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**Feasibility of schools projects of the G.C.E. Advanced Level (Science) curriculum:
Views of the Teacher Community**

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In the former education system in Sri Lanka, a low priority was given to the activity based learning and teaching and hence, the secondary school leavers faced difficulties in fitting into the changing world as they were concentrating only on the curriculum. To overcome the above problem, an additional activity called "Schools Projects" was introduced to G.C.E. Advanced Level students under the National Education Reforms of 1997. This study conducted in 2008/09 investigated the views of teacher community who are involved in guiding the projects with special reference to the training of teachers and the monitoring of project work by educational authorities. The study also aimed at investigating the constraints faced by teachers when guiding the students. The research sample comprised 500 Advanced Level Science Stream teachers from popular and less popular 1AB schools in urban, semi urban and rural areas in the Central Province. A questionnaire survey and the direct interviews method were used for data collection. A sample of educational authorities, parents, past pupils and non respondent teachers were interviewed with their consent, for further clarifications and to assure the conformity of the data collected. The data were analysed using SPSS and the results revealed that only about 37% of teachers have received training in the A/L project work, while 61% have not received any training. The study revealed, however, that 79% of the teachers have experience in guiding schools projects and about 90% of the teachers like to guide students in their project work. 67% of the teachers like to guide science related projects, but 55% of the students like to do non science projects. 42% of the teachers were of the opinion that students have enough time to do the project work while 40% of them stated that students have time constraints. The negligence of project work by students was another problem to teachers. The teachers were of the view that the teaching workload plus their involvement in extra curricular activities had been the other burdens for close guidance of the projects. On the basis of the above results, the following recommendations were made. It is important that teachers concerned should be trained on the project work quite regularly or every year. The schools project monitoring should be done by the zonal education officials in a scheduled and a planned manner. It is also important that a considerable attention is drawn for policy level changes on the subject to facilitate conducting the schools projects in a successful manner.

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