

F-03: A comparative study on the implementation of primary curriculum in state and private schools in Sri Lanka

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In Sri Lanka there are two types of privileged schools. They are the private fee levying schools and the very large government schools which are called popular schools. Ideally these two types of schools should provide a high quality education to their clientele. This study attempts to inquire into the process of implementation of the primary curriculum in a sample of both these types of schools.

The sample for the study consisted of 10 IAB category schools, 5 state and 5 private schools from Colombo, Gampaha, Kandy and Matara districts. Most of the data collected were qualitative and therefore the analysis techniques comprised of qualitative methods.

Findings revealed that all the sample schools possessed adequate resources for successful implementation of the primary curriculum. But the predominant teaching methods used were the 'chalk and talk method' and dictation of notes. The style of instruction reflected a marked deviation from the advice and guidance given in the teacher guides. Use of teaching aides were rarely observed. Individual differences of pupils were not addressed. There was no difference in quality of teaching between the more experienced and less experienced teachers. Recommendations for the policy makers in education based on the findings related to: the need to formulate a dynamic internal supervision system in schools, measures to eliminate the usage of teacher-dominated teaching methods, implementation of student activities and mobilising the physical resources available in schools for the successful implementation of the curriculum and the re-training of teachers and principals periodically to update their knowledge and skills. More research should be carried out at the classroom level.