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Use of Student Centred Education at Senior Secondary Level

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Background of the Study

Various reports on Education both locally and globally have emphasized the need to improve the quality of education. The National Education Commission Report (2003) pointed out the need for the quality in education. In 1972, the UNESCO's Report on Learning To Be, Learning Treasure Within (1996), The Dakar Framework for Action (2000) recognized the quality of education. In order to achieve quality education in Sri Lanka, in 1997 reforms have introduced new policies. These reforms recommended that education should be Student Centred not Teacher Centred. In 2003 the NEC Report which

evaluated the implemented of the reforms shows that teaching learning process has not taken place in the classroom successfully. National Research and Evaluation Centre research 2003 also revealed that the concept of Student Centred Education had not been implemented successfully. Therefore there is a need to find out why it is not happening. The main objective of this research is to find out how Student Centred Education is being implemented at senior secondary level in the Sri Lankan classrooms.

Methodology

The random sample method was used to select the study sample of students and teachers in secondary level History and Civics classes from the Colombo district. The following factors were considered in deciding the sample. The inclusion of different school types such as the National school, 1AB, and 1C, Location of schools: Rural/ Urban, Gender representation: Male/Female/ Mixed criteria. In addition, Five ISA's were selected from Colombo South educational division. Questionnaires to students as well as the teachers, Interviews with ISA's of relevant subjects and teachers and, classroom observations were used as data gathering instruments. The data was analysed using quantitative and qualitative methods.

Outcomes of the Study

The major findings of the study were: Most of the students of National schools nurtured a very optimistic attitude towards Student Centred Education, Many National school teachers implemented a large variety of Student Centred techniques although a few techniques were ignored, Student teacher interaction was generally very poor in all schools and more alarmingly in the National schools the situation was adverse.

Teachers of provincial council schools did not employ the Student Centred teaching techniques in the teaching learning process, The usage of Student Centred assessments was rare,

Conclusion

Though Student Centred Education has an important role in the education process the implementation of student centred concept was very poor in National school. This was found to be worse than in other types of schools. Therefore there is a very urgent need to develop their roles to achieve this concept. The teachers are aware of the concept of

student centered education but they are reluctant to apply it in the classroom. Therefore, the application part of the concept of the student centered education should be promoted in the classroom.

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School Effectiveness of Senior Secondary Schools in Sri Lanka

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Background of the Study

It is widely accepted that, in spite of the availability of a national policy, common educational objectives, curricular, text books, evaluation and examination systems to guide the general education process in Sri Lanka, there are clear inequalities within the system in terms of quality and effectiveness. The main reason for this diversity is that there are various factors affecting school effectiveness. There is a need for a mission for each school and a systematic plan to achieve it. Both mission and the plan should be known to all the stakeholders concerned. Moreover, all stakeholders should work together with dedication to implement the plan. There should also be an instructional leader in the school with a vision and positive personality traits capable of directing the stakeholders towards that goal. It is difficult to provide a precise definition of, or statistical data, on school effectiveness based on the findings of studies done in different countries on the subject. Yet, it is possible to identify factors that determine effectiveness of schools in a particular country or area