsic motivation (interests, curiosity, responsibility)
- focus on co-operative learning
- learning occurring anywhere
- greater flexibility in learning & teaching
- greater flexibility in assessment with self and peer assessment becoming more common
- long- term perspective: emphasis on lifelong learning

([www.unisanet.unisa.edu.au/LearningConnections/X/VTS/Resources/StudentCentred Learning](http://www.unisanet.unisa.edu.au/LearningConnections/X/VTS/Resources/StudentCentredLearning), 2005) 27.04.2008)

2.8 Conclusion

This chapter discussed the available literature in relation to Student Centred Education both locally and globally. Student Centred Education, stemmed from Eastern and Western philosophers' theoretical viewpoints. In order to Implement quality in the classroom, it is necessary to change our classroom from a teacher- centred focus to a learning/ student centred focus.

In this chapter based on literature, the key common features are identified in relation to student centred education.

According to above mentioned all research summarized findings and 2.7, common features in relation to Student Centred Education are:

- Identifying nature of child development.
- Learners' own unique talents, capacities and experiences.
- Experience, Learning by doing, Self- education, Project method, Self-discovery, Learning by cooperation, Group discussion, Computer assisted learning. The above tasks are open-ended .
- Student Centred Assessments as follows:
 - Diaries, logs and journals
 - Portfolios
 - Peers/ self assessment

- Learning contracts and negotiated assessment
 - Projects
 - Group work
 - Profile skills and competencies
- Body language of the students with regard to learning activities.
 - Building skills for real life situations.
 - Practice activities relating to the students' personal lives.
 - Competency based curriculum at different development stages and ages.
 - A Curriculum based on child's interests and needs.
 - Integrated subject matter.
 - Emphasis on enquiry-type activities.
 - Focus on co-operative learning.
 - Preparing a socially efficient individual.
 - Teacher as guide to educational experience.
 - Teacher acts as facilitator.
 - Teachers need to understand the learners' world.
 - Active collaboration between teacher and learner.
 - Catering to Learning styles.
 - Students work with teachers to select learning goals and objectives based on authentic problems and students' prior knowledge, interests and experience.
 - Students construct knowledge and meaning.
 - Provide opportunity for individual as well as for group work groups.
 - Understand the philosophy behind the concept of student centred education.
 - Quality outcome: It produces knowledge, attitudes and skills; suitable assessment, at classroom and national levels.
 - Improve self learning.
 - Improve quality teaching and learning processes.
 - To prepare and individual to face social challenges.

These features will be used in the construction of the data gathering instruments. The construction of the instruments will be discussed in detail in the next chapter- the methodology.

3.0 Methodology of the Study

3.1 Introduction

The previous chapter discussed a review of literature. It dealt theoretical aspects of the philosophical concept of Student centred Education and literature based on research.

This chapter elaborates the objectives of the study, data collection instruments used, and the construction of questionnaires administered to the students as well as the teachers, and structured interview for the teachers' and stakeholders' of the education system. This chapter will detail the selected aspects of the methodology-the objectives, the research questions, the sample, the methods and instruments used for data collection, and their administration.

3.2 Objectives of the Study

The objectives of the study are:

1. Identify philosophical perspectives pertaining to Student Centred Education.
2. Examine Senior Secondary School Curriculum in relation to the concept of Student Centred Education.
3. Examine how this concept is being implemented during the teaching learning process
4. Suggest a possible operational framework to improve Student Centred Education in Sri Lanka.

The first objective will be achieved through a questionnaire designed for the students and the teachers from the selected schools. The purpose of this objective was to identify philosophical perspectives pertaining to Student Centred Education. The features expected by the educational philosophers were identified through the review of literature.

The second objective of the study was to examine Senior Secondary School Curriculum in relation to the concept of Student Centred Education was achieved through examining curriculum in History and Civic Education grade 10.

The third objective of the study was achieved through the data collected from the questionnaire administered to grade 10 students, the teachers. An observation schedule and

documentary evidence were also used. Interview, was used to collect information from stakeholders.

The final objective of the study was fulfilled through the data collected from the questionnaire administered to the students, and interviews held for teachers as well as the stakeholders.

3.3 Sample

3.3.1 Expected Sample

In order to achieve the above-mentioned objectives a sample for the study was selected. The researcher randomly selected nine secondary schools from the Colombo district to represent the different school types such as: a National school, 1AB, 1C, and Rural/ Urban, Male/Female/ Mixed criteria. The sample was limited to secondary students of grades 10 (Senior Secondary), and teachers of these classes. Expected students sample was 315.

The sample of schools classified by Colombo district and type from which the data was collected is given below.

Table 3.1: Schools in the Sample by Type and Number of Students Colombo District

School Type	Male	Female	Mixed	Number of Students
National School	35	35	35	105
1AB	35	35	35	105
1C	35	35	35	105
Total Number of Students				315

Fifteen teachers of History and Civic subjects in the grade 10 were also selected as sample. In addition, Five ISAS' were selected in Colombo South educational division.

3.3.2 Achieved Sample

Students- 277

Teachers- 14
 ISA- 05

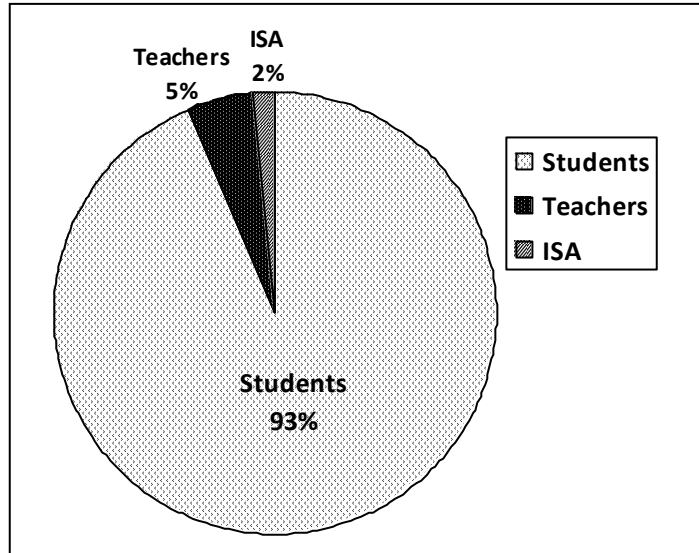


Figure 3.1: Students, Teachers, and ISAS' Achieved Sample by School Types

3.3.3 Description of the Sample

3.3.3.1 Student Profile

Table 3.2 presents the number of students according to school type and school name.

Table 3.2: Number of students achieved from each school

School Name	School Type	Number of students
-------------	-------------	--------------------

Ananda Balika Vidyalaya	National	35
Clipton Balika Vidyalaya	1C	31
CWW Kannagara Vid.	1AB	35
Mahanama College	National	35
Maharagama Central College	National	35
Seeweli Vidyalaya	1C	21
St.Johns Vidyalaya	1AB	32
Susamayawardena Vid.	1C	19
Yasodara Balika Vidyalaya	1AB	34
Total number of students		277

Total number of students according to the school type is indicated in Figure 3.2

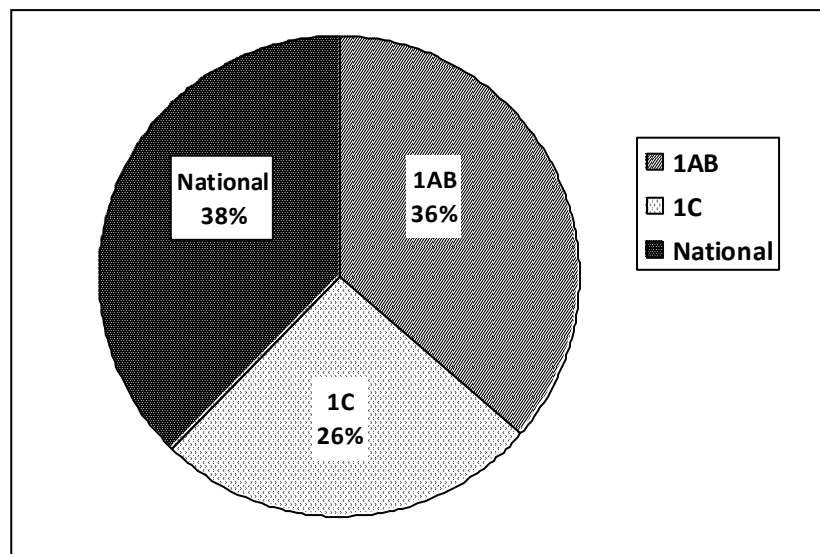


Figure 3.2: Total numbers of students according to the school types

Student Sample according to the gender is indicated in Figure 3.3

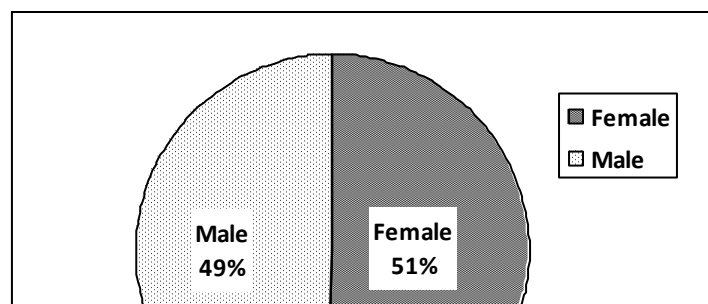


Figure 3.3: Student Sample According to the Gender

3.3.3.2 Teacher profile

Teacher sample according to school type and subject wise is indicated in Table 3.3.

Table 3.3: Teacher sample According to School type and Subject wise

School Type	Number of Teachers History	Number of Teachers Civics
1 AB	4	2
1 C	2	
National	3	2
Total Number of Teachers	9	4

3.4 Data Collecting Instruments

There are many techniques through which the data could be collected.

They are:

- Documentary Analysis
- Administering questionnaire
- Interviews
- Observation

3.4.1 The Techniques used

- a. Available literature was surveyed on the subject
- b. Questionnaires were administered to 315 grade 10 students and 10 Subject teachers
- c. Observations were held with grade 10 subject teachers
- d. Structured interview for stakeholders (ISA)

3.4.2 Documentary Analysis

Documentary Analysis is useful and important in several ways. Particularly it helped to identify different aspects of the issue and make comprehensive perspectives for this subject. In addition it helps to interpret and discuss the data in relation to earlier findings.

Working Definition

This aspect of information was incorporated in the questionnaire administered to the students as well as teachers and the interview of teachers as well as the stake holders.

3.4.3 Administering Questionnaires:

For this research purpose self-administered questionnaire was used. Self-administered questionnaires were given to a group of randomly selected sample of 315 students.

First of all, was the questionnaire for the students, (Appendix 1).

The purpose of giving a self-administered questionnaire was to collect data; it would help to maintain confidentiality.

Preparation of the Questionnaire

Preparation of Questionnaire for the students

The student Questionnaire was administered to the students of five schools. These were designed under six main headings, they are:

1. Curriculum

Questions (3) to (13) examine senior secondary school curriculum in relation to the concept of Student Centred Education was achieved through examining curriculum in History and Civic Education grade 10.

2. Techniques in History

Questions (14) to (23) based on examining techniques in relation to student centred education.

3. Techniques in Civics

Questions (24) to (36) based on examining techniques in relation to student centred education

4. Teaching learning process

Questions (37) to (65) examine how this concept is being implemented during the teaching learning process

5. Problems

Questions Section (J),(1) were administer to find problems in relation to Student Centred Education

6. Suggestions for improvement

Questions Section (J),(2) were formulated to suggest a possible operational framework to improve Student Centred Education in Sri Lanka

3.5.2 Preparation of Questionnaire for the teachers' (Appendix -ii).

1. Personal information

This section, Questions (1) to (8) will analyse the data pertaining to quality of the teachers

2. Philosophy

Questions (9) to (11) and Section J 82 to 83 were designed to identify philosophical perspectives pertaining to Student Centred Education questions

3. Curriculum

Questions(12) to (23) examine senior secondary school curriculum in relation to the concept of Student Centred Education was achieved through examining curriculum in History and Civic Education grade 10

4. Techniques in History

Questions (24) to (33) based on examining techniques in relation to Student Centred Education

5. Techniques in Civics

Questions (34) to (46) based on examining techniques in relation to student centred education

6. Teaching learning process

Questions (47) to (72) examine how this concept is being implemented during the teaching learning process

7. Assessment

Questions (73) to (79) were formulated to identify how assessment is being conducted in secondary education curriculum.

8. Problems

Questions Section (K), (1) to (2) were administer to find problems in relation to Student Centred Education

9. Suggestions for improvement

Questions Section (J), (3) to (4) were formulated to suggest a possible operational framework to improve Student Centred Education in Sri Lanka

3.6 Interviews

Interviews were held with ISA of relevant subjects, to find out the procedures and processes adopted for implementation of Student centred education teaching and learning in the school system and perceptions of ISAs, monitoring and evaluation of implementation of Student Centred Education and problems and suggestions.

The objectives of the interview were:

- To triangulate the data obtained through self-administered questionnaire
- Suggest a possible operational framework to improve Student Centred Education in Sri Lanka

3.6.1 Preparation of structured interview for the ISA (Appendix -iii).

The criteria of selecting the questions were as follows. The Questionnaire consists of four parts such as Philosophy, Teaching learning process, senior secondary curriculum, and suggestions for improvement.

Questions (1), (2), (5), (7), (9) were to examine teaching learning process in relation to student centred education

Question (4) was designed to Identify philosophical perspectives to student centred education

Questions (3), (6) were formulated to analyse the secondary education curriculum in relation to the concept of Student Centred Education

Questions (8), (10), (11) was designed to suggest a possible operational framework to improve Student Centred Education in Sri Lanka

3.7 Observations

Grade ten History and Civic classes were observed to examine how this concept is being implemented during the teaching learning process. Five classes were selected from among National, 1AB, and 1C type schools. (Appendix -iv).

3.8 Data Analysis

Data collected using the above mentioned instruments under the specific objectives would be presented in the fourth chapter.

3.9 Limitation of the Study

Due to time constraints and other difficulties the researcher is unable to study about the teaching learning process in relation to student centred education in all the secondary schools. Therefore, the researcher will randomly select five secondary schools from the Colombo district to represent the different school types such as: a National school, 1AB, 1C, and Rural/ Urban, Male/Female/ Mixed. The sample is limited to secondary students of grades 10-11 (Senior Secondary), and teachers as these classes and ISAs in the Colombo south educational division. As mentioned sample, it is unable to find out difference between urban and rural schools in Colombo district. Since there is no such categorisation in Colombo district.

3.10 Summary

This chapter elaborated how to achieve objectives of the study, detail of the sample, the methods and instruments used for data collection and their administration. The next chapter will present of the collected data and analysed under the each objectives.

4.0 Presentation and Analysis of Data

4.1 Introduction

The previous chapter discussed the construction of the questionnaire, details of the sample, the methods and instruments used for data collection and their administration. In this chapter data relevant to the objectives is discussed that is (1) identifying philosophical perspectives pertaining to Student Centred Education. (2) examine the senior secondary school curriculum in relation to the concept of Student Centred Education. (3) examine how this concept is being implemented during teaching and the learning process. (4) suggesting a possible operational framework to improve Student Centred Education in Sri Lanka. This analysis will be based on the relevant sections of the questionnaire, interviews and observation data.

4.2 Data Pertaining to Objective One

The data relevant to first objective of identifying philosophical perspectives pertaining to Student Centred Education were discussed in the literature review in the second chapter. The summary is as follows:

4.2.1 Working Definition of this Research

The following definition was adopted as the working definition for this study “Child-Centred Approach encourages participation, creativity, self-esteem, and psycho- social well-being; promotes a structured, child –centred curriculum and teaching- learning methods appropriate to the child’s developmental level, abilities, and learning style; and considers the needs of children over the needs of the other actors in the system.” (<http://www.unicef.org/French/lifeskills/> 27 th.05.2008)

Common Features in relation to Student Centred Education as identified in chapter 02:

- Identifying nature of child development
- Learners' own unique talents, capacities and experiences
- Experience, Learning by doing, Self- education, Project method, Self-discovery, Learning by cooperation, Group discussion, Computer assisted learning. The above tasks are open-ended
- Student Centred Assessments will be as follows:
 - Diaries, logs and journals
 - Portfolios
 - Peers/ self assessment
 - Learning contracts and negotiated assessments
 - Projects
 - Group work
 - Profile skills
- Body language of the students with regard to learning activities
- Building skills for real life situations
- Practice activities relating to the students' personal lives
- Emphasis on enquiry-type activities
- Competency based curriculum at different developmental stages and ages
- A Curriculum based on child's interests and needs
- Integrated subject matter
- Provide opportunities to face the challenges of the new century
- A Focus on co-operative learning
- Teacher as the facilitator
- Active collaboration between teacher and learner
- Catering to learning styles
- Teacher students' participation includes learning goals and objectives based on authentic problems by using students' prior knowledge, interests and experience
- Students construct meaningful knowledge
- Provide opportunity for individual as well as for group work
- To understand the philosophy of the concept of student centred education

- Quality outcome: To provide knowledge, attitudes and skills; suitable assessment, at classroom and national levels
- Improve self-learning
- Improve quality teaching and learning processes
- To prepare and individual to face social challenges

4.2.2 Philosophy

Based on the theoretical bases and literature based on research, it is necessary to verify whether teachers use the concept of Student Centred Education.

Q 9 in the questionnaire forwarded teachers to find out how they perceive the concept of Student Centred Education. As Figure 4.1 shows majority of them performed at a satisfactory level as shown in Figure 4.1. Yet only 23% has reached excellence. Thus there is a need for improvement.

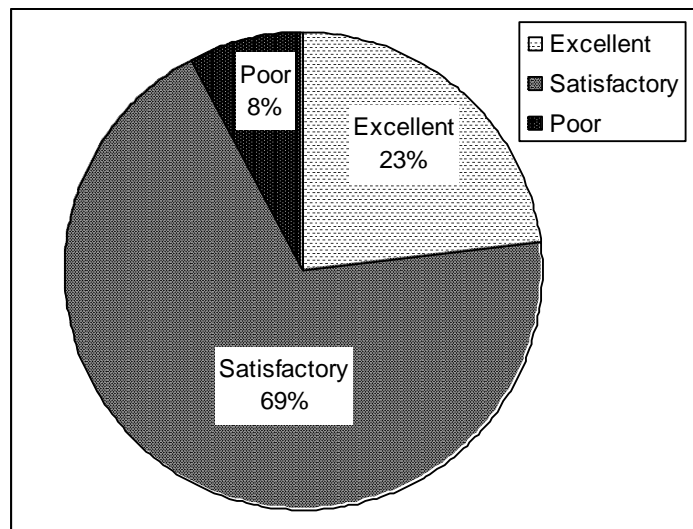


Figure 4.1: Awareness of the Concept of Student Centred Education

I.S.A's Interview schedule, Question (4) was designed to identify the teachers' philosophical perspectives of Student Centred Education. The responses of the majority of teachers were as follows

- 1) Needs to have awareness of the concept of Student Centred Education
- 2) Should be prepared

- 3) Should be trained
- 4) Necessity of new approaches

Q.10 was asked from the teachers to find out how they got to know about the Student Centred Education. Figure 4.2 shows 46% teachers got to know from in service teacher training. Another 30% said they got to know when they were students.

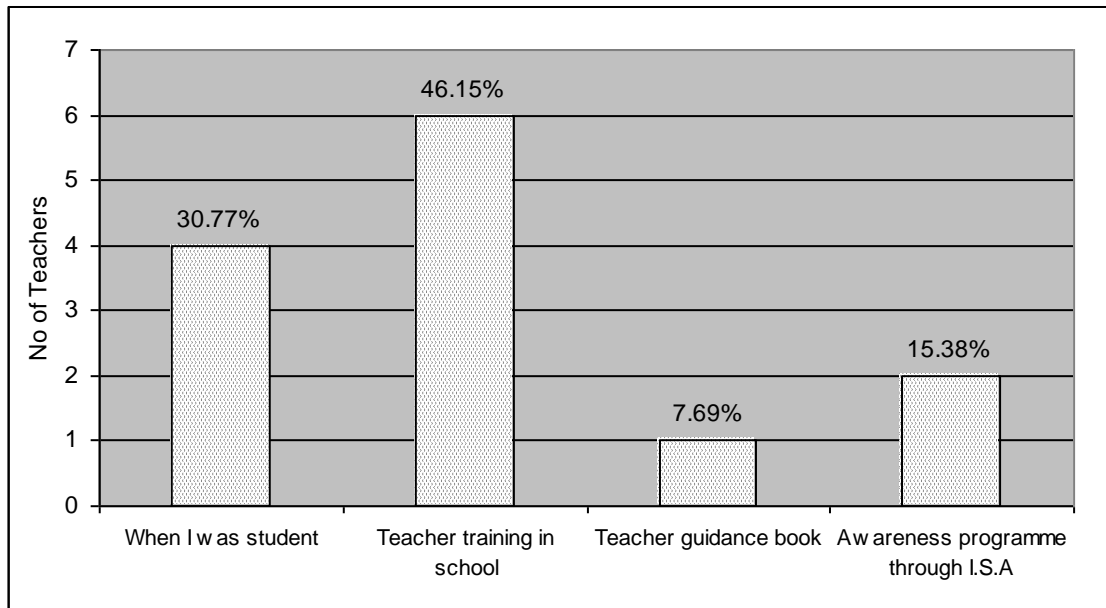


Figure 4.2: Sources used for Student Centred Education

In the teacher questionnaire Q11 was formulated to find out the objective of Student Centred Education. As indicated by Table 4.1, 100% of them have accepted it as the main objective.

Table 4.1: Objectives of Student Centred Education

Main objectives	Number of responses
To develop a world of work skills	13
Total	13

In teacher questionnaire, Q73 was directed to find out the way of assessment. Their responses are presented in Figure 4.2. Majority of the teachers claimed that they used continuing assessments.

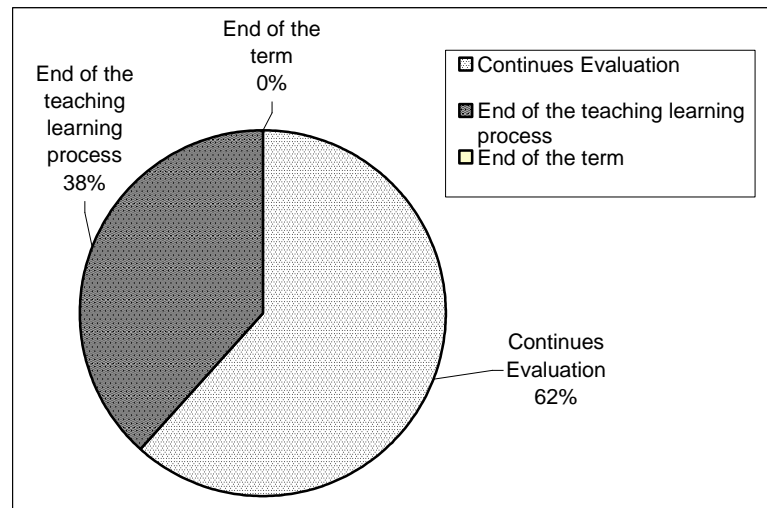


Figure 4.3: The way the students were assessed

Questions 74 -79 in the Teacher questionnaire were vital for the researcher to find out the use of Student Centred Assessment. Figure 4.4 presents majority of that teachers did not use to Diaries, logs, and journals, Portfolios, Negotiated Assessment and Projects. Majority of the teachers also did not use group work and Profiles skills and competencies. These findings show that Student Centred Assessment method needs to be introduced to the teachers.

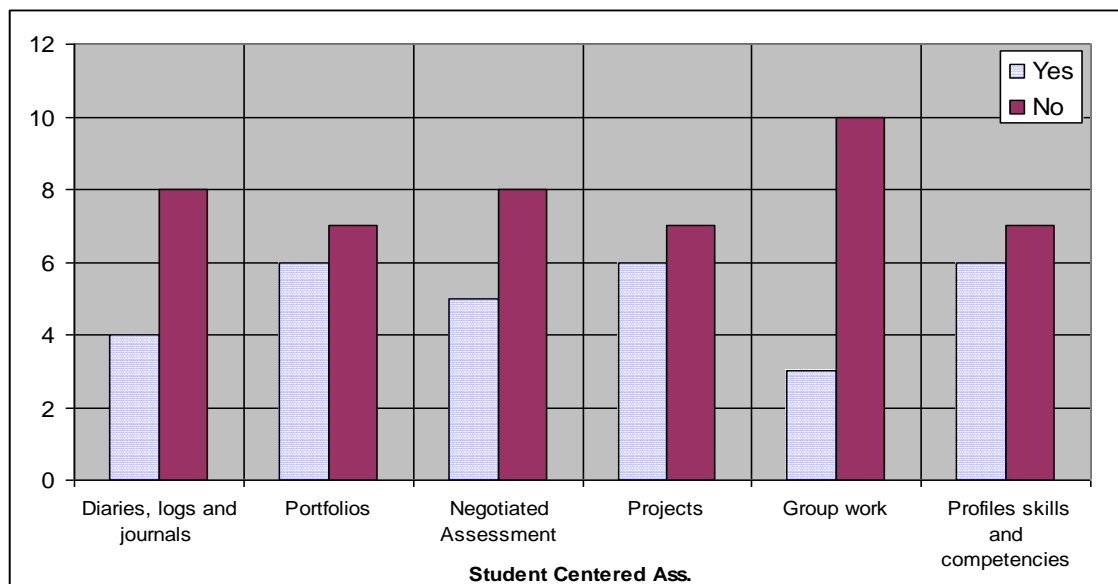


Figure 4.4: Usage of Student Centred Assessment

Q 80 was to find the importance of Activity based learning environment. According to Table 4.2 80% of the teachers responded that Activity based learning helped to develop memory.15% of teachers were unable to respond correctly.

Table 4.2: Reasons for Activity Based Learning Environment

Necessity of learning environment	Number of responses	%
Students activate by naturally	0	0
Teachers needs freedom	2	15.38
It appropriate for curriculum	0	0
Activity learning helps to develop memory	11	84.62
Total	13	100

Summary

In the teachers questionnaire majority of the teachers had understood this concept through in service training sessions. 100% of teachers identified the main objective of Student Centred Education. They also accepted the fact that continuous assessment was a good method. It was found that the most of the child centred assessment methods were not practised. Steps should be taken to motivate the teacher to use them frequently. Majority of the teachers has given the reasons as to why activity based learning environment was used. However Teachers should be trained to use the concept of Student Centred Education.

4.3 Objective Two

The data pertaining to second objective, i.e examining Senior Secondary School Curriculum in relation to the concept of Student Centred Education will be analysed next. The data is gathered through the question numbers 3-13 in the student questionnaire.

4.3.1 Curriculum

Table 4.3 indicates that most of the students claimed that Activity Based Lessons were available in History and Civics curriculum. In all school types more than 80% of the students have indicated that Activity Based Lessons are available in the curriculum. Therefore it is clear that major percentage of students claimed that Activity Based Lessons were available in the above-mentioned curriculum.

Table 4.3: Availability of Activity Based Lessons

School Type	No	(%)	Yes	(%)	No. of students
1 AB	14	14	86	86	100
1 C	8	12.5	56	87.5	64
National	10	9.71	93	90.29	103
Total	32	11.99	235	88.01	267

The next Table 4.4 presents data pertaining to students' responses. The main question is whether there are appropriate lessons for their age. It is significant to note that a majority of the students (i.e. 80%) claimed that there were appropriate lessons for their age.

Table 4.4: Age Appropriate Activities

School Type	No. of students	(%)	Yes	(%)	No. of students
1 AB	14	14.00	86	86.00	100
1 C	7	10.00	63	90.00	70
National	7	6.67	98	93.33	105
Total	28	10.18	247	89.82	275

Table 4.5 indicates the views in relation to students' future needs. According to the analysis, 80% of the students claimed that there were adequate skills for future needs.

Table 4.5: Future Needs

School Type	No. of students	(%)	Yes	(%)	No. of students
1 AB	12	12.12	87	87.88	99

1 C	5	7.14	65	92.86	70
National	6	5.77	98	94.23	104
Total	23	8.42	250	91.58	273

Table 4.6 presents students preferences for subject content. According to Table 4.6 around 80 % represents the above view.

Thus, it is clear that in each school type more than 80% of the students have indicated that senior secondary curriculum is available in relation to Student Centred Education.

Table 4.6: Contents of Subject

School Type	No. of students	(%)	Yes	(%)	No. of students
1 AB	12	11.88	89	88.12	101
1 C	2	2.82	69	97.18	71
National	2	1.90	103	98.10	105
Total	16	5.78	261	94.22	277

Question numbers 7-10 of the student questionnaire examines the Nature of Students' Competency Achievement Level. The data gathered, is analysed in Table 4.7 to Table 4. 10

Table 4.7: Define History

School Type	Never achieved	(%)	Satisfactory achieved	(%)	Completely achieved	(%)	No. of student
1 AB	4	4.00	24	24.00	72	72.00	100
1 C	1	1.41	14	19.72	56	78.87	71
National		0.00	18	17.14	87	82.86	105

According to the data presented in Table 4.7, majority of the respondents claimed that the History competency level, was defined for the subject History completely achieved. In

National schools this level is completely achieved and it is higher than in 1AB and 1C schools.

Table 4.8: Investigate Indian Arya Civilizations

School Type	Never achieved	(%)	Satisfactor y achieved	(%)	Completely achieved	(%)	No. of students
1 AB	14	13.86	54	53.47	33	32.67	101
1 C		0.00	46	65.71	24	34.29	70
National	5	4.81	52	50.00	47	45.19	104
Total	19	6.91	152	55.27	104	37.82	275

Table 4.8 shows a higher-level competency than Table 4. 7. But the satisfactory level was high. In National school complete achievement level was higher than 1AB and 1C.

Table 4.9: Examine Prehistoric Era Events in Sri lanka

School Type	Never Achieved	(%)	Satisfactory Achieved	(%)	Completely Achieved	(%)	Total No. of student
1 AB	15	15.00	52	52.00	33	33.00	100
1 C	4	5.80	35	50.72	30	43.48	69
National	2	1.92	50	48.08	52	50.00	104
Total	21	7.69	137	50.18	115	42.12	273

The above table 4.9 also indicates a satisfactory achievement level. In the National school the completely level achieved was higher than in school type 1AB and 1C.

Table 4.10: Analyse important kings performance in the end of Polonnaruwa Era

School Type	Never achieved	(%)	Satisfactor y achieved	(%)	Completely achieved	(%)	Total No. of student
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1 AB	16	15.84	66	65.35	19	18.81	101
1 C	4	5.71	37	52.86	29	41.43	70
National	4	3.81	53	50.48	48	45.71	105
Total	24	8.70	156	56.52	96	34.78	276

Table 4.10 also indicates similar results.

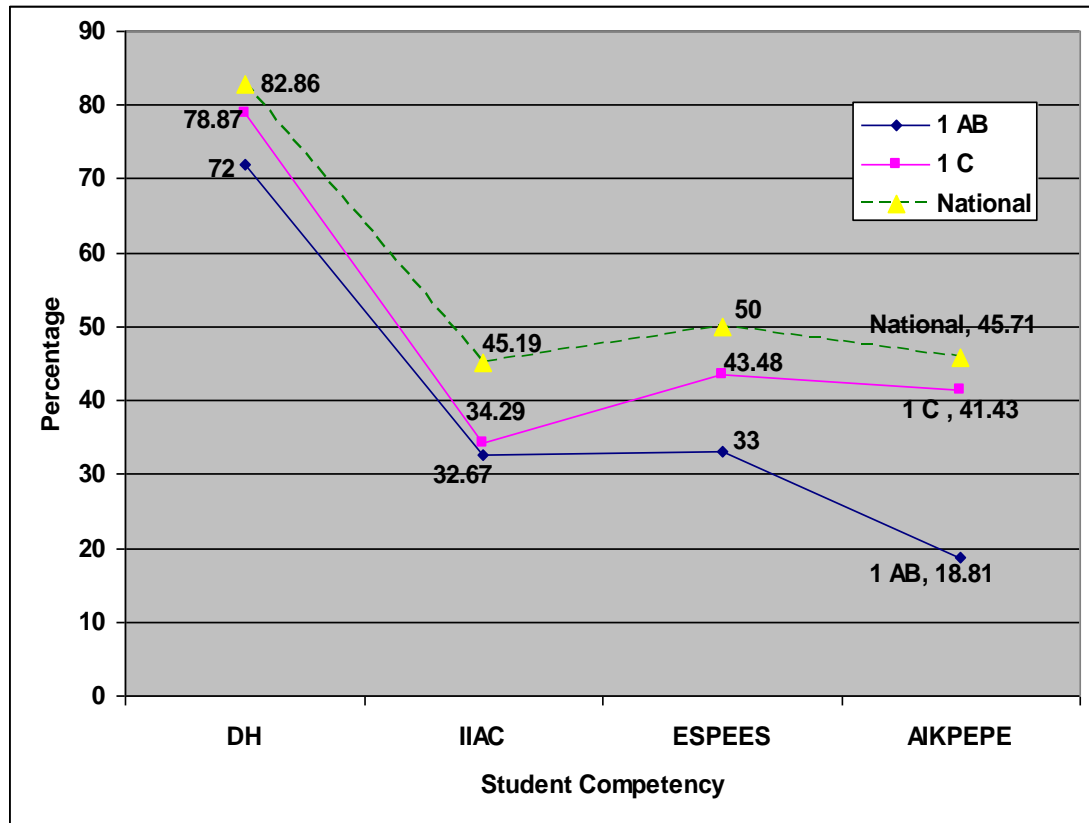


Figure 4.5: Complete Achievement levels of Competencies by students

DH=Define History, IIAC= Investigate Indian Arya Civilizations, ESPEES= Examine Prehistoric era events in Sri Lanka, AIKPEES= Analyse the performance of the important kings at the end of Pollonnaruwa Era

On the whole, Figure 4.5 summarizes Tables 4.7 to Table 4.10. to show how students achieved, completely achieved levels of competencies by school type. These competencies are presented from very simple competency levels to advanced competency levels. Thus there were high achievement levels in simple competencies than in advanced competencies. This was a common characteristic in every school type. However in National school type the completely achieved level (46%) was higher than in the other two school types.

Question numbers 11-13 of the student questionnaire examines The Nature of Students' activities in History. Table 4.11 presents, activities used by the students. In response to this question, in these school types more than 65 % students have used activities.

Table 4.11: Collect Definitions of History

School Type	No. of student	(%)	Yes	(%)	Total No. of student
1 AB	31	31.00	69	69.00	100
1 C	7	10.00	63	90.00	70
National	18	17.48	85	82.52	103
Total	56	20.51	217	79.49	273

Table 4.12 also confirmed the data on table 4. 11.

Table 4.12: Mark Indian Arya Civilization in the Map

School Type	No. of student	(%)	Yes	(%)	Total No. of student
1 AB	16	16.00	84	84.00	100
1 C	9	13.04	60	86.96	69
National	10	9.71	93	90.29	103
Total	35	12.87	237	87.13	272

The data analysed in Table 4.13 also indicates above-mentioned views.

Table 4.13: Mark Pre Historical Places in the Map

School Type	No. of student	(%)	Yes	(%)	Total No. of student
1 AB	33	33.00	67	67.00	100
1 C	12	17.91	55	82.09	67
National	27	25.96	77	74.04	104
Total	72	26.57	199	73.43	271

4.3.2 Relationship between the Concept of Student Centred Education and Curriculum

Questions 12 -17 in the Teacher questionnaire was to find out the relationship between the concept of student centred education and curriculum. According to Table 4.14, 90% of teachers responded to activities included in the senior secondary school curriculum.100% of the teachers responded to relationship between subject content and competencies. In response to Q14 60% the teachers agreed that the subject content included is appropriate to in the developmental age. Majority of the teachers, 80% claimed that there is appropriate content to develop student skills. 50% of teachers agreed to the fact that the subject covered the students' needs whereas other 50% did not respond to that statement. Therefore teachers views seem to be divided on this issue. In response to Q 17, 75% teachers stated that other subjects are integrated to the subject content.

Table 4.14: Relationship between the Concept of Student Centred Education and Curriculum

The Concept of Student Centred Education and Curriculum	No	%	Yes	%	Number of responses
Are activities included in senior secondary school curriculum	1	8.33	11	91.67	12
Are relationships between subject content and competencies		0.00	13	100	13
Are there appropriate subject content included in the developmental stage	4	36.36	7	63.64	11
Are there appropriate content to develop students skills	2	15.38	11	84.62	13
Whether students needs are covered by the subjects	6	50.00	6	50.00	12
Whether other subjects are integrated to subject content	3	25.00	9	75.00	12

Table 4.15 presents the analysis of Q18 to Q23 in relation to characteristics of Student Centred Education, Curriculum in History and Civics subjects.55% of teachers responded

to say that the subject content of History and Civics are clear. 60% of respondents disagreed or showed uncertainty in response to the statement **prior place was given for curriculum in Student Centred Education**. 68% of teachers hadn't used appropriate methods for subject teaching. In response to prior place for students needs, 70% teachers stated disagree or uncertainty. 80% of teachers responded to show disagreement or uncertainty on usage of extra material.

Table 4.15: Characteristics of Student Centred Education Curriculum in History/ Civics

Characteristics	Never agree		Disagree		Uncertain		Agree		Grand Total
		%		%		%		%	
Subject content of History and Civics are clear		0.00	5	38.46	1	7.69	7	53.85	13
Prior place is given for curriculum in student centred education	1	7.69	4	30.77	3	23.08	5	38.46	13
Teacher guideline book in History and Civics is well planed and prepared		0.00	6	46.15	1	7.69	6	46.15	13
Appropriate methods for subject teaching		0.00	4	30.77	5	38.46	4	30.77	13
Prior place for students needs	1	7.69	6	46.15	3	23.08	3	23.08	13
Teaching through extra material	1	7.69	1	7.69	10	76.92	1	7.69	13

In Service Advisors' Interview Questions (3), (6) were formulated to analyse the secondary education curriculum in relation to the concept of Student Centred Education.

Q 3 was directed to find out whether adequate activities need to be included in senior secondary grades. The response to this question was that there were adequate activities in history and civics subjects.

Q 6 was to find out what would be the assessment methods to be used in Student Centred Education. In response to this question most of ISA s' replied that the continuous assessments was the best way for students.

4.3.3 Summary of Findings

Students' Views

According to students point of view these are the main findings of secondary level curriculum in relation to the concept of Student Centred Education. In all school types more than 80% of students have indicated that activity based lessons are available in the curriculum; there are appropriate lessons for their age. There are adequate skills for future needs, students' preferences for subject content. There is higher achievement level in simple competencies than in advanced competencies. This is a common characteristic in every school type. However in National school type the completely achieved level (46%) is higher than in the other two school types.

Among the school types more than 65 % students used activities.

Thus it is clear that in each school type majority of students have indicated that senior secondary curriculum is available in relation to Student Centred Education.

Teachers' Views

According to teachers point of view these are the main findings of secondary level curriculum is available in relation to the concept of Student Centred Education.

Majority of teachers have indicated that there is available senior secondary curriculum in relation to Student Centred Education. However 50% teachers did not project to future students needs.

The following Characteristics are found in History /Civics Curriculum

- Subjects contents of History and Civics are not clear.
- Prior place is not given for curriculum in Student Centred Education.
- Appropriate methods for subject teaching in History is not used.
- Prior place for students needs is not given.
- Usage of extra material not available.
- ISA's view is that there was an adequate activity in Student Centred Education. Curriculum and the best way to assess is the continuous assessment.

4.4 Presentation of Data Objective 3

The data pertaining to objective 3 is to examine how the concept of Student Centred Education is being implemented during the teaching and learning process.

4.4.1 Different Techniques used in teaching History by 1AB Schools

Question numbers 14- 23 in the student questionnaire reveals the students' responses to the techniques used by the teachers to teach History. The data obtained is analysed in Figure 4.6

Majority of students said that techniques such as wallpapers, quizzes, and student exhibitions, Debates, Seminars, Impromptu speeches, role-plays and practical experiments were never used. Around 55% said Maps, Field book were sometimes used.

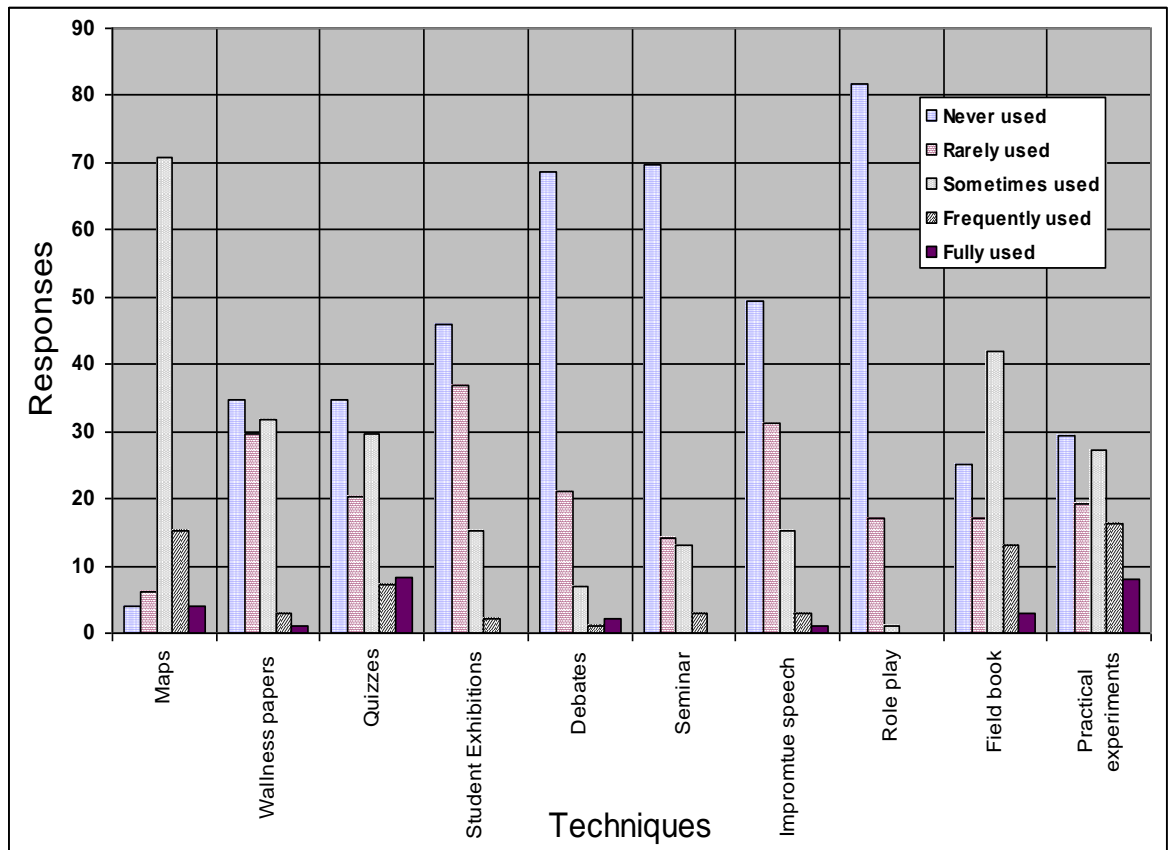


Figure 4.6: Different Techniques used in teaching History by the teacher as identified by the students

4.4.2 Different Techniques used in teaching History by 1C School type

According to Figure 4.7 majority of the students said that Wallpapers were not used. Around 50% said Maps, Field book, and quizzes were used from time to time. 40% of students said Student Exhibitions, Debates, Seminars, Impromptu speeches, Role-plays and practical experiments were never used.

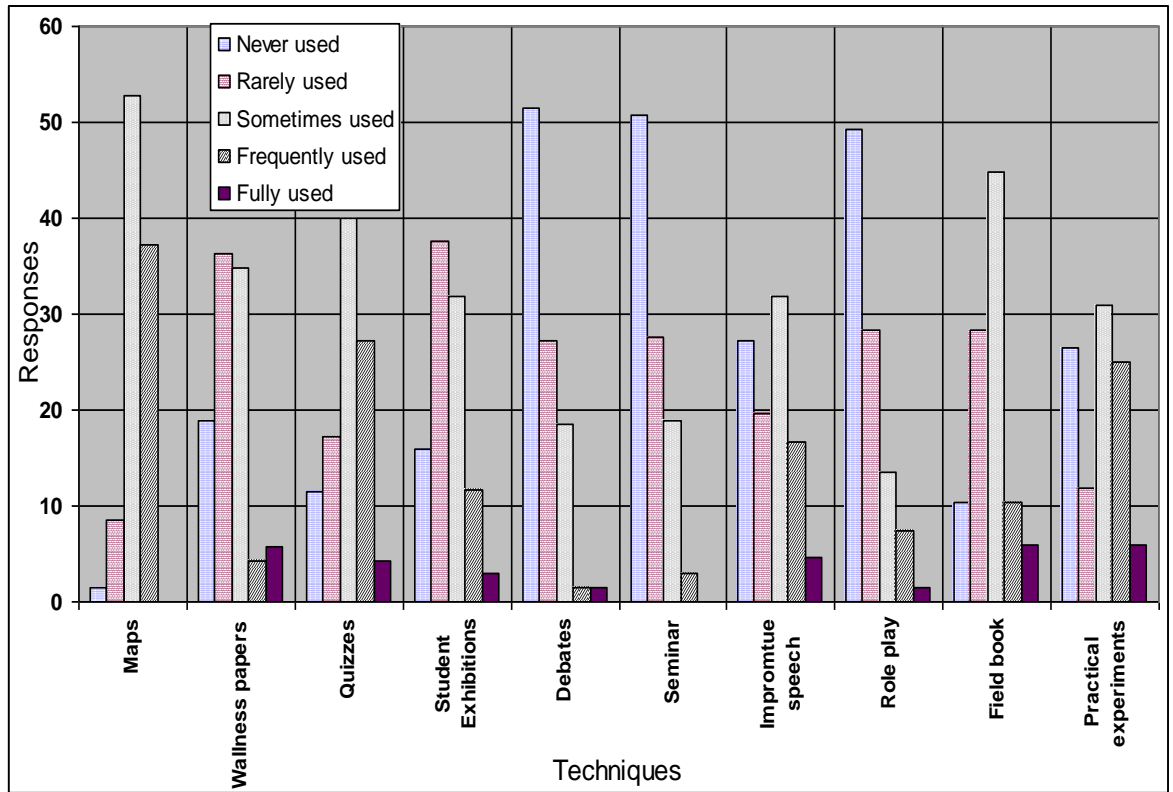


Figure 4.7: Different Techniques used in teaching History by the teacher as identified by the students

4.4.3 Different Techniques used in teaching History by National school

Figure 4.8 shows responses for different techniques used in History subject in the National school. 60% of students said Maps, Field books, Wallpapers, Quizzes, Student exhibitions, Impromptu speeches, Practical Experiments were used frequently or at times. On the other hand 60% of students said Debates, Seminars, Role Plays were never used. The usage of these techniques in National schools is higher than in 1AB & 1C

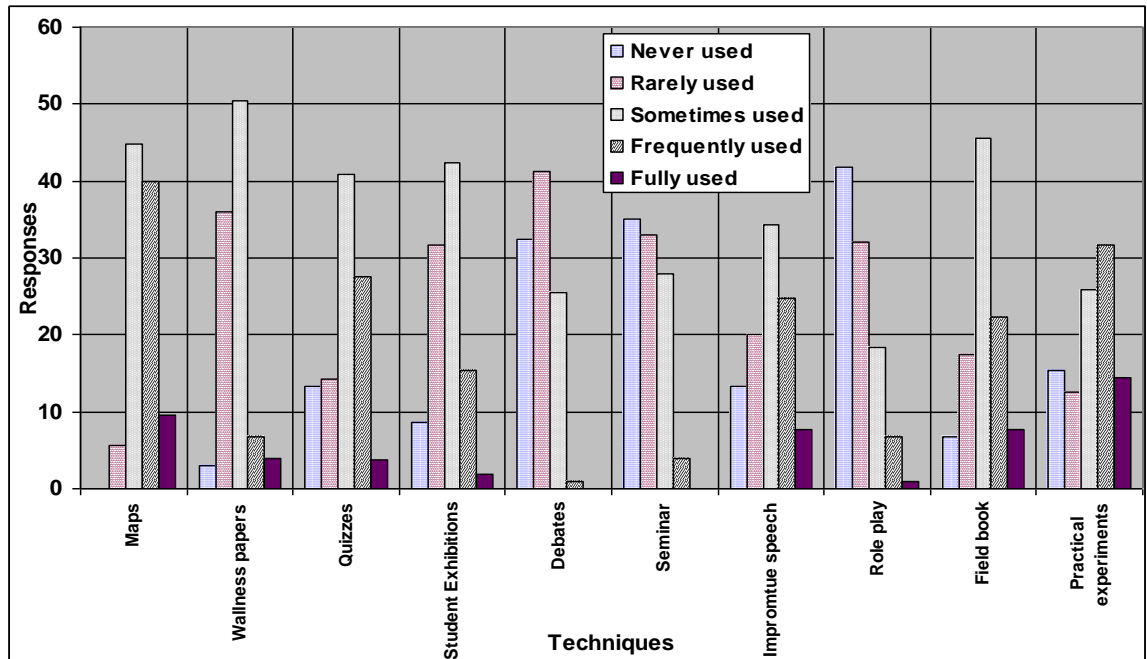


Figure 4.8: Different Techniques used in teaching History by the teacher as identified by the students

4.4.4 Different Techniques used in teaching History by teacher

Question numbers 24- 33 in the teacher questionnaire, provide the teachers' responses to the techniques used by the them to teach History. The data obtained is analysed in Figure 4.9. The majority of the teachers said, Maps, Quizzes, Student Exhibitions Seminars, Impromptu Speeches, Field books were sometimes used. Over 50% of teachers' said Wallpapers, Debates, and Role-Plays were not used.

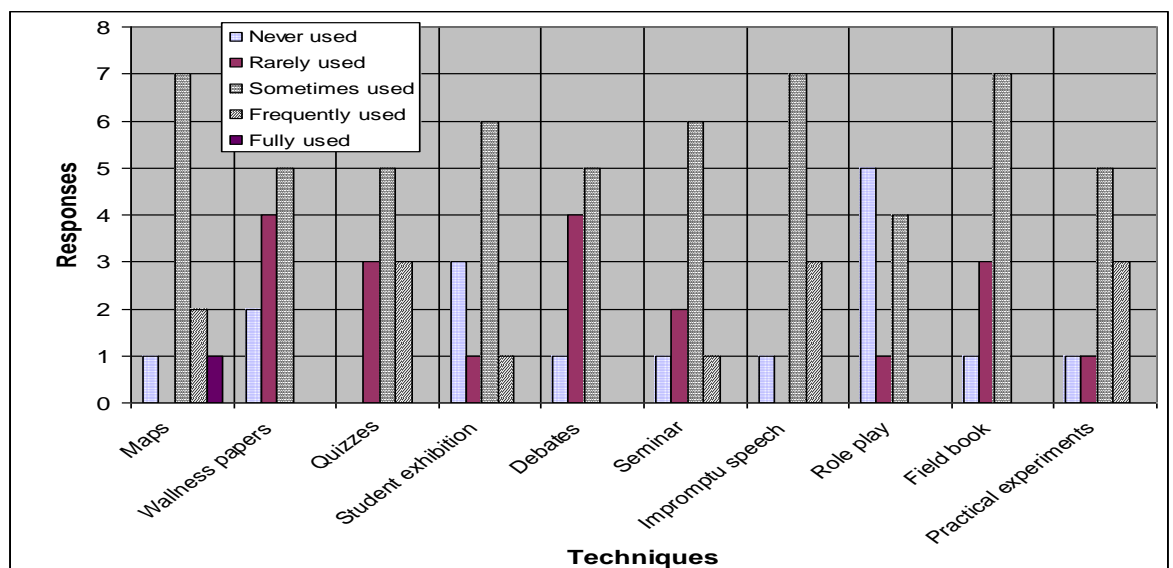


Figure 4.9: Different Techniques used in teaching History by the teacher

4.4.5 Different Techniques used in teaching Civics by 1AB

Next the researcher will discuss data in relation to student centred education in Civics at secondary level students. As Civics is not a compulsory subject in grade ten, few students have selected this as a subject. According to Figure 4.10, following features can be seen in relation to the techniques in Civics. Majority of the students said Discussions, Group Activities were frequently used and fully utilized. Fieldwork, Role-Plays, Projects, Field Observations, Debates, Seminars, Impromptu speeches, Presentations, Practical experiments, Self-study and Case study were hardly used.

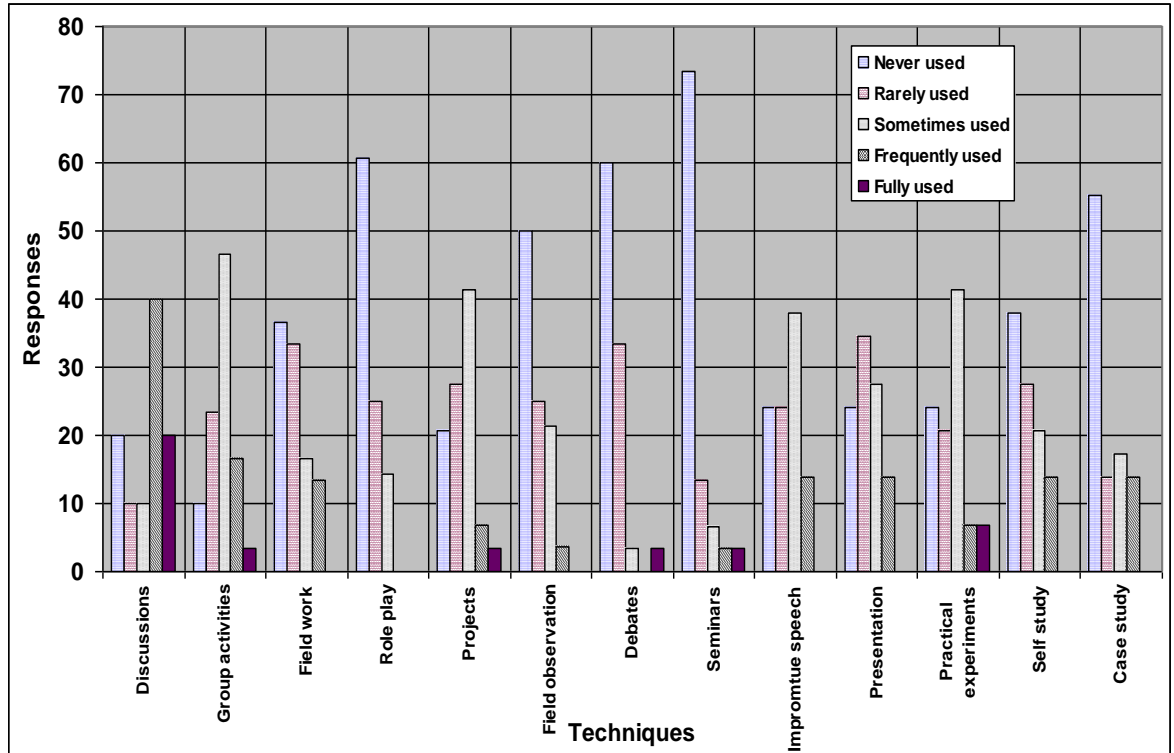


Figure 4.10: Different Techniques used in teaching Civics by the teacher as identified by the students

4.4.6 Different Techniques used in teaching Civics by 1C

Figure 4.11 presents how different techniques used in civics by the teacher as identified by the students. According to the Figure given below very few students selected civics as their subject. Fieldworks, Role-plays, Projects, Field Observations, Debates and Seminars were hardly used.

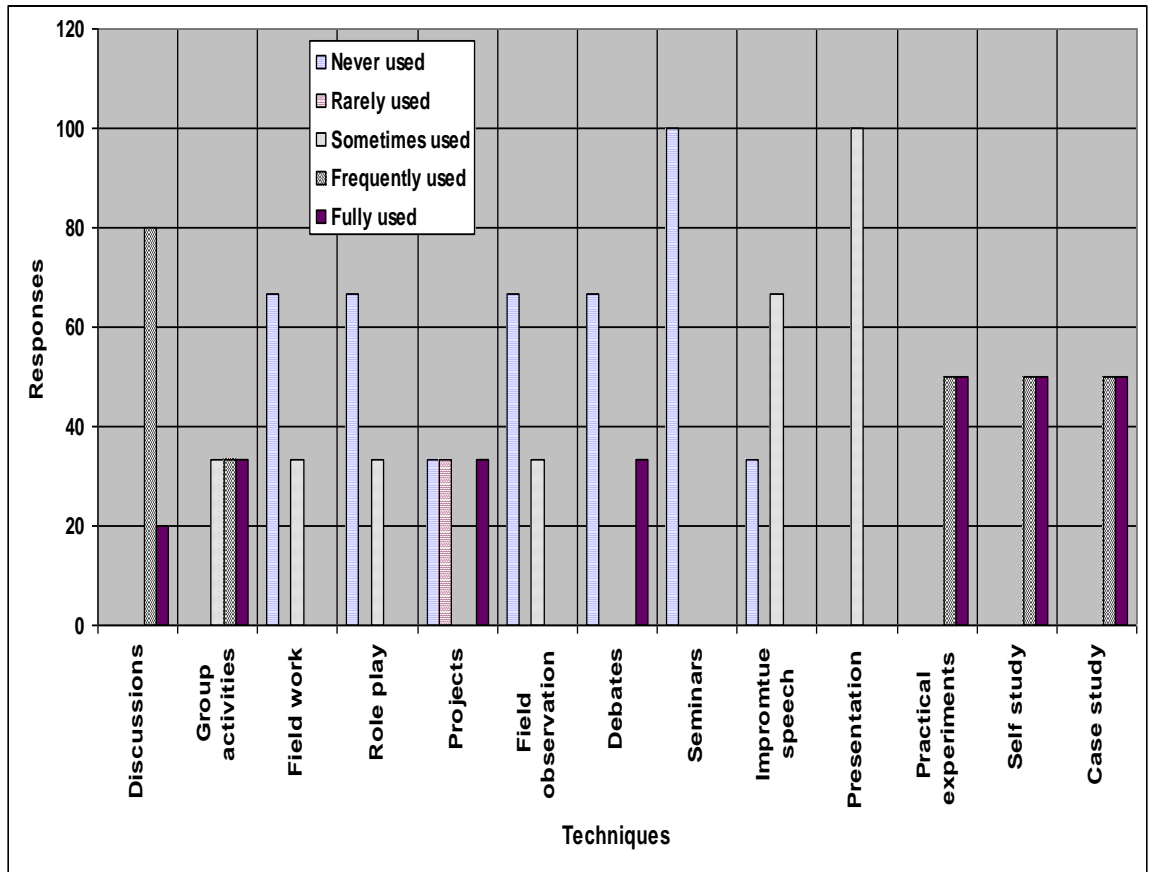


Figure 4.11: Different Techniques used in teaching civics by the teacher as identified by the students

4.4.7 Different Techniques used in teaching Civics by National school

Figure 4.12 shows that majority of the students said that Discussions and Group activities were frequently used and fully utilized. Majority of students said that Presentations, Practical Experiments and Self-Study were used sometimes. Around 40% students said that Role-plays, Projects, Field observations, Debates, Seminars, Impromptu Speeches, Self-Study and Case Study were not used.

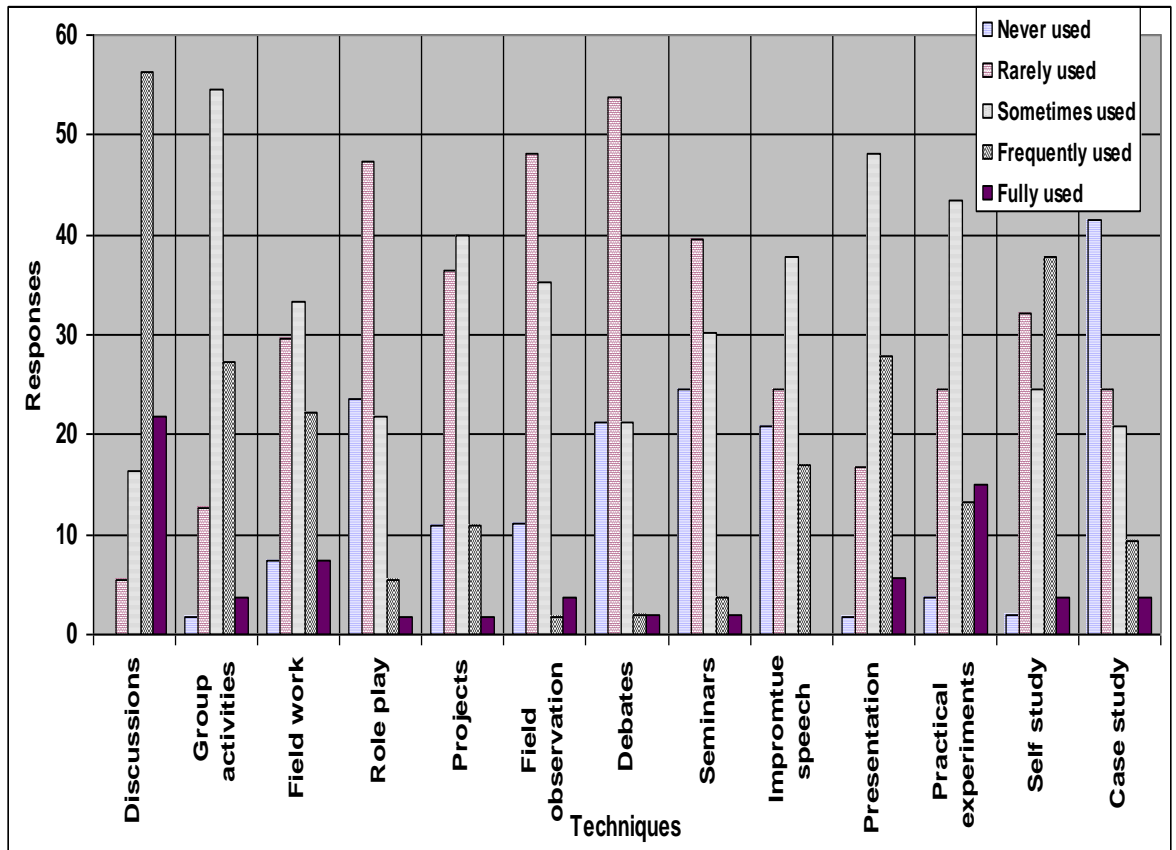


Figure 4.12: Different Techniques used in teaching civics by the teacher as identified by the students

4.4.8 Different Techniques used in teaching Civics by the teacher

Question numbers 34- 46 in the teacher questionnaire, reveals the teachers' responses to the techniques used by the teachers to teach Civics. Figure 4.13 shows that Majority of the teachers said that Discussions, Impromptu Speeches, Presentations, Practical Experiments, Self –Study were used frequently and fully. Majority of teachers said that Fieldworks, Role Plays, Projects, field Observations, Debates and Seminars, Case Study were used from time to time.

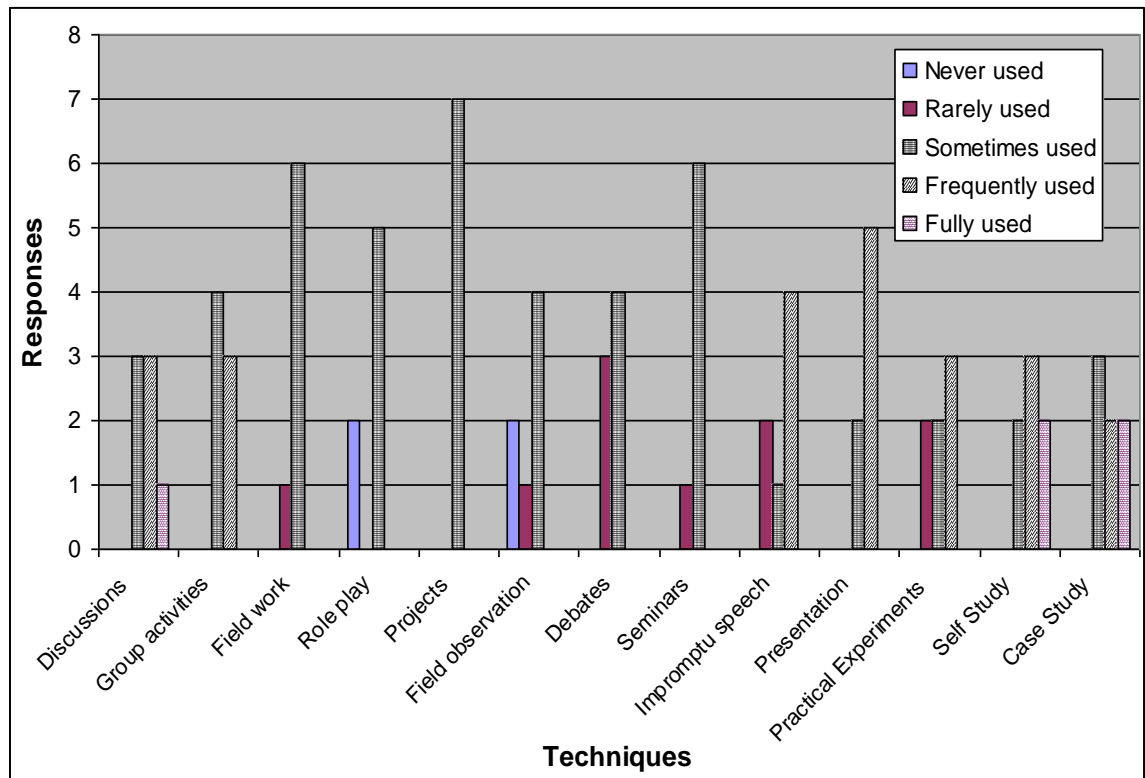


Figure 4.13: Different Techniques used in Teaching Civics by the Teacher

Summary

In 1AB and 1C schools the important techniques were not used by majority of the teachers such as Debates, Quizzes, Seminars, Impromptu Speeches, Role Plays, Practical Experiments. However in the National School majority of the teachers frequently used these techniques. However Debates, Seminars and Role-plays were not used in the National school. Usage of these vital techniques in Student centred Education is a necessity and should be practised more often. On the whole, teachers were of the opinion that usage of above techniques such as Debates, Quizzes, Seminar, Impromptu Speech, Role Play, Practical Experiments were used sometimes. At the same time 50% of the teachers revealed that they didn't use Wallpaper, Debates, and Role-play. Students of Civics revealed that teachers of this subject frequently used Discussions method and Group activities in 1AB, 1C and National School. However Role Plays, Fieldworks, projects, Field observations, Debates, seminars, Presentations, Practical experiments, Self-study and Case Study were hardly used. However majority of the teachers were of different opinions.

4.4.9 Characteristics, the students' identified after application of this approach in 1AB School

According to Figure 4.14, 60% of the students said that they like the opportunities to be creative in the classroom. They also said the guidance by teachers for them to improve in academic work, opportunities to retain attention, more time given for them for listening, the opportunities for visualization, all these aspects were important. 45% of the students thought that their talents were not identified. 55% of students claimed that they were not given opportunity for self-learning and social service. 80% of the students stated that more listening opportunities were provided. It implies that majority of teachers concentrated on the auditory style which was not very appropriate.

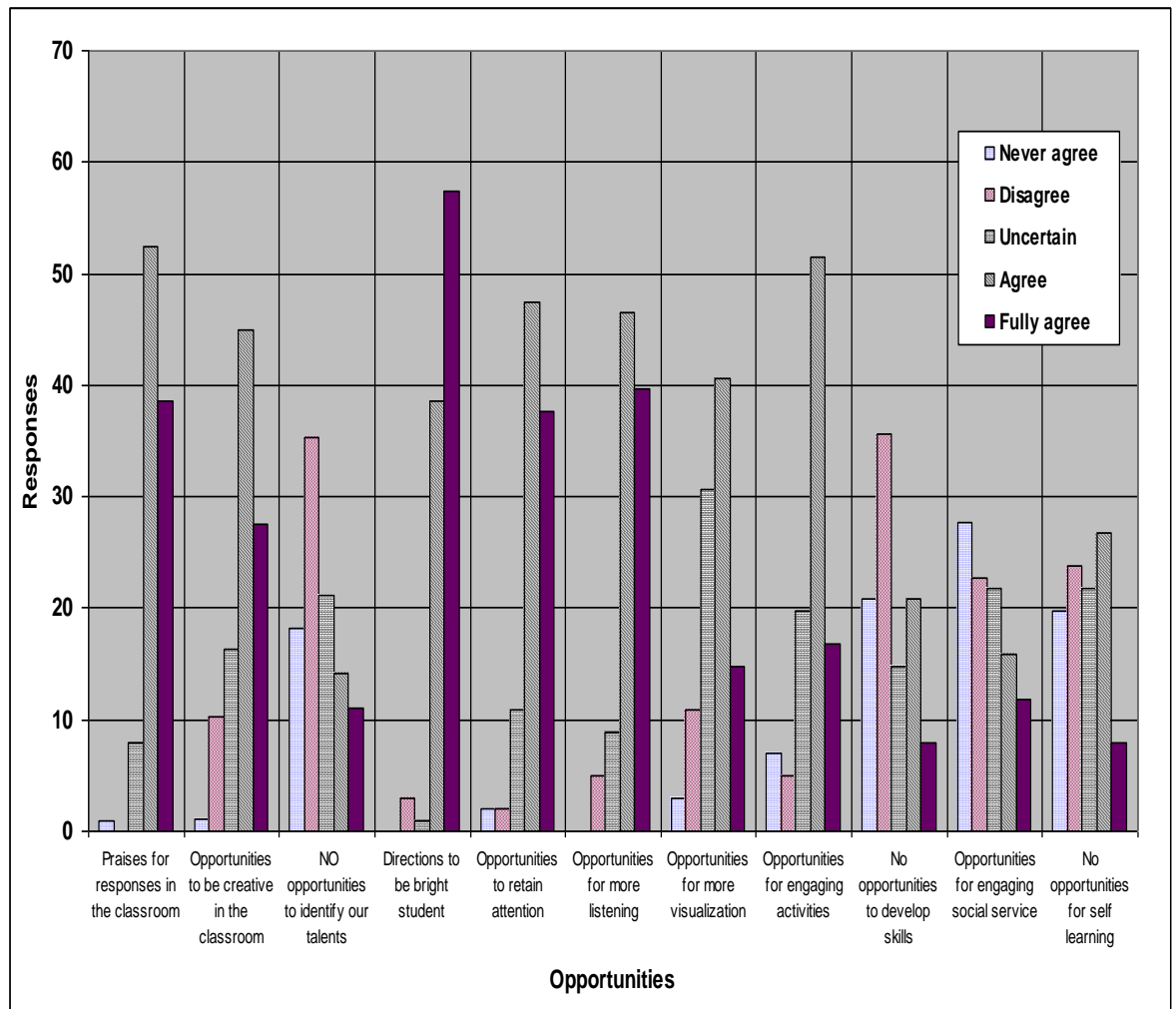


Figure 4.14: Characteristics, the students' identified after application of this approach

4.4.10 Characteristics, the students' identified after application of this approach in 1C School

Below Figure 4.15 too shows similarities results in Figure 4.14. Majority of students stated that these aspects were important: the opportunities to be creative in the classroom, guidance by teachers for them to improve in academic work, opportunities to retain attention, more time given for them for listening, the opportunities for visualization.

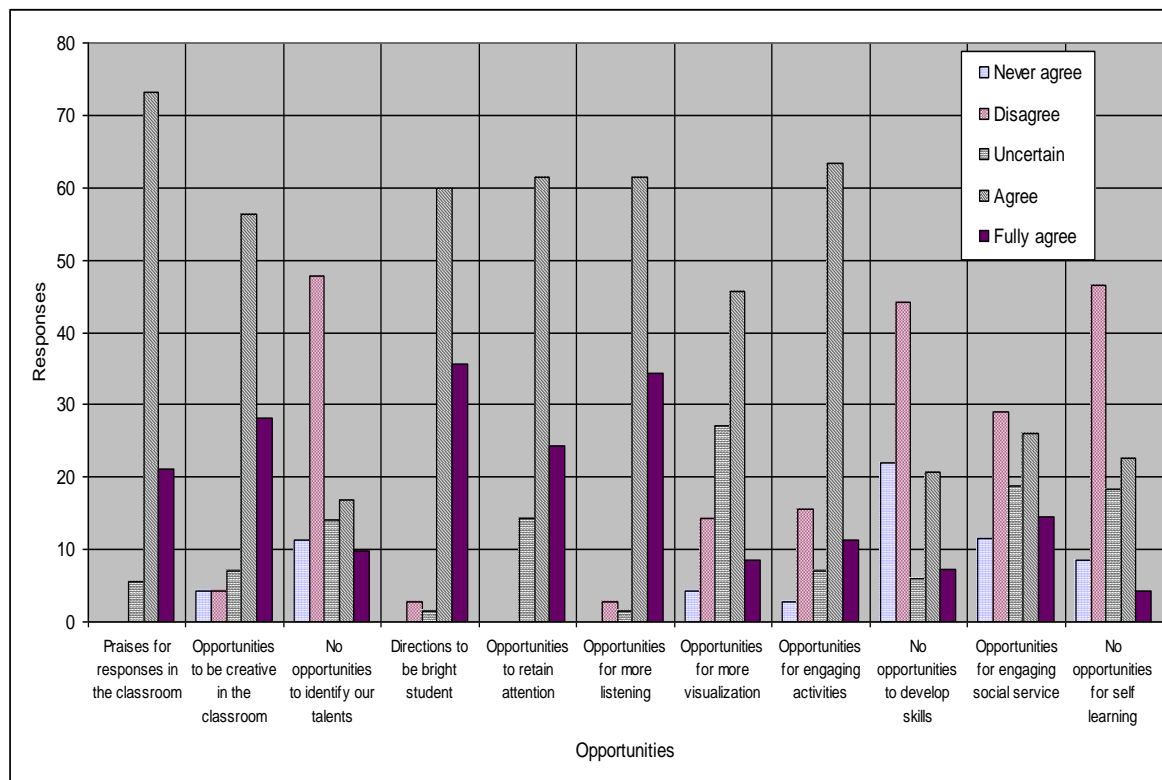


Figure 4.15: Characteristics, the students’ identified after application of this approach

4.4.11 Characteristics, the students’ identified after application of this approach in National School

Figure 4.16 shows similarities Figure 4.15 as majority of teachers concentrated on the auditory style, which is not suitable and is a problem of this system. Social service and self-learning shows a poor level. That too is a problem in the system. Other characteristics were higher than in 1AB and 1C

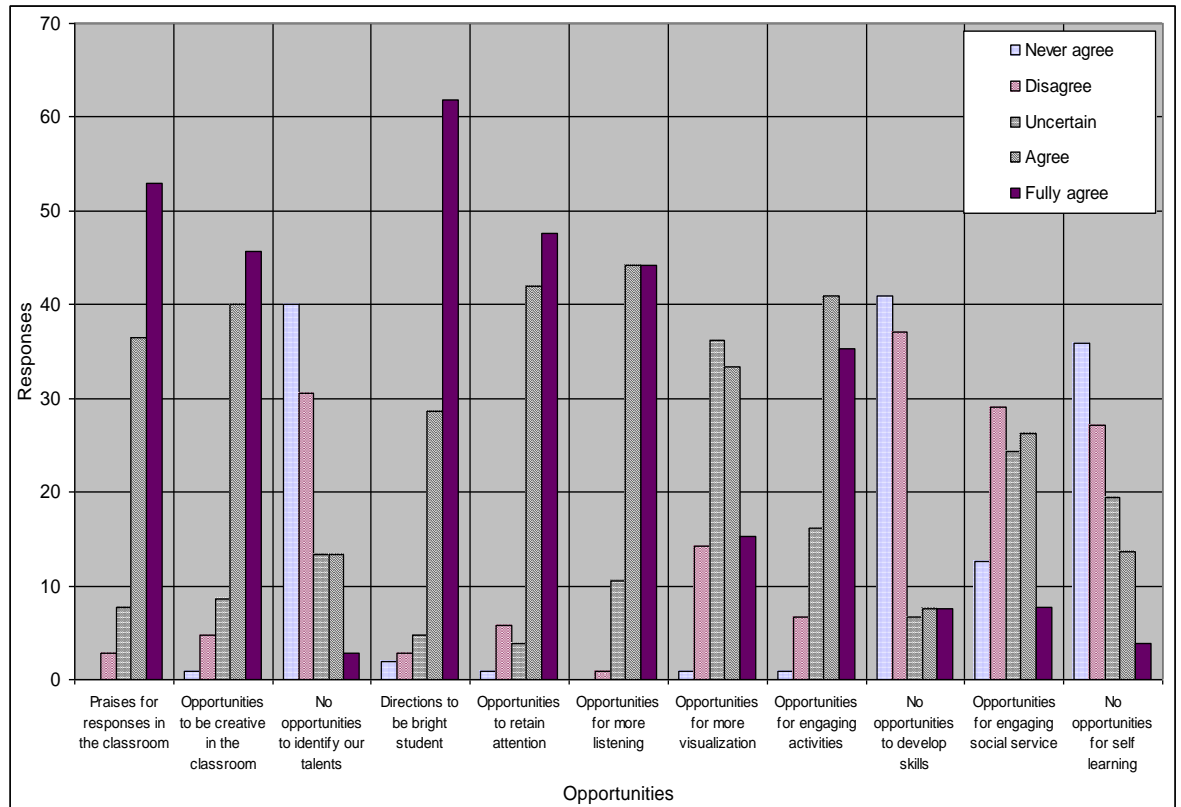


Figure 4.16: Characteristics, the students’ identified after application of this approach

4.4.12 The Role of Teacher in Student Centred Education

The purpose of Teacher questionnaire numbers 47 to 57 was to find out the role of teacher in student centred education. According to Figure 4.17, 91% of teachers say they motivate the students’ by praising. 90% of the teachers said that they like the opportunities to be creative in the classroom. Majority of the teachers have identified the talents of the students. Majority of teachers indicate that students are given guidance to be bright students. 90% of teachers say that they are able to retain attention of students. 60% of teachers states that students should be given more time for listening. This indicates that more opportunities are given for auditory style of learning. Majority of teachers state that the opportunities for visualization are rare. That shows more time has to be devoted to visualize.80 % of teachers claimed that they are being given opportunities for engaging in activities.76 % of teachers indicate that they are given opportunities to develop skills. 80% of teachers state that students engage in social service.70 % of teachers claimed that they are given opportunities for self-learning.

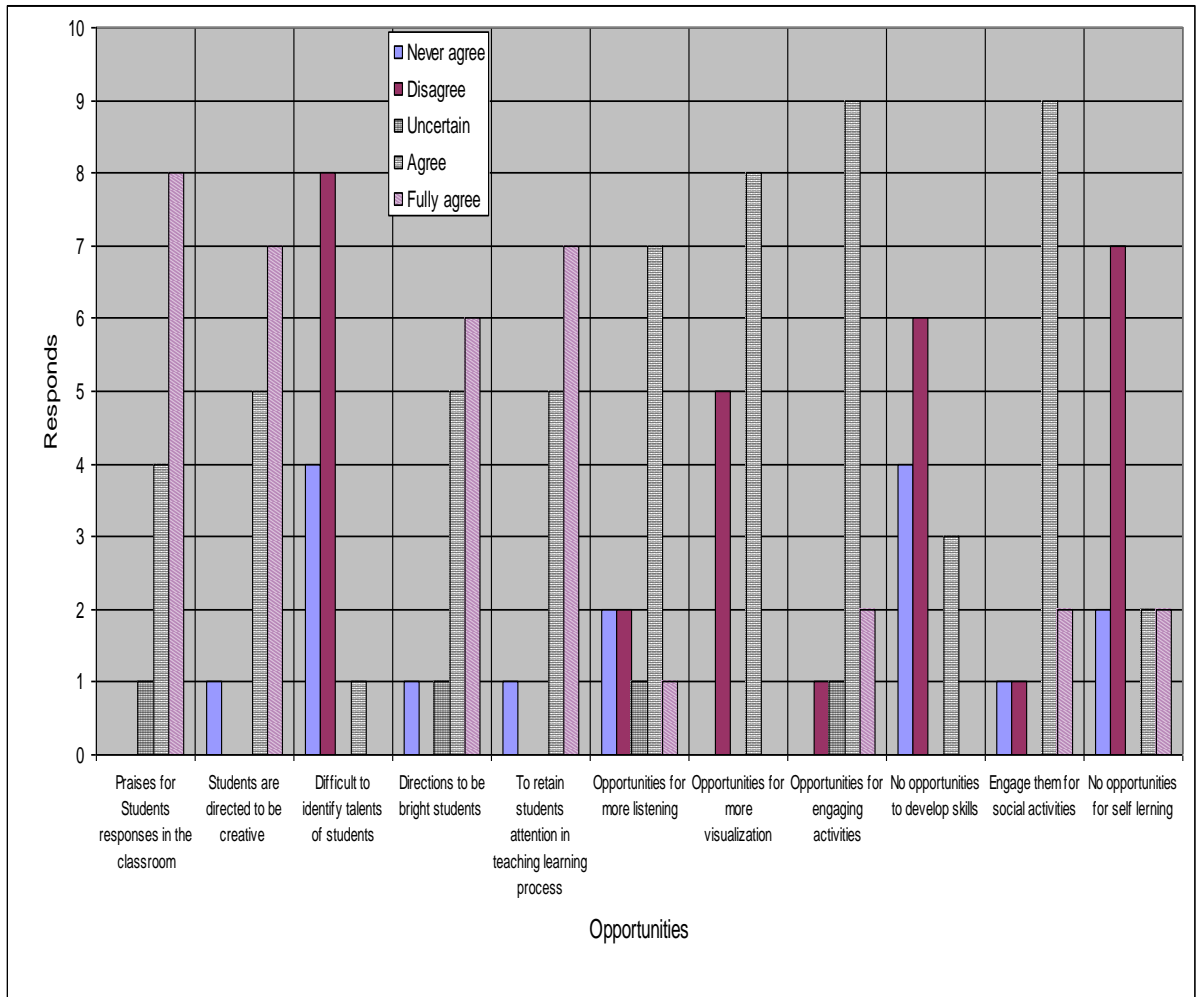


Figure 4.17: The Role of Teacher in Student Centred Education

In observation schedule Q16 was designed to find out the role of teacher in student centred education. According to Figure 4.18 majority of teachers guided the bright students and the listening skill was practised. Students showed the learning style called auditory style. Since little activities were organised the teacher did not follow the task based approach usefully. A few opportunities for self learning were given. So this can't be considered as Student Centred Education.

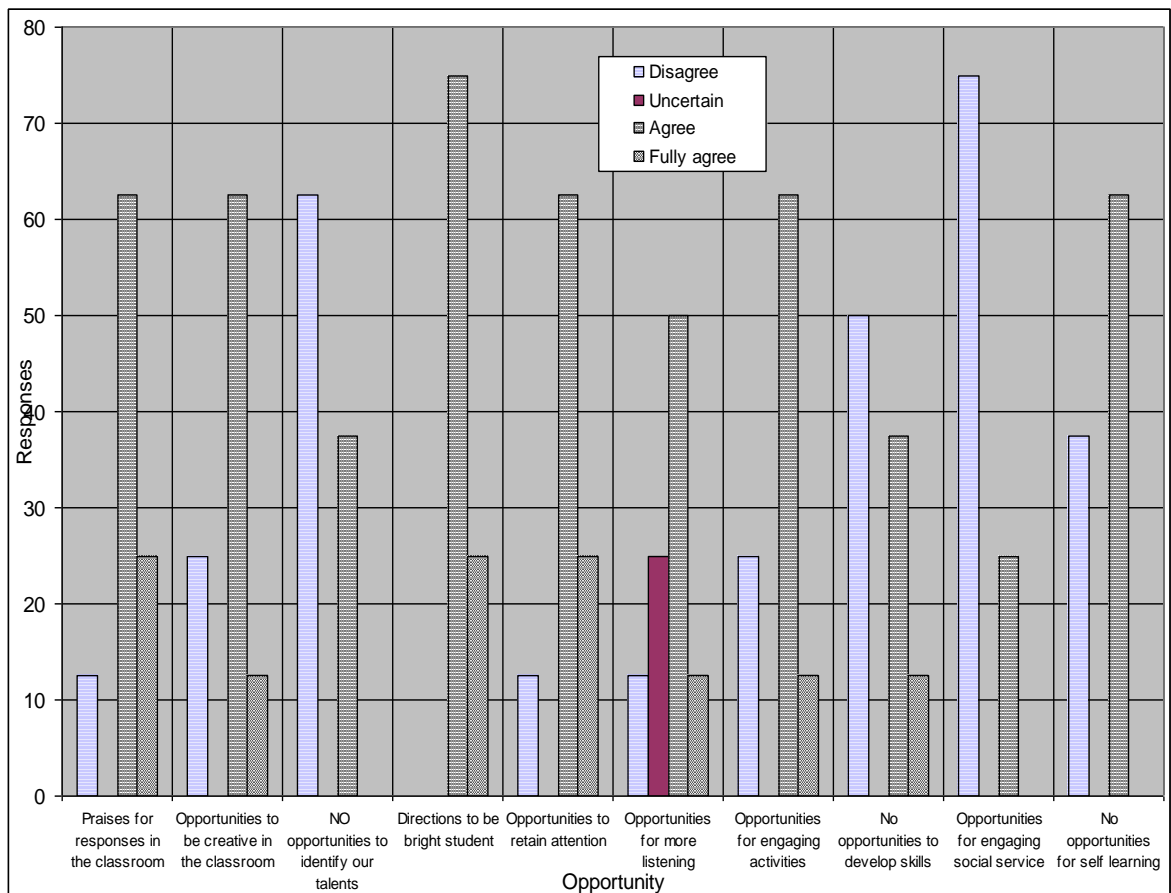


Figure 4.18: The Role of Teacher in Student Centred Education

Summary

According to the view of majority of the students, majority of the teachers use an auditory style. Therefore there is a need to concentrate on other styles as well. Teachers were of the same view, regarding this concept. Even in the observations it was clearly seen that opportunities provided for auditory style were high. Social service, Self-learning should be improved. The students talents were not identified. According to the students' responses some of the characteristics of Student Centred Education were not displayed, in all three types of schools. Teachers too revealed the same aspect of thinking in this regard.

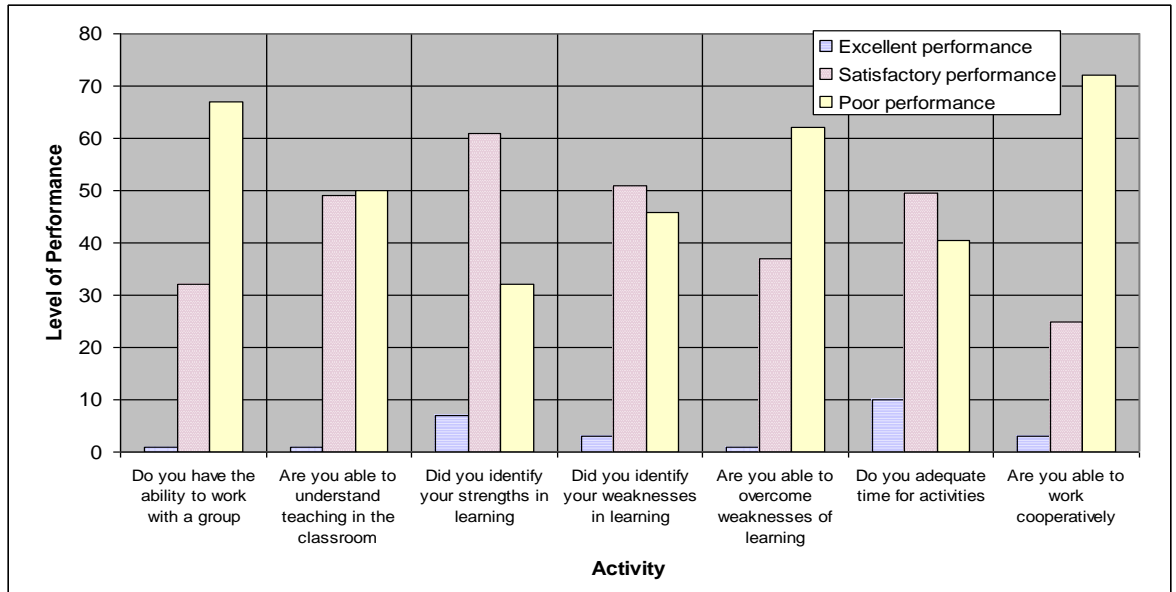


Figure 4.19: Nature of Student-Teacher Interaction in Group Activities

4.4.13 Student-Teacher Interaction in Group Activities in 1AB School

Above Figure 4.19 shows that nature of student –teacher interaction in group activities in 1AB School. These are the most significant findings in relation to objective 3 Ability to work with in a group -majority showed a poor performance. Adequate time for activities and ability to understand in the classroom based activity learning -shows the majority showed a poor performance. Majority are unable to overcome weaknesses of learning and to work cooperatively. From these it is clear that student teacher interaction is poor.

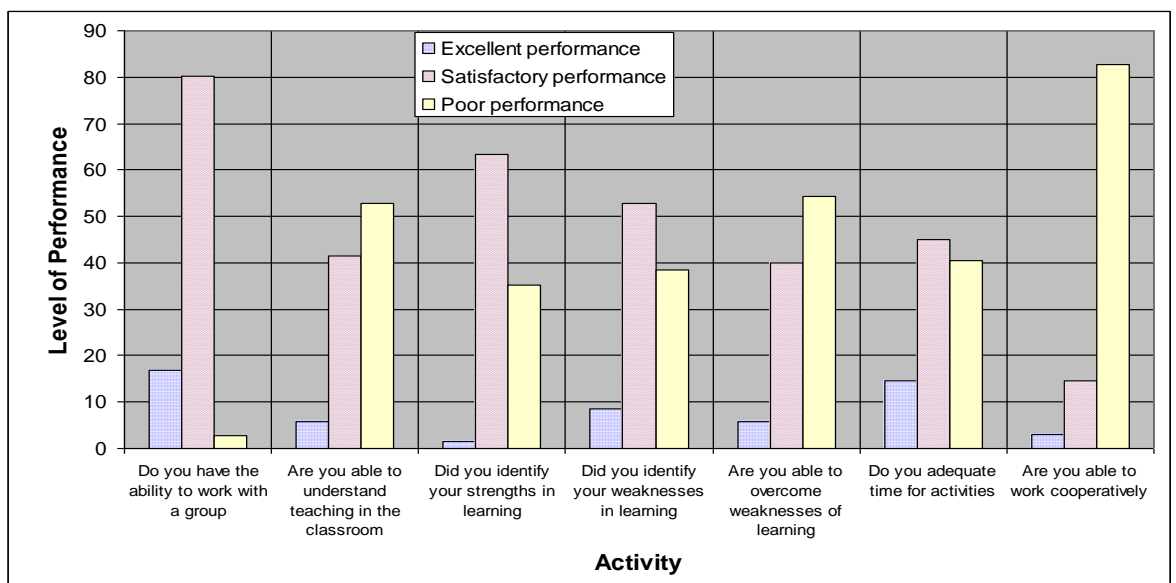


Figure 4.20: Nature of Student-Teacher Interaction in Group Activities

4.4.14 Student-Teacher Interaction in Group Activities in 1C School

Above Figure 4.20 shows the nature of student –teacher interaction in group activities in 1C School. Similar features were found in 1C School and are as follows.

Ability to understand in the classroom based on activity learning - the majority showed a poor performance. Majority are unable to overcome weaknesses of learning and to work cooperatively. While majority of the students show the ability to work with in a group is a satisfactory.

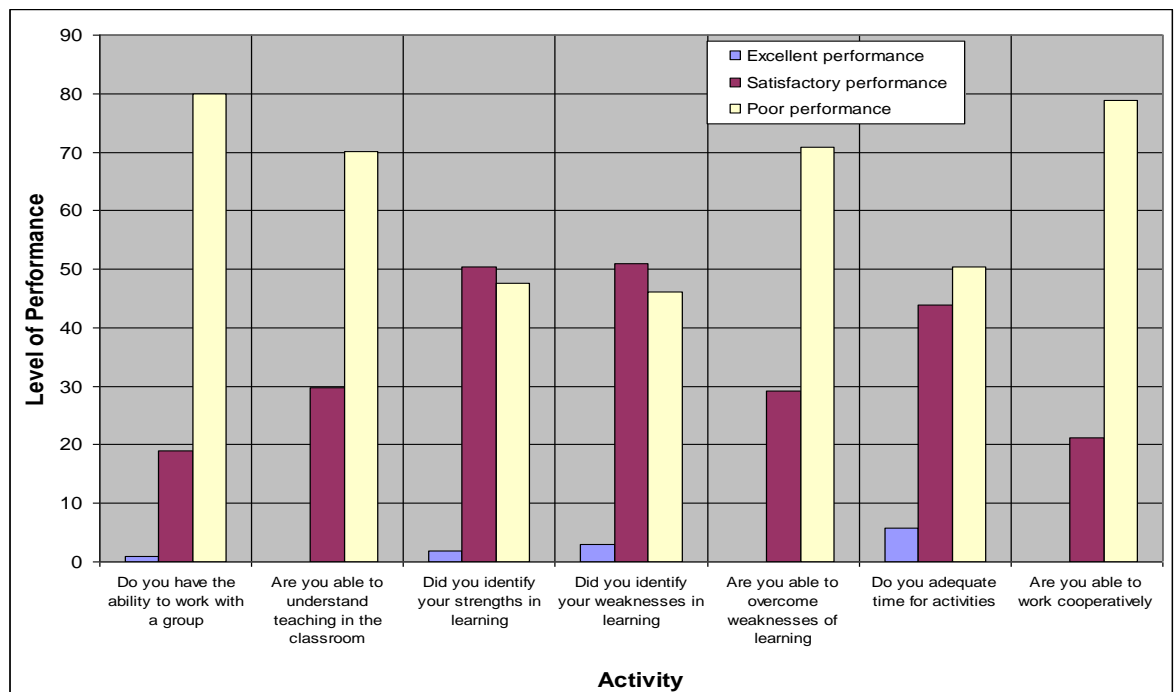


Figure 4.21: Nature of Student-Teacher Interaction in Group Activities

4.4.15 Student-Teacher Interaction in Group Activities in National School

The above Figure 4.21 shows the nature of student –teacher interaction in group activities in National School. Majority showed a poor performance in ability to work with in a group. It is higher than in other types of school. Adequate time in activities and Ability to understand in the classroom based activity-learning –the majority showed a poor performance. Majority are unable to overcome weaknesses of learning and to work cooperatively.

4.4.16 Student-Teacher Interaction in Group Activities

Questions 58 - 64 in the Teacher questionnaire was directed to find out the nature of Student –Teacher interaction in Group Activities. Below Figure 4.22 shows following features: Majority are able to provide guidelines to work as a group, to teach students to understand in the classroom, to identify learning strengths, to identify students’ weaknesses, and to work cooperatively. While majority of teachers unable to overcome weaknesses of learning and to provide adequate time for activities.

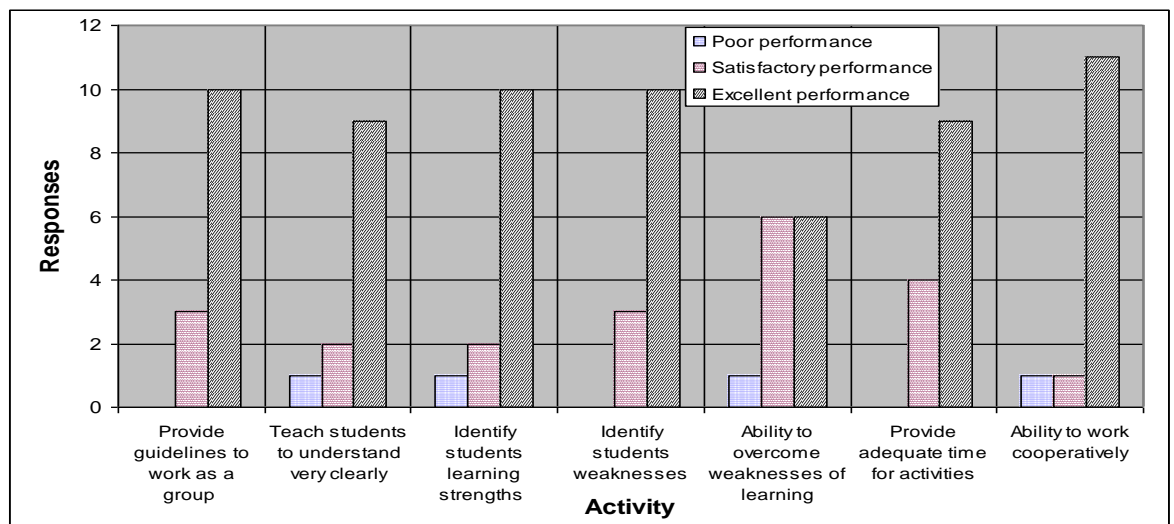


Figure 4.22: Nature of Student-Teacher Interaction in Group Activities

Observation schedule Q17 was directed to find out the nature of Student –Teacher interaction in Group Activities. According to Figure 4.23 shows the following features: Majority of teachers are unable to provide guidelines to work as a group, to identify students’ weaknesses, to overcome weaknesses of learning, to provide adequate time for activities and to work cooperatively. It is clear that the student-teacher interaction performance level is poor. Thus teacher should take more attention to improve the above factors.

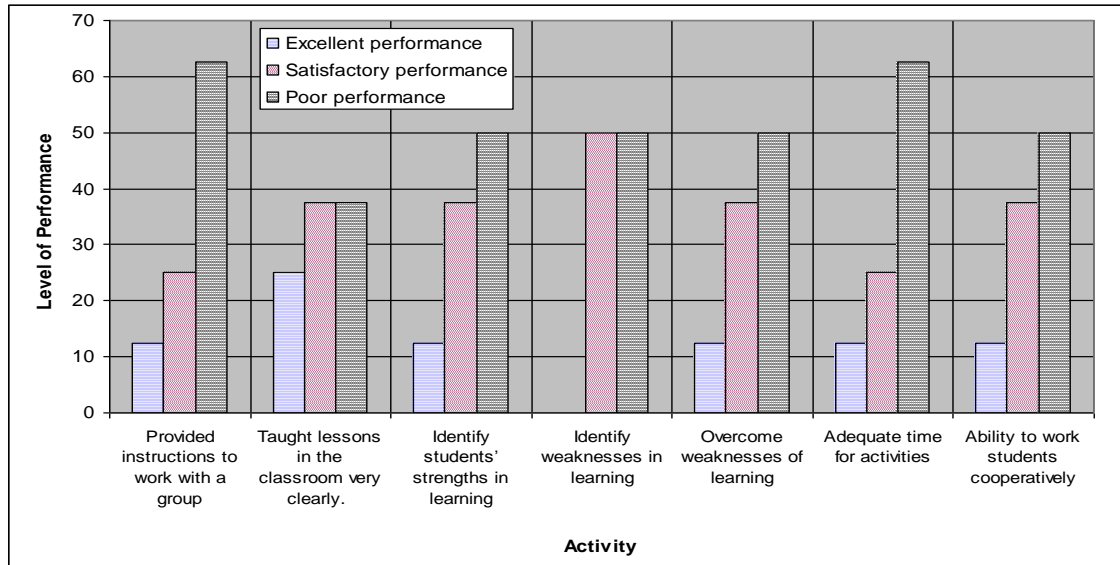


Figure 4.23: Nature of Student-Teacher Interaction in Group Activities

Summary

Student Centred Education place very important role in the education process. In this study it was revealed that student –teacher interaction was very poor. Ability to work in groups was found poor in different degrees. In National school this was found to be worse than in other types of schools. However majority of teachers were of excellent performance in relation to Group work. The observations also revealed that the student- teacher interaction in-group activities were of a poor quality and more attention should be paid to this aspect.

4.4.17 Opinions regarding the Group Method

Table 4.16: Students' Opinions regarding the Group Method

School Type	Statement	Agree	(%)	Certain extent agree	(%)	Disagree	(%)	Total
1 AB	Willing to teach by using group method	6	6.00	43	43.00	51	51.00	100
	Sufficient guidelines for group activity	3	3.03	46	46.46	50	50.51	99
	Willing to do activities through group method	3	3.00	36	36.00	61	61.00	100
	Very easy to learn through group method	3	3.03	41	41.41	55	55.56	99

Table 4.16 indicates the following features:

Majority of students disagreed to willingness to teach by using group methods, guidance for group work, willingness for activities, and very easy to learn through group method.

Majority of the students confirmed the idea that this method was dissatisfactory

Table 4.17: Students' Opinions regarding the Group Method

School Type	Statement	Agree	(%)	Certain extent agree	(%)	Disagree	(%)	Total
1 C	Willing to teach by using group method	4	5.71	16	22.86	50	71.43	70
	Sufficient guidelines for group activity	3	4.29	24	34.29	43	61.43	70
	Willing to do activities through group method	4	5.71	12	17.14	54	77.14	70
	Very easy to learn through group method	6	8.70	15	21.74	48	69.57	69

Table 4.17 presented following features:

Majority of students disagreed to Willingness to teach by using group methods

Guidance for group work, willingness to do activities through group method and very easy to learn through group method. Majority of the students confirmed the idea that this method was dissatisfactory

Table 4.18: Students' Opinions regarding the Group Method

School Type	Statement	Agree	(%)	Certain extent agree	(%)	Disagree	(%)	Total
National	Willing to teach by using group method	1	0.95	26	24.76	78	74.29	105
	Sufficient guidelines for group activity	2	1.90	30	28.57	73	69.52	105
	Willing to do activities through group method	2	1.90	19	18.10	84	80.00	105
	Very easy to learn through group method	5	4.76	31	29.52	69	65.71	105

Table 4.18 also indicates similar patterns were found in the National school.

It is clear that majority of the students confirmed the idea that group method was unsatisfactory.

ISA's Interview schedule Q8 was used to find out the existing situation in-group method in teaching learning process. According to their point of view there were some difficulties in handling the students and forming group.

4.4.18 Nature of Teacher attitudes by teaching Student Centred Education

Teacher Questionnaire Questions 81- 83 were formulated to find out the Teacher attitudes towards Student Centred Education. Figure 4.24 shows that majority of the teachers responded to Teacher attitudes by teaching Student Centred Education as very important. 30% of the teachers considered that Student Centred Education as important to a certain extent.

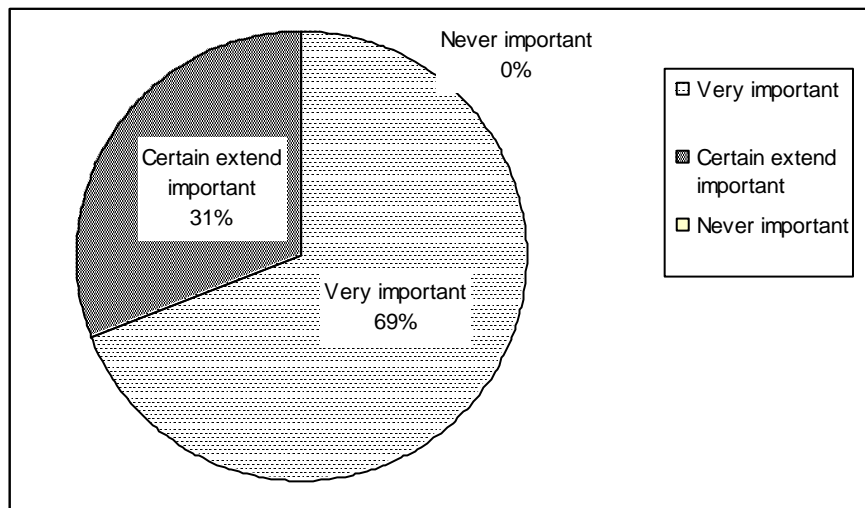


Figure 4.24: Nature of Teacher attitudes by teaching Student Centred Education

4.4.19 Students' Willingness regarding Student Centred Education

Figure 4.25 shows the Willingness of students in using Student Centred Education. Majority of the teachers' response level is to a certain extent. 30% of the teachers' response level is very high. 8 % of teachers' response level is very low.

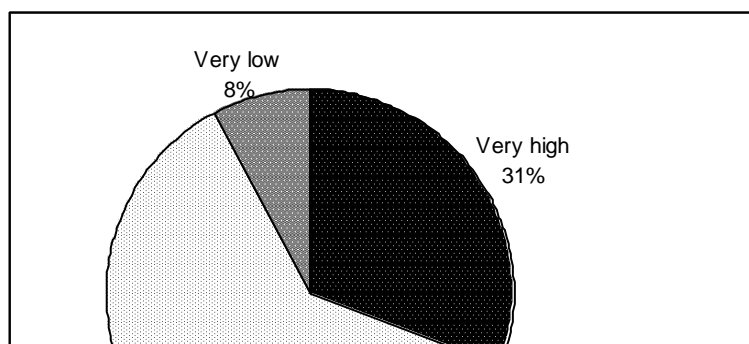


Figure 4.25: Students Willingness regarding Student Centred Education

Teacher questionnaire, Q 8 was to find out about the awareness regarding new teaching methodology. The Table given below 4.19 shows the awareness in new teaching methodology. 100% of the teachers responded to the level of awareness teaching methodology as satisfactory.

Table 4.19: Awareness of new teaching methodology

Level of response	Total
Satisfactory	13
Total	13

4.4.20 Teachers' views on Teaching /Learning methods used through Student Centred Education

Figure 4.26 shows Teachers' views on Teaching /Learning methods used through Student Centred Education. Majority of the teachers responded to a certain extent it is easy to teach learning methods using Student Centred Education. 15% of teachers responded to say that it is very difficult to teach learning methods using Student Centred Education.

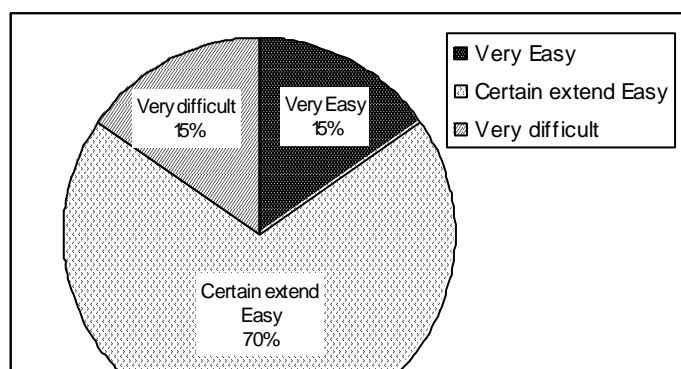


Figure 4.26: Teachers' views on Teaching /Learning methods using Student Centred Education

Summary

Student opinion was that group work method was dissatisfactory. Even I.S.A's stated that there were some difficulties in handling the students and forming groups. Majority of the teachers were of the opinion that there is students' willingness towards Student Centred Education to a certain extent.

It is necessary to find out the reasons for such behaviour by the students. It may be the fault of the Education and remedies should be implemented in time to come. Awareness of this concept, and the way they practise this method is satisfactory to a certain extent. But there is lot of room for improvement.

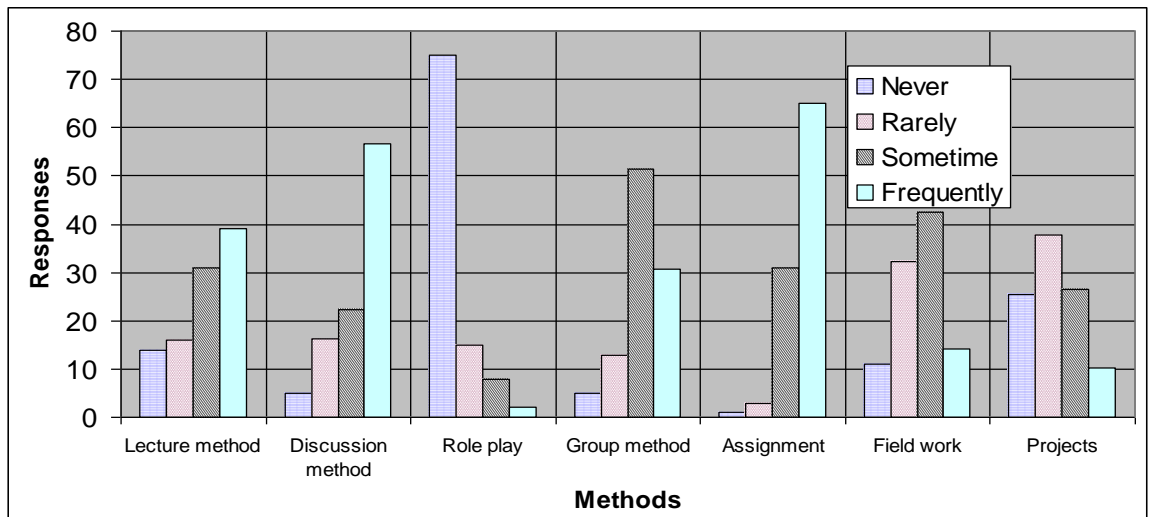


Figure 4.27: Different Methods used by the teacher as identified by the students

4.4.21 Different Methods used by the teacher in 1AB School

Figure 4.27 clearly illustrates that Lecture method, Discussion method and Assignments were frequently used. Majority of the teachers never used role-play method, and project

method. Group method of teaching, Fieldwork method is used sometimes. Thus role-play and project method must be used more frequently.

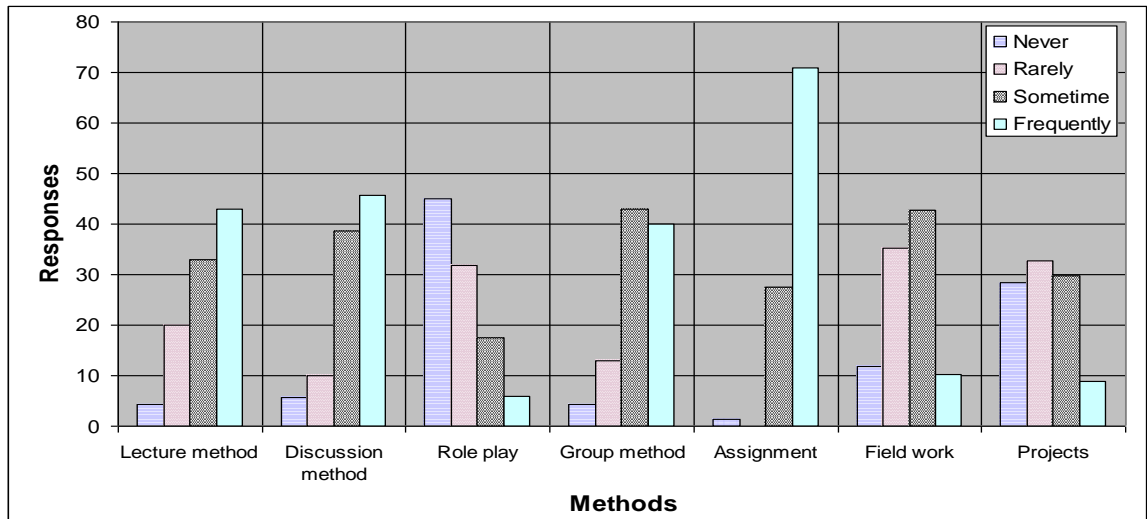


Figure 4.28: Different Methods used by the teacher as identified by the students

4.4.22 Different Methods used by the teacher in 1C School

Figure 4.28 too shows similar results to 1AB School in relation to different methods used by the teacher.

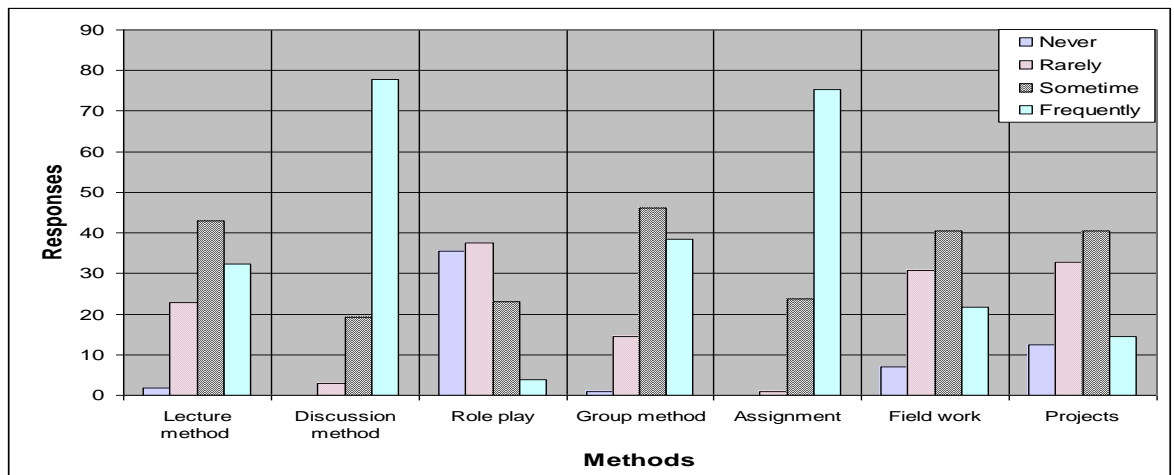


Figure 4.29: Different Methods used by the teacher as identified by the students

4.4.23 Different Methods used by the teacher in National School

Figure 4.29 shows that Lecture method, Group method, Projects and Fieldwork were used from time to time.

4.4.24 Different Methods used by the teacher

Questions 65 to 72 were directed to find out how teachers use different methods in teaching learning process. Figure 4.30 clearly illustrates majority of the teachers used Lecture method, group method, Assignment, and sometimes Projects. Majority of the teachers never used role-play method of teaching. Majority of the teachers used Discussion method and Fieldwork frequently

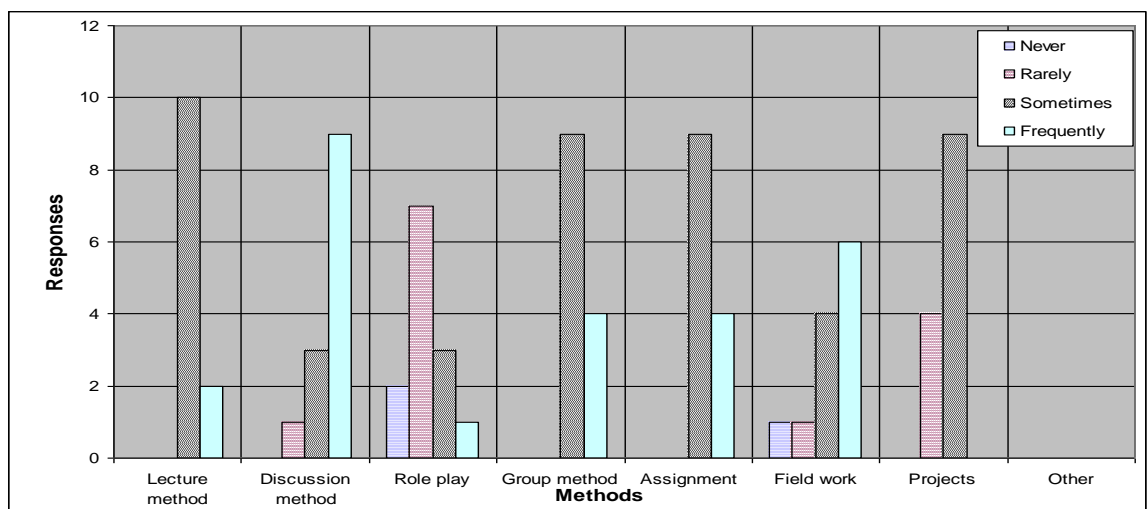


Figure 4.30: Different Methods used by the teacher

Summary

Majority of the students said that teacher used Lecture Method, Discussion Method, and Assignment frequently in 1AB and 1C Schools. However in the National school these methods were used from time to time. Majority of the teachers never used Role-play Method, and Project Method. However as a whole majority of the teachers claimed that they used these methods from time to time. One should not limit to a few methods only but try to implement variety of methods.

4.4.25 Quality of Teachers

Questions 3-7 in the teacher questionnaire were vital for the researcher to find the highest educational qualification, the experience of teachers', and how they used Student Centred

Education. Q3 was directed to find out the highest educational qualification. Table 4.20 indicates that of majority of the teachers had a Degree or Post Graduate Diploma in education. Q4 was asked to examine the professional qualifications. In response to this question Table 4.20 indicates that majority of the teachers completed Postgraduate Diploma in Education.

Q5 was used to find out the subjects they taught. According to the sample most of the teachers taught subjects such as History, Civics, Geography, Sinhala and Economics.

Q6 was used to find out how many years of service they had. Table 4.20 presents number of years of experience they had.

Table 4.20: Personal Information

Qualification	Number of Teachers	PGDE	Service (Number of Years)	
1. BED	01	Not necessary	31	
2. Degree	10	10	0 - 5	2
			6 - 20	5
			Greater than 20	3
3. Trained Teacher	01	-	20	
4. M.A	01	-	10	

Summary

It is clear that teachers have achieved adequate qualification and service. In this context teachers knew that Student Centred Concepts affects the children's Education. But during researchers observation it was found that teachers did not implement this concept in the classroom.

4.4.26 Classrooms Observation

In order to triangulate the data obtained eight classrooms were selected randomly. The data is gathered through the questions 1-14 in the observation schedule.

Teaching learning process: Lesson plan

Questions 1-5 in the Observation schedule was used to find out performance in relation to Lesson Plan. Figure 4.31 shows that majority of the teachers claim a satisfactory performance of planning competencies in relation to Student Centred Education. However most of the teachers do not pay much attention to achieve these competencies. This is a shortcoming in planning competencies. Teachers should improve up to excellent performance.

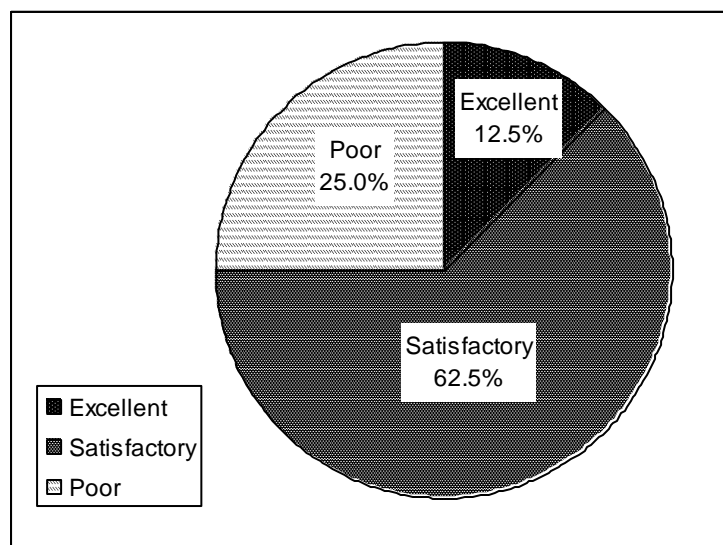


Figure 4.31: Nature of Planning Competencies in relation to Student Centred Education

In the ISA's Interview schedule Q 1 was formulated to reveal what the ISA's views are teaching competency-based learning. According to them, this is a successful method for teaching leaning process. However they accepted that it would take a long period to adjust to this new method.

Figure 4.32 indicates that there is poor performance of 50% in appropriate subject content and method of teaching in Student Centred Education. This reflects that there is a problem in relation to Student Centred Education. While only 37% showed satisfactory performance in relation to subject content and method of teaching. A very few of (12%) had shown excellent performance.

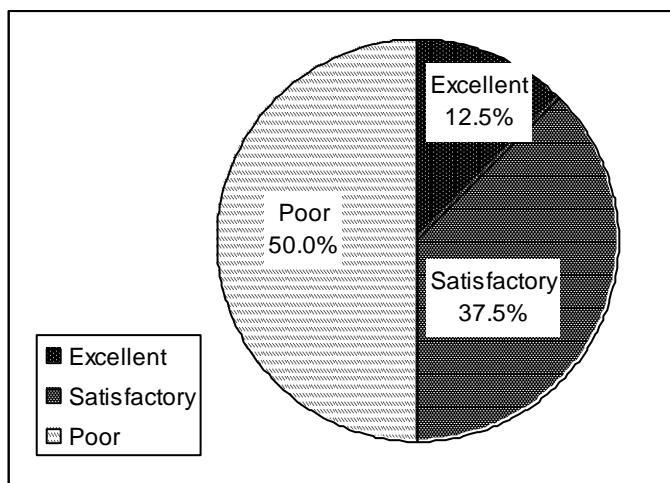


Figure 4.32: Appropriateness of subject contents and method of teaching in relation to Student Centred Education

Teachers' performance level of presentation skills is shown in Figure 4.33. There is a satisfactory level of 50% in relation to Presentation skills. On the other hand, there is a poor performance of 37% in presentation of lessons. Therefore, there is a need to develop teachers' presentation skills.

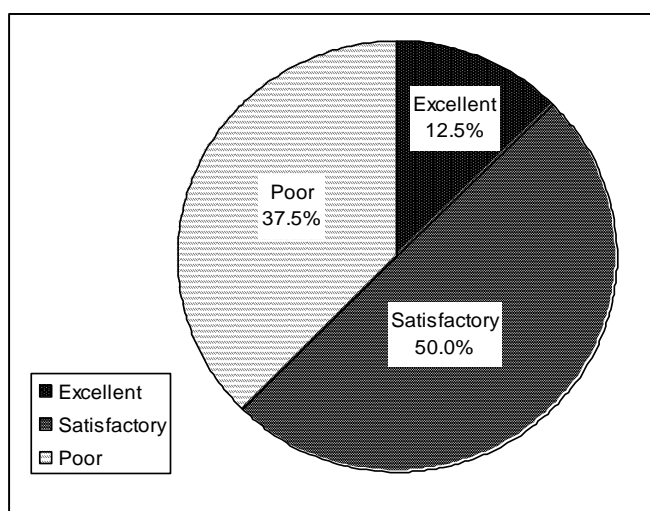


Figure 4.33: Presentation of lesson

Figure 4.34 shows the performance level of creativity in lesson plans. Most of the teachers showed that there was a poor performance in creativity in lesson plan. This reflects that teachers should pay more attention to creativity in lesson plans.

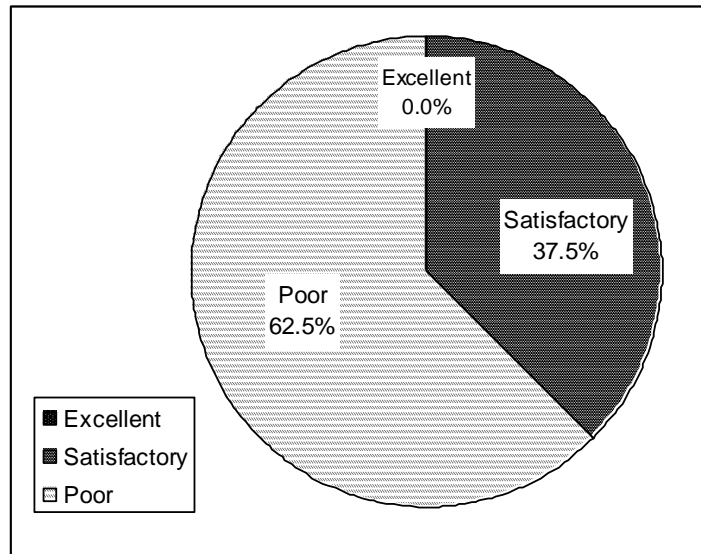


Figure 4.34: Creativity in lesson plan

Figure 4.35 shows that there is poor performance of relevancy of assessment in lesson plans in relation to assessment. It implies that there is a problem in planning the assessments. Thus relevancy of assessment should be developed.

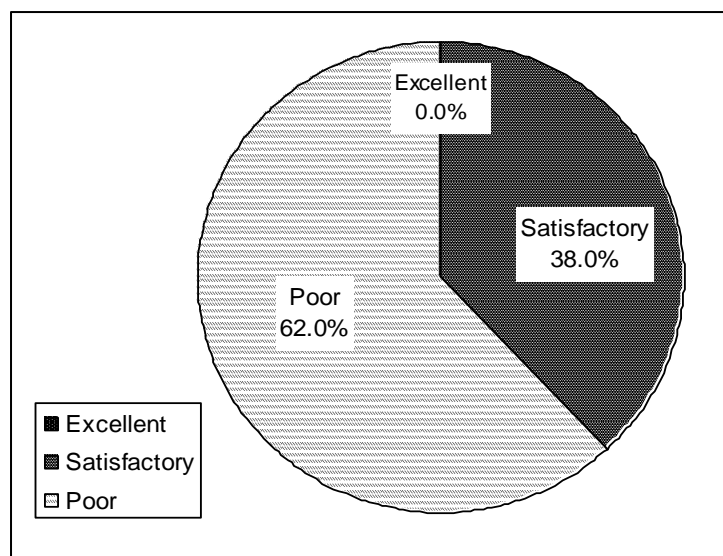


Figure 4.35: Relevancy of assessment

Student

Figure 4.36 shows percentage vice performance level of students' participation in lessons. According to figure 4.36, there is satisfactory level of student participation (62%). It

implies that majority of teachers' focuses to improve the level of students' participation. There is poor performance of -25%. Excellent performance level is very low which is - 12%. Thus it is very necessary to improve students' participation in lessons.

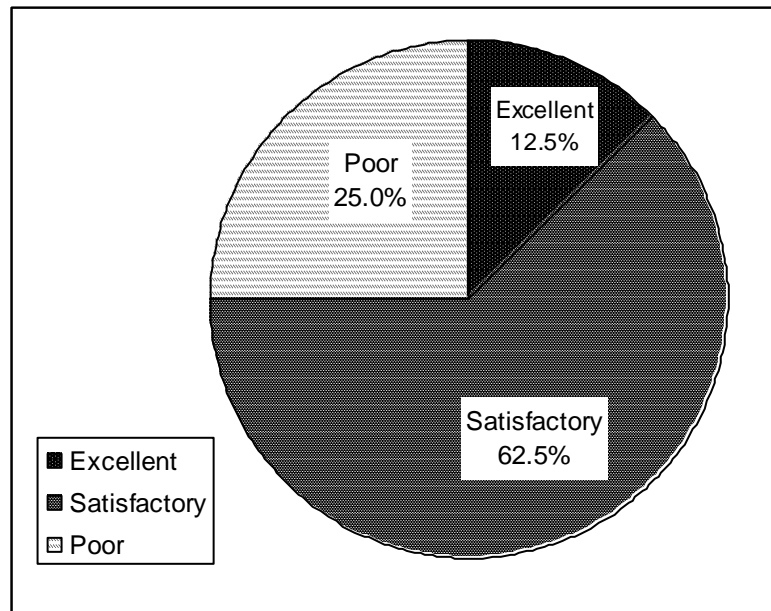


Figure 4.36: Nature of level of students' participation to lesson

Figure 4.37 shows how teacher –student activities occur in teaching learning process. The poor performance level is 37%. The satisfactory level is 50%.

The excellent performance is 12%. It is clear that the usage of teacher- student activities should be increased. As a result teacher will be able to actively involve in the activities.

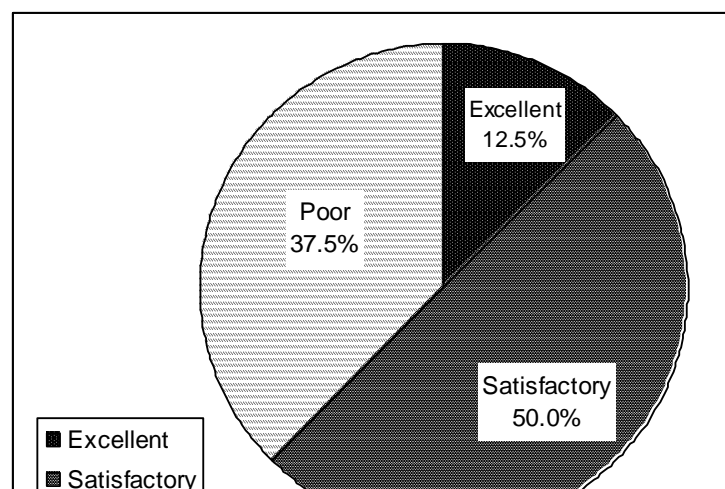


Figure 4.37: Nature of teacher-students activities to lesson

Figure 4.38 indicates the nature of providing students' opportunities in Student Centred Education. According to the observations majority was at a satisfactory level. However teachers need to cater more students in the learning process.

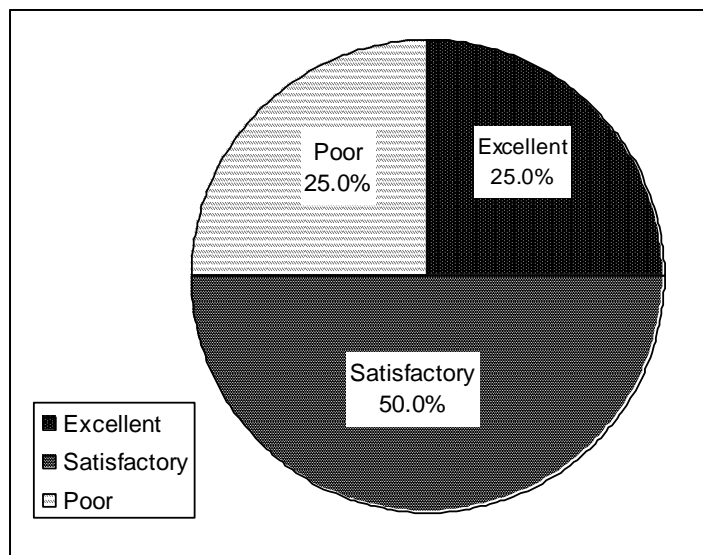


Figure 4.38: Nature of level of students' opportunities to lesson

Role of teacher

Readiness for lessons has become major part of the teacher's role in the teaching learning process. Figure 4.39 indicates that there is poor performance of -40%. Thus there is a necessity to improve teachers' readiness for the lessons.

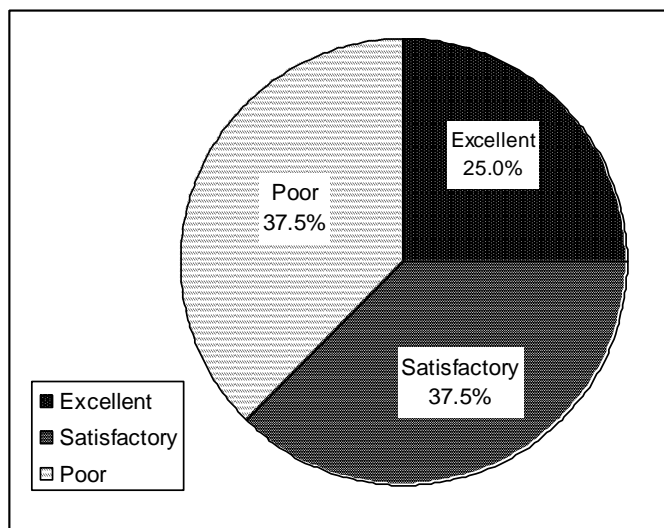


Figure 4.39: Nature of the level of readiness to lessons

Figure 4.40 shows the nature of teacher talk in Student Centred Education. Nearly 40 % of teachers have depicted very high teacher talk in their classroom. There should be less teacher talk in classroom and more student participation.

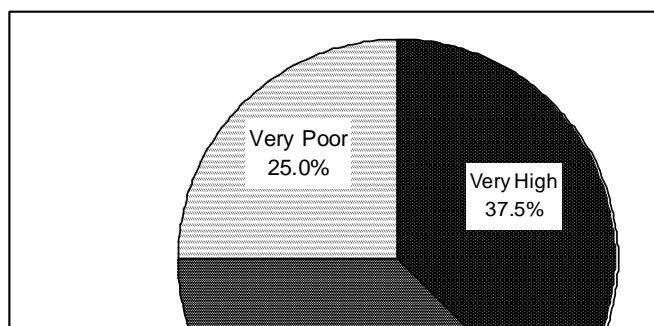


Figure 4.40: Nature of teacher talk

Figure 4.41 indicates that nearly 40% of teachers showed in poor engagement of students' experiences in the development of lessons. Engagement of students' experiences should be improved up to the excellent level. Thus it is clear that teachers should pay attention to the engagement of students' experiences.

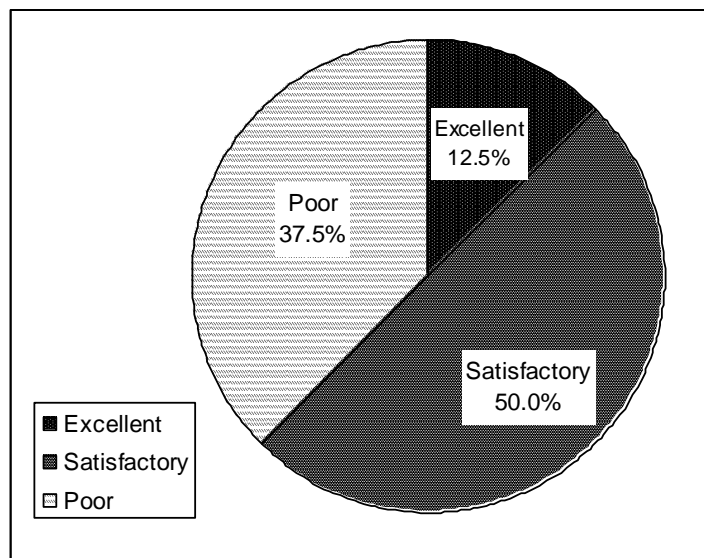


Figure 4.41: Engagement students' experiences development of lesson

As Figure 4.42 presented 38% of teachers disagree that the teacher should act as a facilitator. On the other hand only 13% agree that teacher should be a facilitator. It reflects that there is a problem, being teacher as a facilitator. This percentage should be increased. Otherwise one of the basic concepts of Student Centred Education is not fulfilled.

ISA'S Interview schedule Q5 was asked to find out about the teachers' role as being a facilitator. Majority of the ISA'S replied that at the beginning it was to a certain extent a difficult task. After practicing it was found not too difficult.

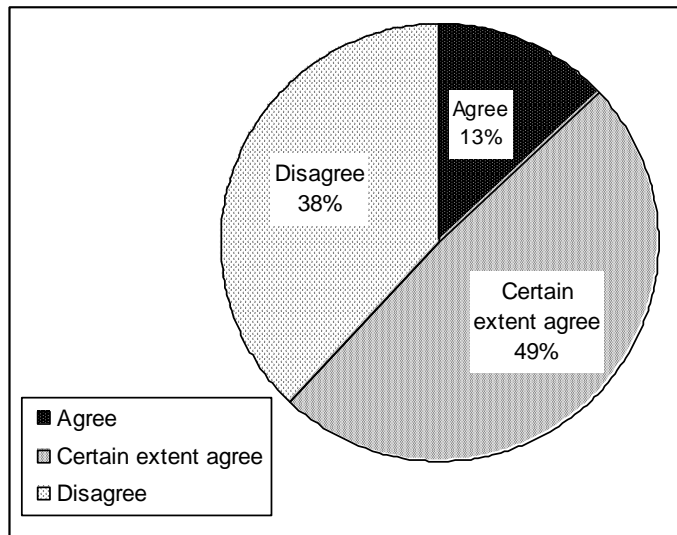


Figure 4.42: Being teacher as a facilitator

Identification of students' differences has become one of the major roles of the teacher. This data presented in Figure 4.43 shows majority of the teachers shows a satisfactory performance level. However as 25% of the teachers show a poor performance and only 25% has reached an excellence level. There is a need for improvement.

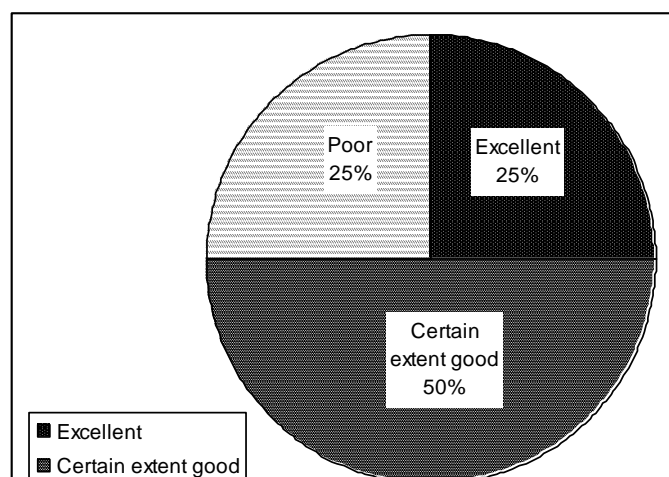


Figure 4.43: Identify students' differences

Figure 4.44 shows majority of teachers shows a satisfactory level of selecting methods related to Student Centred Education. However 25% of the teachers show a poor performance and 25% has reached an excellence level. There is a need for improvement.

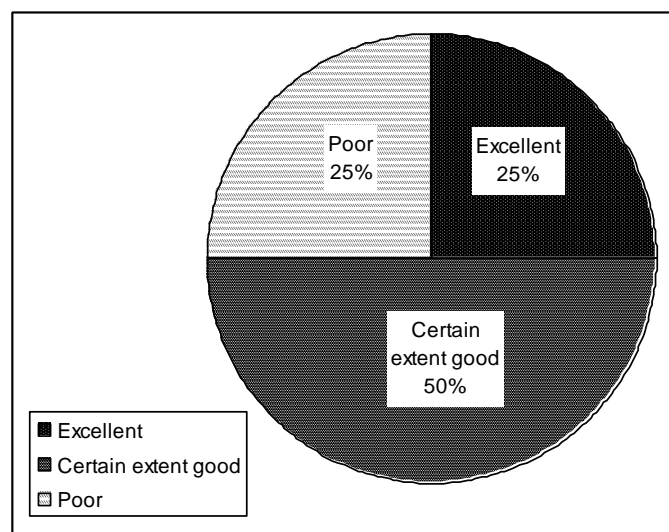


Figure 4.44: Selecting methods related to Student Centred Education

ISA's Interview schedule, Q2 was directed to find out how Student Centred Educational Approach is used in senior secondary grades. Most of them responded that it was a transitional period for in teaching learning process. It was successful to a certain extent (50%).

The observation schedule Q15 was meant to find out whether there is Student Centred Environment available in the classroom. According to Figure 4.45 presented this can be seen up to 50%, while 25% such an environment exists to an up to a certain extent. 25% of the teachers do not create a student centred environment. Thus existing situation regarding Student Centred Education is not a successful situation.

In ISA's Interview Schedule Q 7 was queried to see the extent of Student Centred Education environment in the classrooms. Some of the ISAs explained that it was to a certain extent satisfactory in the classrooms. However, there were some difficulties in classroom management. In addition adequate time and place should be allocated for these activities.

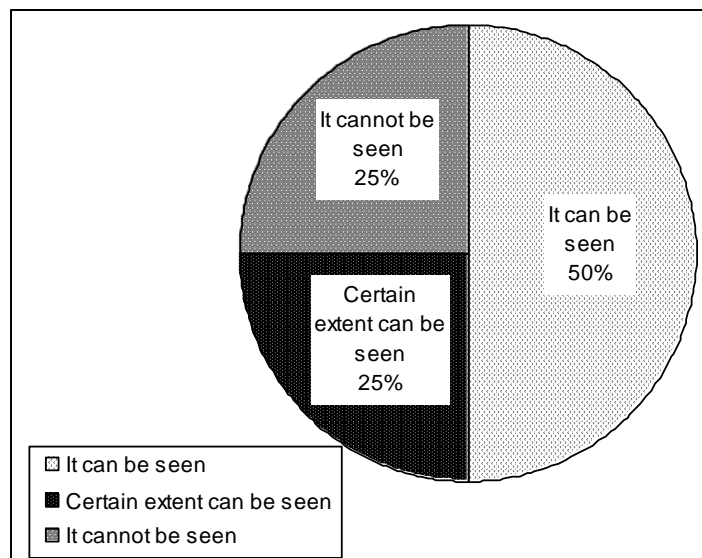


Figure 4.45: Student Centred Environment in Classroom

Summary

Researcher was able to find out how Student Centred Education concept is being implemented in the school system. Next the data pertaining to the, teaching learning process, using the observation schedule is presented.

1. Lesson Plan

Majority of teachers found a satisfactory performance of planning competencies in relation to Student Centred Education. They have not given much attention to achieve these competencies. ISA's are also of the same view. The appropriate subject content and method of teaching in Student Centred Education are inadequate. There is an urgent need to develop teachers' presentation skills. Creativity in lesson planning should be of a great a need. Relevant methods of assessments should be adopted.

2. Student

Participation in lessons is a great need. More opportunities should be given to teacher-student interaction. Teachers should know how to cater to more students' in learning process.

3. Role of teacher

The teachers' readiness for lesson is a necessity. Less talk should be done in classroom. A facilitators' role is not being recognized by our teachers. ISA's also acts in the same manner. A teacher should be able to identify the differences in students'.

Selecting methods related to Student Centred Education should be improved.

According to researchers' observation and ISA's responses, to a certain extent Student Centred Environment in classroom can be seen.

4.5 Presentation of Data for Objective 4

Problems

The questions 66-67 were directed to suggest a possible framework to improve Student Centred Education in Sri Lanka. In the student questionnaire Open ended Q66 was used to find out what the problems faced in Group method. These are the problems in using Group method in relation to Student Centred Education.

35% of the students were of the view that these problems were due to the methods carried out by the teachers. These are the main problems given by the students.

1. Allocation of time is not adequate.
2. Inability to provide assignments due to lack of finding equipment, materials and information.
3. More students in the group.
4. Nominate the same person (student) as the leader.
5. Adequate time not given to teach the subject matter.
6. Inadequacy of advice provided by teachers.
7. Inability to tell the ideas clearly to others.
8. Work is limited only to active/ bright students.
9. Waste of time.

On the other hand these problems can also be presented as problems faced by the students.

1. Contradictory views due to different levels of knowledge of students.
2. Disturbance for other classes.
3. Violent actions of some students.
4. De-motivation to participate.
5. Always some students' only work.
6. Some students do not like to engage in Group activities.
7. Combine weak students in one group and active students in another group.
8. No group cohesion.
9. Not focused on group task.
10. Avoid group activities and do other activities.

The questions 84-87 were directed to suggest a possible framework to improve Student Centred Education in Sri Lanka. In teacher questionnaire Open ended Q84 was used to find out what are the problems faced in Student Centred Education. When dealing with problems of the teacher most of them are focused to find out the shortcoming in students and the system. These are the problems:

1. Lack of motivation of students.
2. Non availability of educational equipment that focus the attention of students.
3. Lack of pre preparation by students.

4. Only the National examination paper oriented.
5. Lack of resources to gain additional knowledge.
6. Limited capacity in the classroom.
7. Problems for poor children to get supplementary books and information.
8. Disturbance for other classes.
9. Students always try to take information from teachers.
10. Lack of student participation.

Just a few are focused on their own role. They are:

1. Adequate time not given to cover syllabus.
2. Lack of time to engage in activities.
3. No systematic guidelines are provided to all the teachers.

Q 85 was used to find out why these problems arise. The reasons given by the teachers for the creations of these problems are also similar to the above analysis. These are the reasons:

1. Family background and problems that they are facing.
2. Lack of teacher interest for preparing teaching aids.
3. Lack of educational material and equipment.
4. Majority of students are used for lectures.
5. Used for lecture method in tuition classes too.
6. More than 40 students in a class room.
7. Students not involved in additional reading.
8. Lack of development in students with relation to discussion, observation and investigation.
9. Lack of flexibility in school administration.
10. Lack of knowledge in home environment.
11. Due to the environment in some schools, lack of motivation for self learning activities.
12. Inability to provide assignment due to inability to find equipment, material and information.

Suggestions

Question number 67 asked what the suggestions to overcome above problems.

Here are the solutions given by the students to remedy these shortcomings. In these majority solutions are based on teachers' role, they are:

1. Reduce the number of members in the group.
2. Introduce concepts to work coordinatively to build group related ideas.
3. Give the option to select the members of their choice.
4. Due to some members of the group act violently take corrective steps to overcome inconvenience.
5. Reduce the marks given to members who delay the work.
6. Give sufficient time for group activities.
7. Collaborate different levels of students and build the group.
8. Give individual assignments to group members.
9. Allow individual activities.
10. Teacher need to provide necessary equipment, books, magazines, documents.
11. Teacher should provide handouts it will include details in a sequence.
12. Search information for sub topics.
13. Teacher should investigate group activities and provide solutions to overcome weaknesses.
14. Group leader should be appointed by the teacher.
15. Listen to the ideas of others/ discuss correct points and summarise the discussion.
16. Allow all members to make presentations.
17. Provide individual marks apart from giving marks to the entire group.

Others are based on student role. They are:

1. Get ready the following day with all necessary assignments and books.
2. Respect the ideas of other students.

Q 86 was asked to find out what are the suggestions to overcome problems of Student Centred Education. When dealing with suggestions of the teacher, most of them are based

on student role. Other than these suggestions there are a few are focused on their own role. Their suggestions are as follows:

1. Reduce the number of students to thirty five.
2. Take steps to improve teaching learning process.
3. Enable students to develop discussion, observation and investigation skills.
4. Maximum use of resources available.
5. Involve (Engage) students to do group activities.
6. Reduce the subject contents.
7. Enable students to get a good learning environment in school.
8. Provide training with regard to teaching methodology.
9. Providing motivation for self learning activities.
10. Use teacher centred and student centred education methods simultaneously.
11. Explain how to do in group activities.
12. Allocate bright students in order to improve minimum level of students knowledge in classroom.
13. Delegate work for every students.
14. Supervise students.
15. Direct self study through activities.
16. Encourage to teamwork.
17. Corporate each and every team member.
18. Pre preparation, Find relevant article for the subject, Additional reading.

However, there are differences in some of the solutions mentioned under the following headings.

Principal

1. Provide students with learning aids.
2. Cooperate with teacher to create learning environment.
3. Provide awareness in student centred education.
4. Provide adequate qualitative inputs with regard to student centred education.

School

1. Provide library facilities.

2. Provide students to learn opportunities in other organization.

Qualitative inputs

1. Provide request from teachers’.
2. Provide inputs at beginning of the year.
3. Not received necessity quantity of inputs.

I.S.A.

1. Provide active contribution to teaching learning process.
2. Discuss always with teachers.
3. Provide lesson plans cover to every lessons of each subject.
4. Good criticiser to teachers.
5. Direct teachers to improve their teaching than discusses weaknesses of teaching.
6. I.S.A. should be an important person in teaching learning process.
7. Direct necessary instructions for training sessions beginning of year.
8. Update the teachers’ subject knowledge.
9. Train teachers how to practice methodology of teaching.

I.S.A.’s Interview schedule Questions (8), (10),(11)was designed to suggest a possible operational framework to improve Student Centred Education in Sri Lanka.

Q 8 was asked to find out whether adequate seminars were provided to teachers to use Student Centred Education Approaches. 100% of the ISA’s’ agreed to fact that seminars are not adequate.

Q 10 was queried as to find out what were the challengers faced in relation to this approach. These were the challenges.

1. Inadequate seminars for teachers.
2. Not sufficient time for activities.
3. Difficulty to change attitudes of traditional teachers.
4. Sufficient periods not given for History subject to Grade 11.

Q11 was based to find out what are the suggestions to improve this approach as follows heading Principal, School, Students, and Qualitative inputs, ISA. On the subject of suggestions ISA's has to forward these suggestions to improve this approach.

1. Provide more time for seminars.
2. Provide opportunities to introduce the concept of Student Centred Education through mass media.
3. Introduction of this concept during the teaching practice period.
4. Allocate sufficient time for activities.

Summary

The tendency is for the teacher to show the weaknesses of the students. They do not try to correct themselves in their own shortcomings. This may be due to our traditions which do not allow the students to comment on teacher weaknesses but one could always get ideas of their views from the suggestions they have made. Particularly, it is clear that these are the problems in Group method in relation to Student Centred Education. In order to solve these problems common solutions are as follows:

Suggestions for Teachers

1. Reduce the number of members in the group.
2. Introduce concepts to work coordinatively to build group related ideas.
3. Give the option to select the members of their choice.
4. Due to some members of the group act violently take corrective steps to overcome inconvenience.
5. Reduce the marks given to members who delay the work.
6. Give sufficient time for group activities.
7. Collaborate different levels of students and build the group.
8. Give individual assignments to group members.
9. Allow individual activities.
10. Teacher need to provide necessary equipment, books, magazines, documents.
11. Teacher should provide handouts it will include details in a sequence.
12. Search information for sub topics.

13. Teacher should investigate group activities and provide solutions to overcome weaknesses.
14. Group leader should be appointed by the teacher.
15. Allow all members to make presentations.
16. Provide individual marks apart from giving marks to the entire group.
17. Reduce the subject contents.
18. Provide training with regard to teaching methodology.
19. Providing motivation for self learning activities.
20. Use teacher centred and student centred education methods simultaneously.
21. Explain how to do in group activities.
22. Allocate bright students in order to improve minimum level of students knowledge in classroom.
23. Delegate work for every students.
24. Supervise always students.
25. Direct self study through activities.
26. Encourage to teamwork.
27. Pre preparation, Find relevant article for the subject, Additional reading.

Suggestions for Students

1. Get ready the following day with all necessary assignments and books.
2. Respect the ideas of other students.
3. Corporate each and every team member.

However, there are differences in some of the solutions mentioned under the following headings:

Suggestions for Principal

1. Provide students learning aids.
2. Cooperate with teacher to create learning environment.
3. Provide awareness in student centred education.
4. Provide adequate qualitative inputs with regard to student centred education.

Suggestions for School

1. Provide library facilities.
2. Provide students to learn opportunities in other organization.

Suggestions for Qualitative inputs

1. Provide request from teachers'.
2. Provide inputs at beginning of the year.
3. Not received necessity quantity of inputs.

Suggestions for I.S.A.

1. Provide active contribution to teaching learning process.
2. Discuss always with teachers.
3. Provide lesson plans cover to every lessons of each subject.
4. Good criticiser to teachers.
5. Direct teachers to improve their teaching than discusses weaknesses of teaching.
6. I.S.A. should be an important person in teaching learning process.
7. Direct necessary instructions for training sessions beginning of year.
8. Update the teachers' subject knowledge.
9. Train teachers how to practice methodology of teaching.

4.6 Conclusion

This chapter analysed the data pertaining to the questions administered to students, teachers of History and Civics subjects,' the interview with ISA and observation data in classrooms. The following chapter will provide the findings of the fourth chapter and suggestions to implement Student Centred Education in secondary level.

5.0 Conclusions and Recommendations

5.1 Introduction

The previous chapter analysed the data in relation to the review of literature. This chapter will elaborate the findings of the research and suitable recommendations and suggestions will be presented.

In section 5.2 of this chapter, based on the analysis of data the key findings related to the specific objectives of the study are discussed.

In section 5.3 based on the findings, recommendations are made to improve the teaching learning process in relation to the concept of Student Centred Education

5.2 Conclusions of the Study

5.2.1 Identifying Philosophical Perspectives pertaining to Student Centred Education

A Philosophical concept in relation to the Student Centred Education was examined through the research. The basic objectives that formed the basis of the concept, the characteristics of the curriculum needed to be followed to realize the concept were identified.

This research revealed that the majority of teachers possessed a fair knowledge of the concept of Student Centred Education. Despite the fact that the teachers had received a proper training during which this concept was given priority and being aware that this concept is foremost, they tend to offer numerous reasons to negate its value and feasibility.

5.2.2 Examine Senior Secondary School Curriculum in relation to the concept of Student Centred Education

In examining the senior secondary school curriculum in relation to the concept of Student Centred Education the following features were identified. They will be listed under those relevant to teachers, and students separately.

Students

- A vast majority of students is aware of the presence of the concept called Student Centred Education.
- Students studying in different types of schools maintain different attitudes towards the concept .Students are extremely exam oriented as the exams have become more challenging so their learning style has also become too artificial. Researcher hardly noticed students learning to grasp knowledge for other practical purposes other than exams.
- Most of the students of National schools nurture a very optimistic attitude towards Student Centred Education.
- Above average level students admit that they involve in activities related to the concept.

Thus it could be concluded that majority of the students are aware of the concept of Student Centred Education.

Teachers

- Majority of the teachers are aware of the concept.
- Teachers of different subjects present different views about it.
- Some teachers do not follow the activity method even if the suggested activities are given in the teachers guide.
- Students prior needs are unheeded.
- The concept is not given an important place in the curriculum.

- However, In –Service –Advisors claim that there are enough facilities to achieve the concept in the given context.
- There is adequate reference in the literature for teachers reference (eg.UNICEF, 2003 and [www.unisanet.unisa.edu.au/ Learning Connections/X/VTS/Resources/ Student Centred Learning 2005](http://www.unisanet.unisa.edu.au/Learning_Connections/X/VTS/Resources/Student_Centred_Learning_2005))

5.2.3 Examining how this concept is being implemented during the teaching learning process

In examining how this concept is being implemented during the teaching learning process the following features were identified. They will be discussed under the following sub headings: Techniques, Characteristics, Student –teacher Interaction, Group Method, Attitudes, Methods, Assessments, Teachers, and Classroom observation.

5.2.3.1 Techniques

- Teachers of provincial council schools do not employ the Student Centred teaching techniques in the teaching learning process.
- Many National school teachers implement a large variety of Student Centred techniques although a few techniques are ignored.
- Fifty percent of the teachers in my sample group admit that they are uninterested in using some teaching techniques such as Wallpaper, Debates, Role play.
- Different subject teachers express different views on the concept and they are pessimistic about using it in the classroom.
- The views of teachers are not always complementary to the students’ view in relation to the implementation of teaching techniques.
- These findings are compatible with the literature in chapter two. eg www.bath.ac.uk/e-learning/student-centredness.htm

5.2.3.2 Characteristics

- Auditory style was the preferred learning style by both teachers and learners.

- Need to improve self learning is noticeable. Another outcome of the Student Centred Education concept is for learners to function independently in the society.

5.2.3.3 Student –teacher Interaction

- Student and teacher interaction is generally very poor in all schools and more alarmingly in the National schools the situation is adverse.

5.2.3.4 Group Method

- Students view that group method is not effective.
- Teachers face same practical problems in grouping students, timing the activity and controlling students behaviour.
- Same group activities suggested in (Garadline and Jim 2005 and Braudes and Ginnis 1986) can be utilised for the purpose.

5.2.3.5 Attitudes

- Optimistic attitude is shown by students.
- It is a great drawback not having any supervision for this programme.
- Though we noticed that some of the students were a little critical on certain questions, mainly they were trying to defend their own teachers may be through respect or fear etc

5.2.3.6 Methods

- Traditional methods like lecture method, discussion method and assignment were more favoured in most of the schools.
- Modern methods were rarely attempted. These new methods would develop in a student the qualities expected by the world of work, which are leadership, creativity, ability to face challengers and teamwork.

- As the findings of Dias, 2005 point out in this study also teachers of National schools admit that they should attempt new methods. Dias, 2005 has relevant reference.

5.2.3.7 Assessments

- The usage of Student Centred Assessments was rare. Such assessments like Diaries, logs and journals, Portfolios, Negotiated Assessment, Projects, Group work, and Profiles skills and Competencies were rarely used. In research literature Gibbs, 1995 pointed out the necessity of usage of different Student Centred assessments.

5.2.3.8 Teachers

- Teachers of different qualifications were involved in the process of using Student Centred Learning.

5.2.3.9 Classroom Observation

- Some teachers did not pay any attention to enhance the student performances as they were not prepared for the lessons.
- In Student Centred Education the appropriate subject content and method was not available as teachers have not upgraded themselves.
- Absence of creativity was noticed in most teachers.
- Teachers' ability to motivate and their readiness to adapt to the new method varied.
- Teachers' tendency to grasp the concept and implement it was low.
- Teachers' selection of suitable techniques was not satisfactory.
- Though the Student Centred Concept was clearly in teachers' mind the teachers were not concerned about the age and needs, interests of secondary level students.

5.2.4 Suggesting a possible operational framework to improve Student Centred Education in Sri Lanka

According to the researcher a successful education framework can be established and implemented through quality education. Student Friendly Education model ([www.unicef.org/life skills/index](http://www.unicef.org/life_skills/index)) has to be created in accordance with all possible educational concepts. The variables must be correctly identified and their conditions have to be improved in order to make the quality education success. The details of this model were discussed in the second chapter.

According to the feedback given by the teachers and students in research a positive healthy environment at home is a prerequisite for better learning and teaching experience in the school.

In the school, the physical environment, the facilities in the classroom, the nature of the classroom and school discipline are very important factors.

In Student Centred Education, methods, techniques, learning and teaching aids, the syllabus, recommended extra materials, and role models are vital.

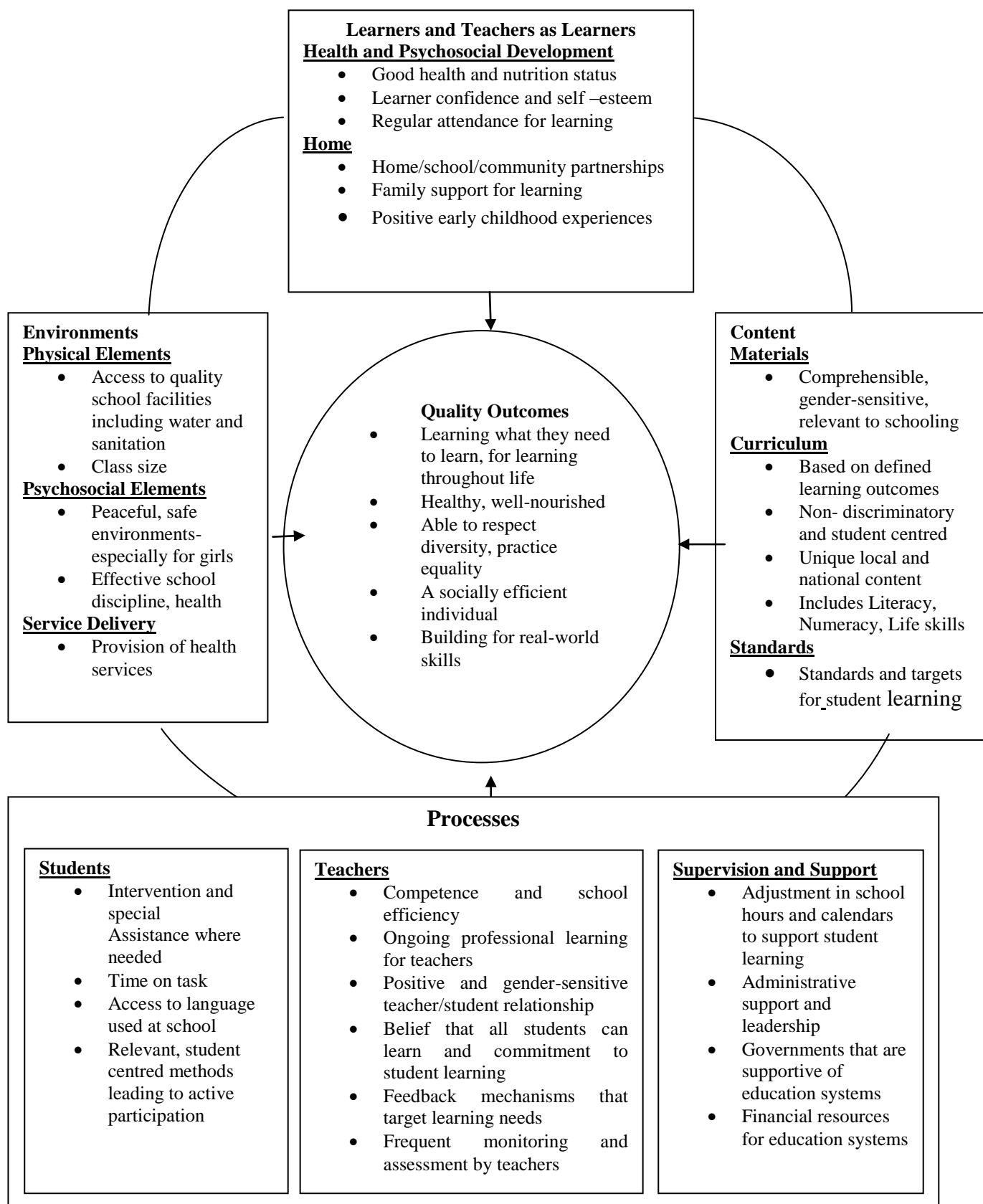
Besides in the learning and teaching process the proper student and teacher relationship is expected to exist. Teachers' competency plays a crucial role and the students' priority of learning makes the process a success.

Regular supervision consolidates the progress of the process.

This model would help to identify the key factors discussed above. Further it had been successfully functioned in the South Asian countries.

Therefore, researcher recommend this model as an appropriate education model for the Sri Lankan classrooms.

The quality outcomes that will be given from the model will be as follows:



5.3 Suggestions and Recommendations

Based on the above findings the following suggestions and recommendations are made, for students, teachers, Principals and In Service Advisors. First the suggestions for students are listed.

Students should

1. Accept that learning through activities is effective.
2. Use the allocated time for group tasks effectively.
3. Avoid unnecessary work during group tasks.
4. Obey the leader.
5. Involve in tasks with a purpose.
6. Co-effort must be encouraged.
7. Active participation and team spirit should be inculcated.
8. Encourage group members to share ideas.

Teacher

1. Be prepared for the lessons.
2. Prepare guidelines for group activities.
3. Experiment new teaching techniques.
4. Use group dynamics.
5. Organise group/ pair tasks that arouse the students' interest.
6. Add variety to the lessons.
7. Make lessons more alive.
8. Promote lessons based on "Learn with Fun" concept.
9. Make students use their inner/hidden potential by organising competitions.
10. Use discovery approach and different learning styles, different methods, different assessments.
11. Make use of volunteer teachers to help the regular teacher.
12. Get parental assistance to organise tasks.

13. Employ brighter students to inspire the weaker ones.
14. Assign violent students some responsible tasks.
15. Play the teachers' role effectively.
16. Modify the tasks according to the competency level.

Principal

1. Listen to the complaints.
2. Praise the teacher.
3. Offer medals to the teachers who use the activity based approach and bring results. The students who actively participate during the lesson and get maximum output from the lesson.
4. Provide training, facilities, quality inputs to teachers newly appointed, those have experience more ten years, and minimum experience brought results in short time.
5. Ensure healthy relationship between student and teacher ,teacher and supervisor
6. Encourage teachers to participate in continuous professional Development programs.

In Service Advisor

1. Monitor, supervise, direct and guide the teachers properly.
2. Enhance education level.

5.3 Conclusions

As a result of this study, there is a need for future research in relation to teaching learning process using Student Centred Education. The following areas need further investigation and the following limitations have encountered.

5.4 The Limitations of the Study

The students' opinions and views of using the concept of Student Centred Education were derived only through the questionnaire. In the students' questionnaire some responses are doubtful. Thus it is one of the limitations. A study should have included an interview to find out the views of students.

This study has not incorporated the views of the parents to identify their views on the Student Centred Education concept. A study including the views of parents will add a better insight to the study

5.5 Suggestions for Future Research

1. In the G. C.E. (O/L) curriculum students pay more attention to the factual knowledge. The students of other countries do not experience this imbalanced nature of their curriculum. Therefore it seems that a significant gap remains between our curriculum and that of other countries. Thus a comparative study is recommended.
2. It is also possible to investigate to see whether there is a correlation between the students' achievement level and use of Student Centred Education.
3. Action research can be carried out to find out whether group activities, methods, techniques, are properly handled by the teacher.
4. Research can be designed to realise the feasibility of introducing soft skill among school children needed for the future generation in the curriculum.

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පුරවැසි අධ්‍යාපනය කියවීම් පොතේ 10 වන ශ්‍රේණිය (2007) අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුවේ බත්තරමුල්ල'

පුරවැසි අධ්‍යාපනය සහ ප්‍රජා පාලනයේ ගුරු මාර්ගෝපදේශ සංග්‍රහය (2007) සමාජ විද්‍යා දෙපාර්තමේන්තුවේ ජාතික අධ්‍යාපන ආයතනයේ මහරගම'

ඉතිහාසය කියවීම් පොතේ 10 වන ශ්‍රේණිය (2007) අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුවේ බත්තරමුල්ල'

ඉතිහාසයේ ගුරු මාර්ගෝපදේශ සංග්‍රහය (2007) සමාජ විද්‍යා දෙපාර්තමේන්තුවේ ජාතික අධ්‍යාපන ආයතනයේ මහරගම'

