

***Bibliography of  
Educational Reports on  
Sri Lanka from 1796-1986***

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COMPILED BY  
SAUMYA KODAGODA



NATIONAL LIBRARY OF SRI LANKA

***Bibliography of  
Educational Reports on  
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***With  
an Analysis of Post-graduate Theses  
on Education up to 1987***

*Compiled by*  
**SAUMYA KODAGODA**



**NATIONAL LIBRARY OF SRI LANKA**

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*Dedicated to*  
**MY PARENTS**  
**AND**  
**SON HAREN HASALA**

*Educational Documentation Needs*  
*Three Kinds of Skill*  
*Skill in Education*  
*Skill in Documentation and*  
*Editorial Skill*

**Leo R. Fernig**

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## **FROM THE CHAIRPERSON NATIONAL LIBRARY SERVICES BOARD**

In recent times education has come to take more and more years of an individual's life span. During the years of a research worker's working life, he needs to attend refresher or other post-doctoral courses in order to update his knowledge.

This bibliography by Saumya Kodagoda, Senior Project Officer, National Institute of Education (NIE), Maharagama covers the post-graduate theses on education from 1796 to March 1987. A very special word of appreciation is due to her for her valuable contribution. One of the remarkable achievements of this work is the identification of the seven groups of decision makers in education. UNESCO emphasizes information as an essential factor in the development of education especially in developing countries. Therefore, this bibliography will be a very useful guide to all educationists in the country. It is a modest contribution to a relatively new area of research in Sri Lankan education.

I would like to thank not only Mrs. Saumya Kodagoda but also the members of the team who helped her in the collection of information and all those who played such an essential role in the furtherance of this work. My warm thanks go to Mr. M. S. U. Amarasiri, Director, Mr. H. M. Gunaratne Banda, Assistant Director Mr. M. A. Milton, Assistant Librarian and Urika Munasinghe, Library Assistant of the Sri Lanka National Library Services Board who took so much interest in the publication of the bibliography.

Last but not least the National Library Services Board is also deeply appreciative of the support extended by the NIE.

**ISHVARI COREA**  
Chairperson

July 1992

## FOREWORD

Appearance of a bibliography of any subject is a landmark in the development of education. Publication of this "Annotated bibliography of Educational Reports on Sri Lanka from 1796 — 1986, with an analysis of Post-Graduate theses on Education up to 1987" is a monolith. It serves the purpose of several works, in the scanty field of secondary literature on education in this island, which is still in its infant stage. It is really a beacon light, which guides the educational decision-makers, specially, the administrators and researchers, in their search for both current and retrospective information on educational problems. This fast expanding segment of primary literature, "the educational reports", are vital to the advancement of educational research and management. On this depends the quality of learning and teaching. This bibliography also marks the end of an era when educational information was placed last in the educational budget.

"Part I of this work highlights the role of the educational administrator in the "web of information" of the education system, on which depends the success or the failure of educational reforms and management of change"

Several features unique to this work, make this bibliography userfriendly. The simple but very exhaustive method, using current terminology devised by the author to arrange the entries dealing with complex micro-subjects, highlight those micro-subjects, in almost all the facets of education enabling easy

retrieval with a high degree of relevance. The complete list of theses including an analysis of educational research, may be a guide to identify the imbalances therein. The indication of location of every document and the annotations which very often are abstracts, make it an invaluable retrieval tool for educational reports.

Provision of four indices is an index to the professional consciousness of the author, of the information needs of the users of educational documentation. Biographical author is also indexed with the personal author, so that information on great personages in education may not be missed by the users. Researchers studying various educational projects are aided by the corporate author index where, projects are also indexed with the institutional author. The subject index serves as a very effective selection tool because the classification scheme used is very exhaustive and effective. Specialist users in the field of educational administration may find the index to sessional papers, very useful.

Author states that this is only a stepping stone to achieve bibliographical control of educational reports in this island. While I thank her for undertaking this vast project to fill in a gap area in research on educational information, I hope that this bibliography will be supplemented and updated continually fulfilling the expectations of both the user and the compiler.

**Dr. (Mrs.) Tilokasundari Kariyawasam**  
Director General, NIE

July 1992

## P R E F A C E

Educational Documentation has hardly attracted the attention of the educational researchers in this country, in spite of the urgent demand for documentation services from the decision makers in education. The pioneering study of this facet of education is the paper, "The situation of educational information in Sri Lanka and the proposed National Institute of Education," submitted to the Chief Adviser to the Ministry of Education in March 1984. Several lacunae in the production-flow circuit of educational information, which cause many a problem within and without the system of education, were identified therein. Therefore this bibliography was planned as an initial step — but not as an end in itself, to achieve bibliographical control of at least, the segment of educational reports literature, thus bridging the first gap of inaccessibility of existing information to the decision maker.

Bibliographies in the field of education in this country are a scarcity and whatever is available cater only to the immediate needs for current information of a symposium, a specific project or an institute. But this work is intended to cater to the information needs of almost all groups of educational decision makers identified in part I of this work, and serve as the foundation for any retrieval or announcement service for educational reports both retrospective and current.

Out of the three parts which comprise this work, part I consists of three chapters, providing an awakening study of

educational documentation highlighting, the *educational wastage* caused by the lacunae in information flows, the urgent need for Educational Information Personnel, to bridge these gaps and the role of the educational administrator in the "Web of information" of the Education system. Chapter I includes a study of the information flows within and without the education system and educational reports literature, as a means of closing the information gaps. Chapter II examines the development of educational research in Sri Lanka, lacunae therein, the corresponding increase in the demand for educational information and the existing patterns of information use among educational researchers. Chapter III describes the responsibilities of the Educational Documentation Centre and the services envisaged to cater to the increasing demands for educational information.

Part II includes the classification scheme used to arrange the entries, the analysis of the distribution of theses among the facets of education, the annotated bibliography of educational reports and the exhaustive classified list of theses on education up to March 1987. This classification scheme has also been devised so as to include the whole spectrum of education, which helps to give a yield with a high degree of relevance in a literature search. This is the first step towards the bibliographical control of any literature and to avoid panicky attempts to acquisition documents at the moment of request, whereby a decision maker in education may, miss a vital piece of information resulting in hap-hazard decision making, which may cause irreparable damage to the younger generations.

The exhaustive, classified abstract bibliography of Post-graduate theses on education up to March 1987, which forms the core of this work, was prepared in response to an urgent demand from the Research Division of the NIE which was established during that year. Although this assignment necessitated an extension in the duration of the project, as it was a tedious and time consuming task, it was compensated by

the fact that this material provided the information base, for the newly established Research Division to commence its activities which expanded tremendously into a Department during the last five years.

Part III of the work consists of three indexes and the list of periodicals consulted. These indexes were prepared in order to cater to the needs of the users revealed by the findings of "A Preliminary study of the information needs and patterns of information use among educational decision makers" (no. 1050) and to avoid the difficulties the author faced in locating information in certain other bibliographies.

Information for this bibliography was called for in an advertisement published in news papers. Author interviewed the eminent educationists in the island and obtained data on their reports. Data collectors visited the libraries with collections on education, examined each document and prepared summaries with bibliographical descriptions. On analysing this data, the author prepared bibliographical entries with annotations, which comprise this bibliography.

Several constraints had to be encountered during the course of this project, among them the lack of Educational Information Personnel was the foremost, resulting in numerous delays. This project being the first of its kind, even NARESA found it difficult to make decisions on rates of payments and supplementing funds. Thus the work was caught in the doldrums when it came to the collection of data on post graduate theses, which was very strenuous work.

The security situation in the North and East, prevented the inclusion of reports from the institutions located in these provinces.

Having completed this task which was most challenging and intellectually stimulating, I hope that this work may provide



guide lines, specially for students who compile bibliographies as part requirement of examinations in library and information science, who will be suppliers of information for decision-making for the development of the nation.

### **Acknowledgements**

I am indebted to NARESA for funding this major project, of which the output is so vital to the educational decision maker. The assistance given by the National Institute of Education (NIE) is also gratefully acknowledged.

Compilation of a bibliography of this nature cannot be achieved single handed. It is indeed a collective achievement of the cooperative efforts of so many people.

I thank Mr. Jayasiri Lankage, Department of Library Science University of Kelaniya and Mr. Upali Yapa, Director, Information, IIMI, who inspired me to venture into this vast project and guided me with their valuable comments, throughout the duration of the project.

I acknowledge with thanks the encouragement given to me by Dr. (Mrs.) Tilokasundari Kariyawasam, Director General of the NIE, as the first user of this bibliography at the data-collection stage itself, and by writing an enlightening foreward. I wish to thank Mr. D. A. Perera, the former Director General of the NIE who approved this project and Dr. Piyasena Dissanayake, Dr. Dhammika P. Bibile, Assistant Directors General, and Mr. C. M. Ariyawansa, former Director, Staff College for the unstinted support given to me to complete this project.

The analysis of the post-graduate theses an education would never have been possible if not for the cooperation of the University Librarians Mr. N. T. S. A. Senadheera of Peradeniya, Late Mrs. P. Kularatnam, former Librarian of the University of Colombo and the present Librarian Mrs. Sumana Jayasuriya and their staff.

I am also grateful to the Heads of the many Government Departments including the Departments of National Archives and National Museums and other institutions for making their collections accessible to the staff of this project and the educationists who trusted me with their theses.

I gratefully acknowledge with thanks the editorial work of Dr. La! Perera, Mr. H. M. Seneviratne of the University of Colombo, Dr. Sunanda Mahendra of the University of Kelaniya, and Mr. Mahim Mendis of the Open University of Sri Lanka. Also I owe a word of thanks to Mr. Ranjith L. Karannagoda and G. G. Gunasekera.

I appreciate the services of Mrs. Kamala Kodagoda, who commenced data collecting even before the rate of honorarium was decided and Mrs. G. W. M. A. Perera, Mrs. Indra Silva, Mrs. Suritha Silva and Miss L.C.C. Jayasekera who collected bibliographical data for this project and Miss Chitra Mirihagalla who served as Library Assistant.

I take this opportunity to record my grateful thanks to Mrs. Ishvari Corea, Chairperson of the Sri Lanka National Library Services Board, Mr. Upali Amarasiri, Director, Mr. H. M. Gunaratne Banda, Assistant Director, Mr. M. A. Milton the Assistant Librarian, Library Assistants Miss Urika Munasinghe and Mrs. Sriyani Perera who collaborated in bringing this publication into fruition. Also a special word of thanks is extended to Deepani Printers, who printed this book. I cannot overemphasize the moral support extended to me by my son Haren Hasala who not only tolerated the home being converted into an office throughout the duration of this project, but also helped me at every stage of the project. I thank him lovingly.

SAUMYA KODAGODA

July 1992

## LIST OF ABBREVIATIONS

AA	Available with the author
AACR	Anglo-American Cataloguing Rules
ACQ	Acquisition
ADG	Assistant Director General
ADM	Administration
AD'SE	Additional Secretary
AG	Agencies
BC	British Council
CBL	Central Bank, Library
CA	Chief Accountant
CDC	Curriculum Development Centre
CDI	Centre for Development Information
CDTE	Curriculum Development and Teacher Education Division, Ministry of Education
CESO	Centre for study of Education in Developing Countries
CHD	Children
CIJE	Current Journals in Education
CILT	Centre for Information on Language Teaching
CLME	Central Library, Ministry of Education
CLPGT	Classified lists of Post-Graduate Theses or Education
CM	Chairman
COSATI	Committee on Science and Technical Information
CURRI	Curriculum
DDG	Deputy Director General
DERR	Dept. of Examinations Record Room
DEPT	Department

DEV	Development
DG	Director General
ED	Education
EPIO	Netherland's Programme of the Netherland's International Education
EVAL	Evaluation
EXAM	Examinations
FIN	Finance
GL	Galle Library
GCE A'L	General Certificate of Education, Advanced Level
GCE O'L	General Certificate of Education, Ordinary Level
GOPP	Goal Oriented Project Planning
HI	Higher
INS	Institute
MB	Main Bibliography
ME	Ministry of Education
MESB	Ministry of Education : Statistics Branch
MESLDU	Ministry of Education Services : Library Development Unit
MG	Marga Institute
NA	National Archives, Dept. of
NESC	National Education Society of Ceylon
NESSL	National Education Society of Sri Lanka
NF	Non-formal Education
NIE	National Institute of Education
NLSB	National Library Services Board
NM	National Museum, Colombo
NUFFIC	Netherlands Universities Foundation for International Cooperation
PIOG	Plan Implementation Office, Galle
REOG	Regional Education Office, Galle
REOK	Regional Education Office, Kandy
REOM	Regional Education Office, Matara
SC	Science

SCP	School of Cooperation Polgolla
SD	School Development Branch
SIDA	Swedish International Development Authority
SLAAS	Sri Lanka Association for the Advancement of Science
SLOG	Student Learning Oriented Group
SLAA	Sri Lanka Library Association
SP	Sessional Papers
SSRC	Social Service Research Council
TCK	Trinity College, Kandy
TEHC	Technology
TENCIL	Teacher Educators National Council
UGC	University Grants Commission
ULC	University Library, Colombo
ULPM	University of Peradeniya, Medical Faculty
ULP	University Library, Peradeniya
UPRO	University of Peradeniya, Registrar's Office
UN	Unnumbered
WNPS	Wild Life & National Protection Society of Ceylon.

## ERRATA

<i>Page</i>	<i>Line</i>	<i>Error</i>	<i>Correction</i>
7		Diageam II	Diagram I
8		Diagram I	Diagram II
8A		8A	8A Diagram III
9	4	hiechst	highest
	26	Peris	Paris
11	4	napregard	haphazard
14	7	olume	volume
	28	Augur	Auger
15	12	chaaracteristically	characteristically
17	2	ntended	intended
25	16	personel	personnel
25	18	difficultcis	difficulties
	29	it	It
26	7	organizing	issuing
28	22	five	seven
31	16	act	lack
34	18	artiselcs	articles
38	18	forign bases	foreign data bases
39	29	centra	central
40	4	Nic	NIE
44	22	adagogik	pedagogik
47	11	mundare	mundane
53	8	develops	develop
	24	was vast	was a vast
	1	children	CHILDREN'S
56	11	prefet	prefect
58	15	fielders	Fielders
	21	foi wards	forward
	29	It	If

<i>Page</i>	<i>Line</i>	<i>Error</i>	<i>Correction</i>
67	34	later	latter
69	18	admiaistrator	administrators
70	08	Division	Divisions
77	13	1051	1052
78	21	secondary	senior secondary
	22	FIGHER	HIGHER
	29	policies	politics
80	26	remmedial	remedial
81	31	Educaional	Educational
83	34	Dterminqnts	Determinants
84	21	EDUCATIONAL	EDUCATION
85	17	droponts	dropouts
86	23	Regionel	Regional
87	11	nnovations	innovations
91	29	of	for
109	8	land	and
112	23	c3.04	c3.05
113	7	examing	examining
114	3	circulat	circulars
117	18	allegarions	allegations
122	15	shaping	sharing
138	31	socail	social
161	17	evaluares	evaluates
164	9	reachers	teachers
188	5	perperty	property
	14	deny centre	day care centre
	19	impression	impressions
191	27	iniludong	including
	29	perponnel	personnel
		tech	teach
	30	show	slow
195	23	chieve	achieve
	31	perormance	performance
198	4	revealted	revealed

<i>Page</i>	<i>Line</i>	<i>Error</i>	<i>Correction</i>
201	4	Boys radion	boys radio in
202	1	Do1.04	D1.03
203	1	Do1.03	D1.03
204	14-15	re-poientation	reorientation
210	27	voluntur	volunteer
211	2	Lanka	Sri Lanka
212	1	D2.03	D1.03
215	1	D2.02	D2.05
218	5	forms	formed
223	15-16	junifor	junior
225	32	inspite many	in spite of many
242	24	schmee	scheme
247	5	expansion secondary	expansion of the secondary
248	8	since	science
254	24	inadeguuet	iradequate
255	02	we asll	as well as
	24	imparted by only	imparted only by
256	3	ouu	out
259	1	D7	D6.01
262	25	grymmer	grammar
264	15	techniges	techniques
266	19	cheang	change
268	9	is	its
	21	speciallsts	specialists
269	4	struotui es	structures
272	10	Britixh	British
275	32	Difficienes	Deficiencies
276	20-21	particulat	particular
279	8	of	for
280	4	SLIDA	SIDA
285	24	thinkrs	thinkers
286	3	habe	have
287	17	education	educated



<i>Page</i>	<i>Line</i>	<i>Error</i>	<i>Correction</i>
	32	CLLE	CLME
294	10	tounge	tongue
295	21	repercussing	repercussions
	24	colonia	colonial
	29	inefficien	inefficient
300	7	paints	points
302	2	evaled	evaded
310	7	leaves	leavers
	14	occupational	Occupational
313	6	contex	context
	8	satistics	statistics
	9	tubulated	tabulated
	26	anacysis	analyse
315	16	plalnning	planning
325	30	betweeh	between
329	24	at	in
331	20	sided	aided
332	33	the at	that
334	20	stem	system
	18	maimum	maximum
337	3	spectram	spectrum
341	4	Teachestr	Teachers
	11	65	645
	23	denomications	denomination's
356	32	leaves	leave
361	3	diffentian	differentiation
362	37	remmedial measures	remedial measures
363	15	Lrnka	Lanka
	28	sample	sample
376	6	te	the
377	27	aunally	annually
	30	gridance	guidance
382	29-30	moubilization	mobilization
383	19	preaent	present

<i>Page</i>	<i>Line</i>	<i>Error</i>	<i>Correction</i>
384	23	1982	1882
388	2	from	form
389	2	alums	slums
391	6	Slertins	Sterling
396	1	E2.01.01	E2.10.01
399	29	Contaans	Contaais
402	02	achevements	achievements
	27	influences learning	influences on learning
405	31	attiguette	etiquette
407	18	asse	asset
	24	Review	Reviews
411	23	conssted	consisted
413	33	A period	period
418	23	Theosupitcal	Theosophical
421	12	Theosoptrical	Theosophical
423	33	yers	years
427	30	stanard	standard
432	08	shole	whole
435	15	skills project	skills
436	8	place	placed
	17	COOPERATIVE	COMPARATIVE
	27	E4	F4
437	1	F1.03	F4.01
	28	held	help
	33	betweer	between
446	4	ଓଲିନ କେରଟି	ଓଲିନ ଇ-କର୍ଡ଼ କେରଟି
	16	apprerision	apprehension
448	24	HAMULYN	HAMLYN
457	25	reasons	Reasons
459	29	list	lists
466	19	achive	achieve
467	4	the the	with the
470	9	skil	skill

<i>Page</i>	<i>Line</i>	<i>Error</i>	<i>Correction</i>
472	29	giving	given
473	04	නිර්නායක	නිර්නායක
474	27	shoud	should
475	28	on	in
486	22	introduce	introduced
491	6	Thesi	Thesis
494	15	ration	ratio
496	13	Carried	carried
497	18	procss	process
503	25	nanastic	monastic
	30	children	children's
504	18	and the library	library
506	28	J3.02.02	J3.02.01
507	7	graduate science teachers	graduate teachers
508	16	childrens activities	childrens' activities
509	32	the university student	the anxieties prevalent among university students
513	15	209	208
515	21	rememedial	remedial
517	19	14.3	314
518	21	Implement	Implementing
519	18	or	of
520	13	achieement	achievement
522	14	324	394
524	25	Karnahamige	Kannahamilage
	28	Nirmala	Nimala
528	22	670	676
533	30	877	874
537	03	1986	1966
543	14	achievement of and	achievement and
545	12	1046	1048
	18	1049	1051
549	5	J1.01.09	J1.01.10

<i>Page</i>	<i>Line</i>	<i>Error</i>	<i>Correction</i>
	16	B	A
550	9	Collegiate	Collegiate
	11	Bran	Brain
	37	D5.02.06 b	D5.02.06 d
551	15	E2.04.01	E1.04.01
	21	F1.06.02	E1.06.02
	26	D5.02.01	D5.02.02
554	16	profession	professional
	18	E2.06.02	E2.06.06
555	25	J20.3.02	J2.04.01
556	33	E1.02.03	E1.02.04
557	20	hysically	physically
558	10	edudation	education
558	27	Relli7izfs	Religious
559	14	schoo	school
560	3	specail	special
	12	fo	of
	15	E2.04.04	E2.03.04
	19	C14.03.01	C14.03
		E2.06.02	E2.06.06
	21	C1.06.06	E1.06.06
	26	D5.02.08	D5.02.07
		student	students
		C4.02	C4.03
561	12	E2.04.04	E2.03.04
	14	D1.02	D1.01.
562	6	J1.04	J1.01.04
570	20	Mcarthur	Mcgregor
	24	1913, 46	191, 346
574	10	755	753
577	6	(GOP)	(GOPP)
581	9	793	783
582	24	753	754

**PART I**  
**BACKGROUND STUDIES**

**1: INTRODUCTION:**  
**EDUCATION SYSTEM,**  
**INFORMATION FLOWS,**  
**EDUCATIONAL REPORTS**  
**LITERATURE**  
**AND**  
**THE PRESENT WORK**

**Education system and Information flows**

State education system in this country consists of 4 million children (Table I) 9,805 Schools (Table II), 1.4 million teachers (Table III) 8 universities (Table IV), 29 technical schools (Table VI) their student population and academic and non academic staff. Government expenditure on general and tertiary education is Rs. 5, 409687 (Table VI).

TABLE I: DISTRIBUTION OF STUDENT POPULATION — 1989  
BY PROVINCE, SEX AND MEDIUM OF INSTRUCTION.

Source School Census 1989

PROVINCE	NO. OF STUDENTS									
	SINHALA			TAMIL			TOTAL			
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
1. WESTERN	426593	417869	844462	36946	34616	71562	463539	452485	916024	
2. CENTRAL	197955	198763	396718	78161	69634	147795	276116	268397	544513	
3. SOUTHERN	261168	263473	524641	087	5454	11541	267255	268927	536182	
4. NORTHERN	1630	1530	3160	157816	158770	316586	159446	160300	319746	
5. EASTERN	38461	37701	76162	114840	108012	222852	153301	145713	299014	
6. NORTH WESTERN	226479	225480	451959	21422	19964	41386	247901	245444	493345	
7. NORTH CENTRAL	125710	125049	250759	10190	9342	19532	135900	134391	270291	
8. UVA	116026	116629	232655	20466	17592	38058	136492	134221	270713	
9. SABARAGAMUWA	181694	187128	368822	20828	18337	39165	202522	205465	407987	
SRI LANKA	1575716	1573622	3149338	466756	441721	908477	2042472	2015343	4057815	

TABLE II : SCHOOLS ACCORDING TO THE STUDENT ENROLMENT -- 1989

PROVINCE	NO. OF STUDENTS										Total
	50	51-100	101-200	201-500	501-1000	1001-1500	1501-2000	2001 >			
1. WESTERN	66	123	206	468	362	147	59	67	1498		
2. CENTRAL	94	228	331	474	234	70	25	12	1468		
3. SOUTHERN	73	130	239	419	241	60	29	21	1212		
4. NORTHERN	111	126	178	242	142	57	13	6	875		
5. EASTERN	42	97	177	250	154	40	10	6	776		
6. NORTH WESTERN	108	180	265	430	205	62	21	17	1288		
7. NORTH CENTRAL	45	124	166	222	124	41	9	6	737		
8. UVA	54	101	184	244	114	39	13	4	753		
9. SABARAGAMUWA	149	195	235	372	175	45	15	12	1198		
<b>SRI LANKA</b>	<b>742</b>	<b>1304</b>	<b>1981</b>	<b>3121</b>	<b>1751</b>	<b>561</b>	<b>194</b>	<b>151</b>	<b>9805</b>		

Source : School Census, Ministry of Education.



TABLE III: PROVINCIAL DISTRIBUTION OF TEACHERS BY QUALIFICATION — 1989

CATEGORY	WEST	CENT	SOUTH	NORTH	EAST	NWP	NCP	UVA	SABA	TOTAL
GRADUATES	8673	5216	5962	1927	2061	5247	3264	3446	3642	39438
UNIV. DIPLOMA	108	19	30	6	3	19	17	8	12	222
TRAINED	21362	11570	11619	5452	4234	10503	3892	4595	3838	82065
CERTIFICATED	747	707	651	328	567	728	672	534	935	5869
G.C.E. (OL)/(AL)	1910	2896	1890	1874	2360	2181	1256	1836	1805	18008
MAULAVI & OTHER	202	266	186	76	177	141	63	150	135	1395
TOTAL	33002	20674	20338	9662	9402	18819	9164	10569	15367	146997

**TABLE IV : NUMBER OF STUDENTS BY UNIVERSITY AND FACULTY 1984 - 88**

University/Faculty	1984/85	1985/86	1986/87	1987/88
Colombo	3,409	3,553	3,896	5,036
Arts	1,419	1,466	1,606	2,106
Science	638	660	722	994
Medicine	960	966	997	1,167
Law	392	461	571	769
Peradeniya	4,252	4,495	4,630	5,594
Arts	1,426	1,505	1,384	1,742
Science	555	499	574	717
Veterinary Science	134	170	159	165
Engineering	917	957	1,000	1,294
Agriculture	483	529	595	654
Medicine and Dental	737	835	805	909
Commerce	—	—	113	113
Sri Jayawardenapura	3,160	3,195	3,281	4,113
Arts	1,342	1,242	1,177	1,439
Management and Commerce	1,468	1,573	1,723	2,163
Science	350	380	381	511
Kelaniya	2,541	2,547	2,504	3,125
Arts	1,676	1,620	1,532	1,861
Commerce	465	481	484	588
Science	400	446	488	676
Moratuwa	874	913	1,066	1,417
Engigeering	785	805	914	1,199
Built Environment	89	108	152	218
Jaffna	2,309	2,298	2,270	2,236
Arts	804	742	724	721
Science	595	609	591	612
Commerce	573	587	563	548
Medicine	337	360	392*	355
Ruhunu	1,459	1,744	2,140	2,821
Arts	339	407	488	710
Science	349	416	583	791
Medicine	384	473	503	612
Agriculture	161	193	199	198
Commerce	226	255	367	512
Batticaloa	213	168	179	326
Agriculture	82	53	56	63
Science	131	115	123	162
Com./Mgt. Studies	—	—	—	48
Arts	—	—	—	53

Source : Ministry of Education.

\* This includes 15 Muslim students who were selected to the University of Jaffna, but temporarily transferred to the University of Ruhuna.

Source : Statistical abstract of the Socialist Republic of Sri Lanka, P. 440.

Table 238.

TABLE V: TECHNICAL SCHOOLS CLASSIFIED BY TYPE, NUMBER OF SCHOOLS PUPILS AND STAFF AND EXPENDITURE 1979 - 88

Item	1979	1980	1981	1982	1983
Number of Technical Schools	19	21	23	26	27
No. of Technical Colleges	—	—	21	22	22
No. of affiliated Technical units	—	—	2	4	5
Number of pupils	11,152	14,388	—	—	1,063
Number of staff	794	818	899	916	468
Teaching staff..1)	391	398	461	465	595
Others	403	420	438	451	15,724
New Admissions	9,535	9,458	12,175	12,778	—
Admission by levels of courses—					
Higher National Diploma	—	—	—	1,290	1,202
National Diploma	—	—	—	787	624
National Certificate	—	—	—	6,990	7,049
National Craft (Trade)	—	—	—	1,198	1,279
Others	—	—	—	2,513	5,570
Total Enrolments	—	—	18,460	19,733	21,690
Enrolment by levels of courses—					
Higher National Diploma and professional course	2,230	2,894	3,776	4,059	3,920
Diploma course	1,125	1,152	1,178	1,176	923
Certificate course	5,375	7,271	9,280	10,105	9,412
Trade course	1,138	1,806	2,947	1,880	1,865
Others	1,284	1,265	1,279	2,513	5,570
Total Expenditure on Technical Education (Rs.)(2)	29,780,758	26,895,393	22,206,999	38,481,252	50,151,342
Recurrent Expenditure	12,303,707	12,593,055	15,831,543	18,969,263	25,858,847
Capital Expenditure	17,747,051	14,302,338	6,375,456	19,511,989	24,292,459

Source : Statistical abstracts of the Socialist Republic of Sri Lanka — P. 446, Table 241.

**TABLE VI : GOVERNMENT EXPENDITURE ON EDUCATION  
1984 - 88**

Item	1984	1985	1986	1987
1. Ministry of Education—				
(a) General administration and staff services ..	134,124	155,335	179,531	268,734
(b) General education ..	2,447,855	3,025,508	3,556,368	3,662,503
(c) Teacher education ..	55,386	89,476	287,999	280,101
2. Examination Department	81,559	83,481	91,647	100,129
3. Educational Publications Department ..	1,480	2,493	2,210	2,130
4. Higher Education ..	691,560	723,912	1,007,524	1,096,090
<b>Total ..</b>	<b>3,412,034</b>	<b>4,080,205</b>	<b>5,125,279</b>	<b>5,409,687</b>

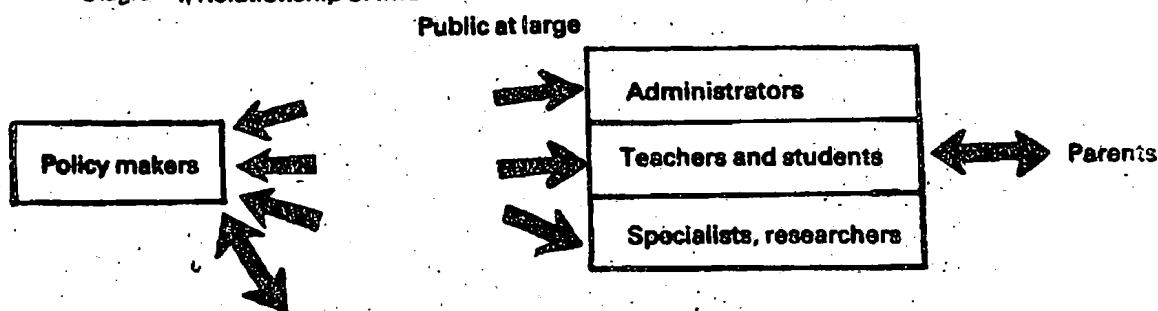
\*Estimated.

Source : Statistical abstract of the Socialist Republic of Sri Lanka, p. 438, Table 236.

Ministry of Higher Education Ministry of Education

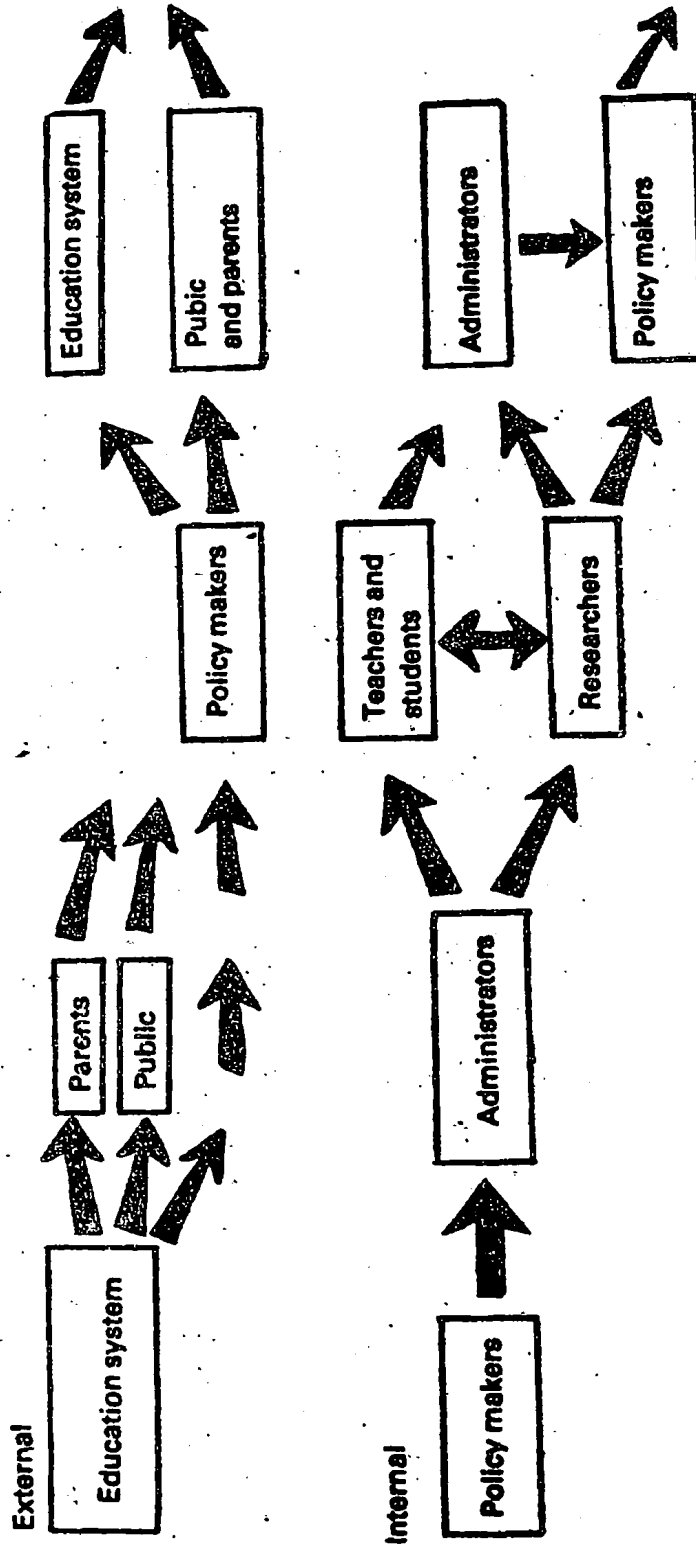
This system of education switches into action only if, information on education, such as, instructions for implementation of educational policies and reforms, results of research, reach the practitioners in the educational institution's mentioned above, and the feed back in the form of evaluation of implementation of educational programmes and public opinion on implementation of educational policies reaches the administrator and policy maker. Thus an effective system of education becomes a web of information as illustrated in diagrams I — II below.

Diagram II Relationship of information flows.



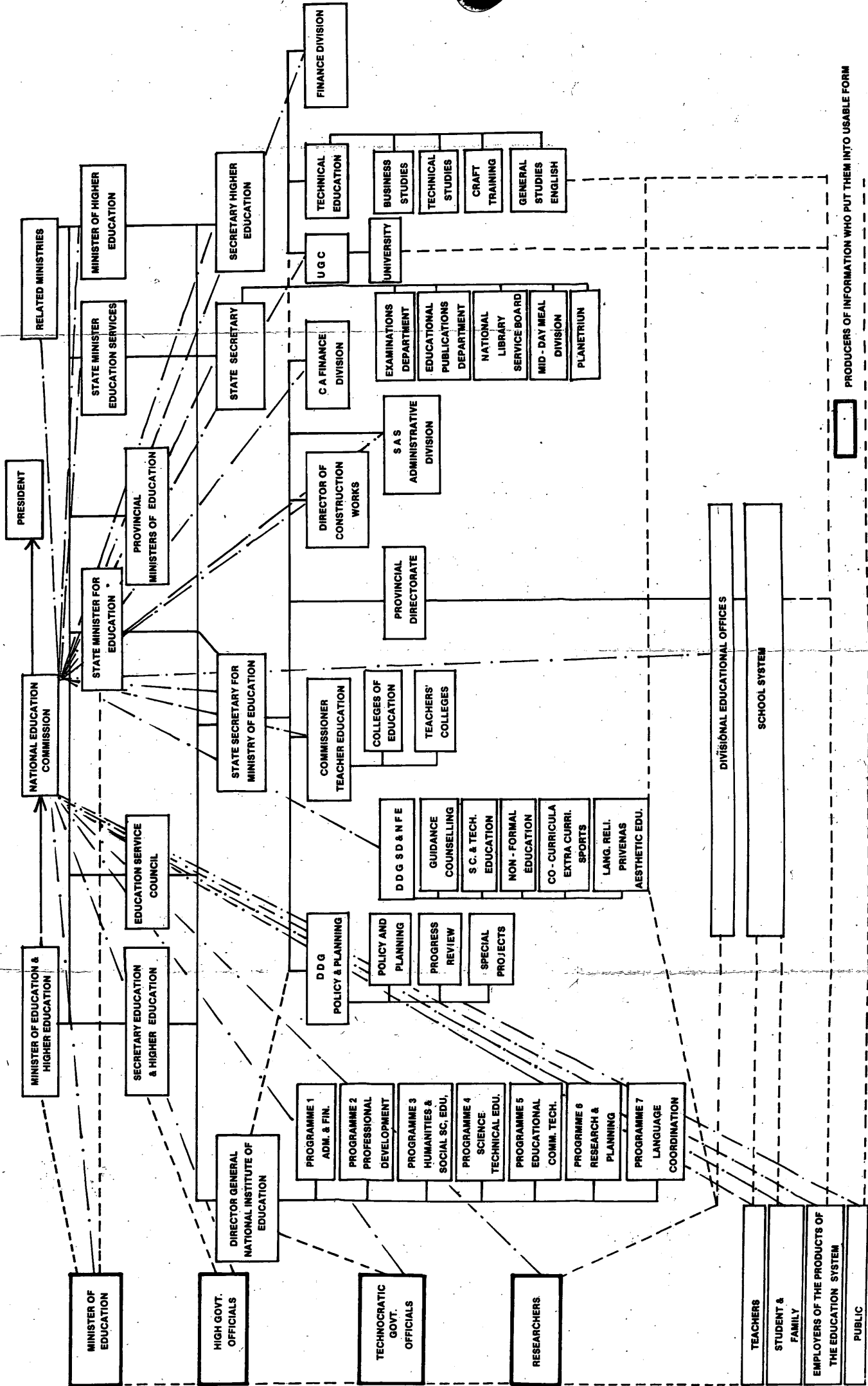
Source : The place of information in educational development P. 24.

Diagram I Information flows around and with in the education system.



\* Source : The place of information in educational development p. 24.

**EDUCATIONAL DECISION MAKERS  
PRODUCERS AND USERS OF  
EDUCATIONAL INFORMATION 1992**



PRODUCERS OF INFORMATION WHO PUT THEM INTO USABLE FORM

On the other hand information should flow smooth from producers of educational information to the users or the seven groups of decision makers in education. (Diagram III).  
P. 9A

At the highest level of decision making is the Honourable Minister of Education, together with the high government officials and the technocratic officials who supply information to the Hon. Minister, and also are themselves decision makers. Educational researchers form a group of decision makers who link all the other groups. These four are the main groups of decision makers who also produce educational information, record them in a useable form, and are also main users of such information. Parents and the student are also decision makers who needs information about the education system who select, educational institutions, and various streams of subjects. Employers of the products of the education system are an important group of decision makers, producers and users of who need information on education.

Every single educational problem requires the policy maker, to have enough information for a base on which to proceed. It may be current, retrospective, local or foreign information. The inter-relationship between information and decision making in education is illustrated in diagram IV. Statistics for educational planning cover all quantitative and descriptive information which could be helpful in the development of innovative decisions in education.<sup>1</sup>

1. Information an essential factor in educational planning - Paris UNESCO 1980.

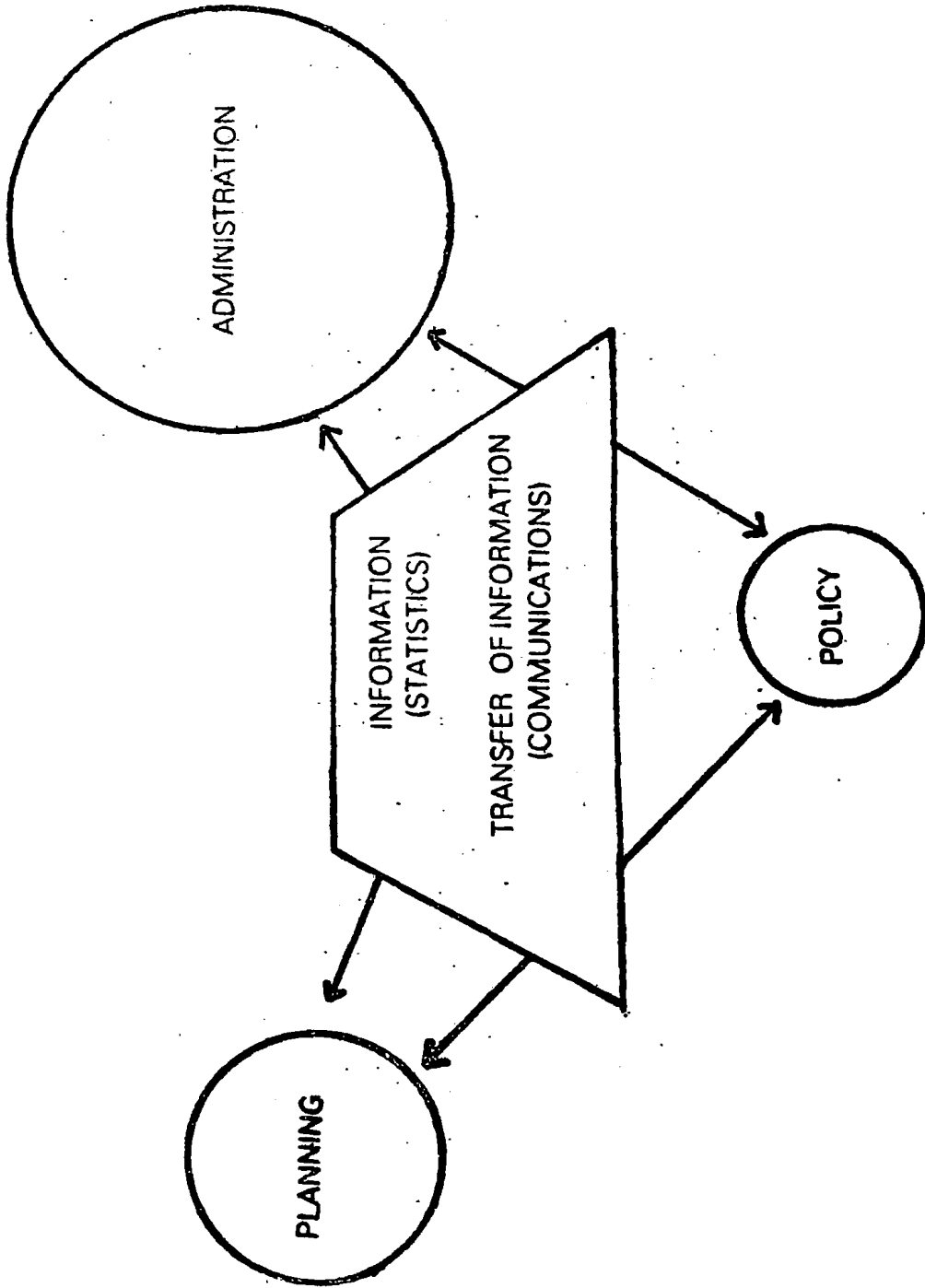
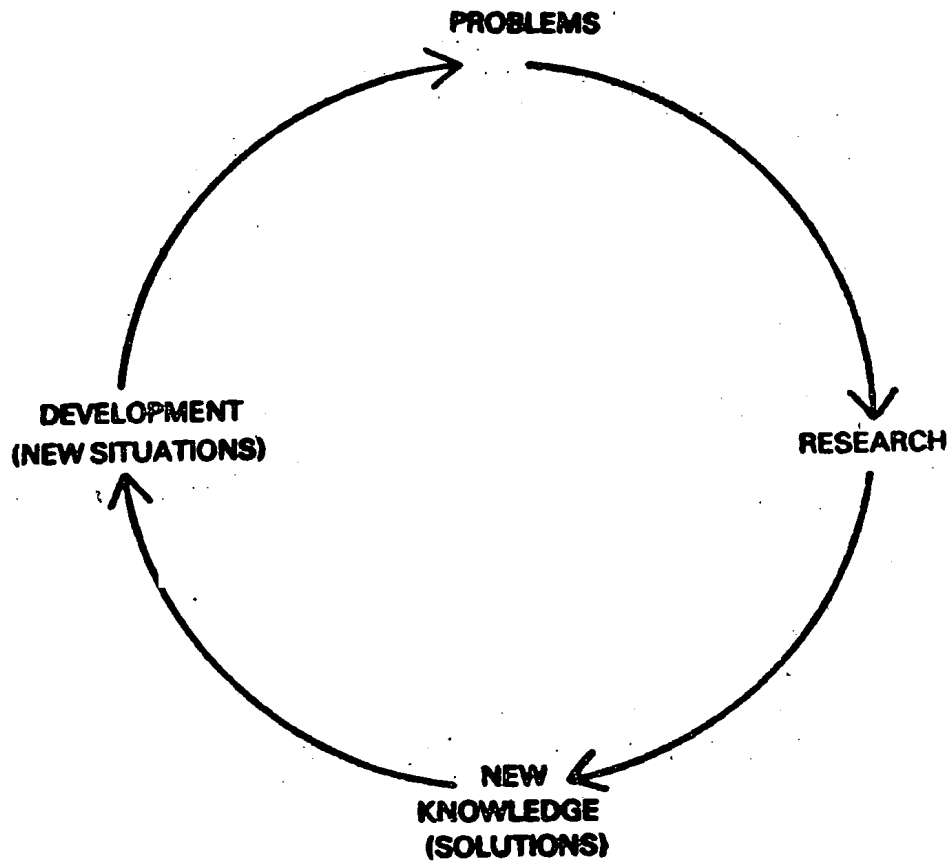


DIAGRAM IV THE INTERRELATIONSHIP BETWEEN INFORMATION MAINLY STATISTICAL DATA & DECISION MAKING)



Unless there is more information not only relating to the current pattern of R & D, but also pertaining to the utilization and decision making within the education system, the apportioning of funds for educational research may be nap regard.

The quality of teaching and learning are totally dependent on the advancement of educational research which is an impossibility without processed in formation (diag. V).<sup>1</sup>



HOW INFORMATION  
LINKS R & D

Diagram v

1. The need for educational documentation by Saumya Kodagoda. In. Sri Lanka library Review, March 1985.

Lacunae in the production-flow-circuit of educational information cause educational wastage. It has been found out that even very carefully conceived reforms have failed due to lack of adequate information support services.\* The vehicle that carries this vital information with great speed and flexibility from the producers to the users or the decision makers today is the report. Therefore the significance of the educational reports literature for the smooth flow of information in the web of information of the education system cannot be over emphasised.

Panicky attempts at acquisition of the report at the moment of urgent need, which is still the main feature in the use and procuring information may prevent the existing piece of vital information from reaching the decision maker at the hour of need. Any errors in haphazard decision making without a proper information base, may cause irreparable damage, magnifying manifold with the march of time victimizing younger generations including the present 4 million student population.

The situation described above, explains the necessity of exhaustive retrieval services for educational reports yielding high degree of relevance. This in turn demands research on, the nature of educational reports, problems of acquisition, storing, exhaustive methods of classifying and cataloguing, the administrative problems regarding educational information personnel and documentation centres.

Although reports literature has assumed great significance as discussed above, and is just expanding in Sri Lanka, none of the researchers other than the author has been attracted by this local segment of primary literature and their retrieval services forming secondary literature (diag. VI). Consequently there is a paucity of literature on this micro-subject. The only previous local literature available is the chapter on educational reports

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\* Report of the Regional Seminar on Documentation and information support for educational innovation jointly organised by International Bureau of Education and Asian Centre for Educational Innovation for Development, 15-21st Feb. 1977, Bangkok.

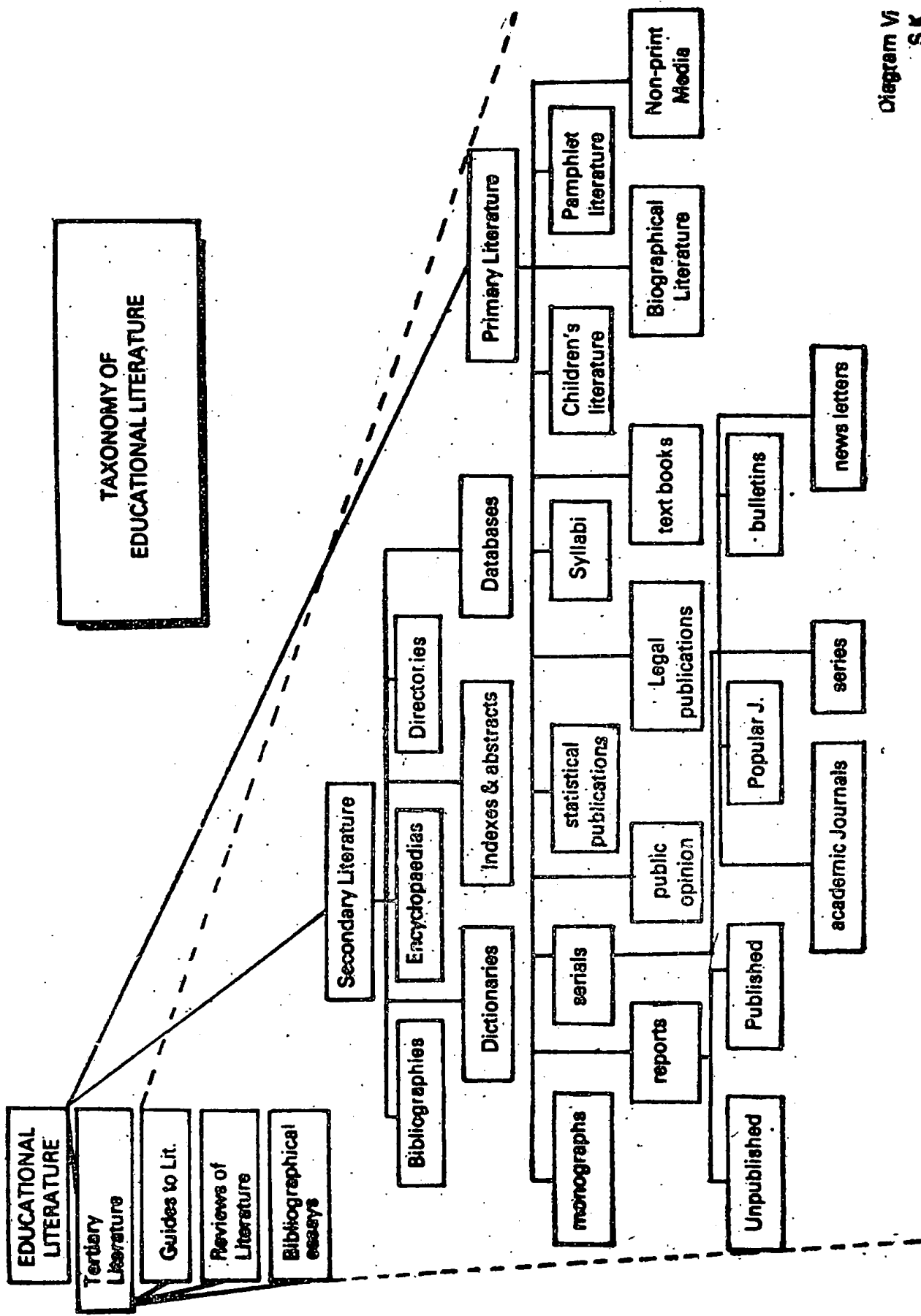


Diagram VI  
S.K.

literature in the bibliographical essays submitted by the author as part requirement for the Associateship of the Sri Lanka Library Association in 1985. C. R. Silva in his introduction to "Education in Sri Lanka 1948 — 1985 ; an analysis of the structure and a critical survey of literature" indirectly provides some information on educational reports. After searching in all the libraries in Colombo only one volume was retrieved, ie, *Usc Reports Literature* edited by Charles P. Auger, 1975. It includes research papers on every aspects of reports literature and one paper on Educational Reports literature which formed the foundation for the present study.

### **Definition and Salient features of reports**

The Oxford Dictionary defines a report as "A formal statement of the results of an investigation or of any matter on which definite information is required, made by some person or body instructed or required to do so." The Latin word '*raportare*' from which the English word "report" is derived means "to bring back." It implies that a person or corporate body goes out and gets something it is commissioned to get and carry back to the person or the corporate body which has given the commission. The UNESCO thesaurus gives the following definition : "(1) A document containing the findings of an investigation or study by an individual or a group and usually including recommendations (2) A document containing an account of activities of a body over a particular period." D. J. Foskett discusses educational reports in "How to find out Educational Research" but it is not adequate. Charles P. Auger, or who has done an exhaustive study of this new branch of literature defines a report thus : "A report is an expository document, which states in formal terms the results of, or progress made on an investigation or study, which, where appropriate, draws conclusions and makes recommendations and which is initially submitted to the person or body, for whom the work is done. Simply stated the aim of any report is to influence

the reader, to the extent if necessary of taking direct action, but more often merely to enable him to be better informed in making a decision, which is affected by many factors and to which the report is just one contributing factor.

There are certain features that distinguish reports from other types of expository writing. In a report the objective is generally more definite and has a more imperative shaping effect than in any other form of exposition and also it is prepared for a designated reader or readers who have called for specific information or advice. Commonly a report bears a number which identifies both the report and the issuing organization, for reports in fact are, chaacteristically products of organizations.”\*

“Report” has assumed great significance today due to certain features present in this form of literature. It has developed a number of advantages over the other means of dissemination, such as greater speed, greater flexibility and the opportunity to go into details when necessary. It is considered the most suitable form of literature to disseminate research results which reaches the researcher within a few days. The periodical which was considered the quickest form of dissemination, is outdated by about 2 to 3 years by the time they are published and monographs by about 5 years.

The British Standards Institution has published its specification B S 4811 : 1972 for the presentation of research and development reports and the Federal Council for Science and Technology has also set out its guide lines. Major reports series follow a standard pattern and are variously described as studies, notes, evaluations, reviews, state-of-the-art surveys, analyses etc. Some times a report may also take the form of conference proceedings of a symposium, a selected annotated bibliography, a standard specification, a handbook, a set of statistical tables a census return and so on. The definition of

\* Use of Reports literature edited by Charles P Auger, Chapter 1

reports given above and the specifications set up by the British Standards Institution decides the scope of this bibliography.

The recommended sequence of events in report writing are :—

1. Assemble material in the form of experiments results, information gathered and publications.
2. Formulate a title (Concurrent with steps 5 — 9)
3. Assess the likely readership
4. Introduce the report and state its aims
5. Describe the theoretical and/or practical work
6. Indicate the results achieved
7. Discussion
8. Draw conclusions
9. Make recommendations
10. Acknowledge help received and list references
11. Seek comments and opinions while still in draft form
12. Provide detailed information in an appendix.  
(concurrent with step 5 — 6)
13. Prepare an abstract.

The American Task Group appointed by the Federal Council for Science and Technology has formulated a taxonomy of technical reports enumerating the general types of reports as follows :

1. The individual author's pre-print, which may end up as a journal article.
2. The corporate proposal type report, aimed at a prospective customer.
3. The institutional report, the purpose of which is budget justification and image enhancement.

4. The contract progress report, the most populous species of technical report in circulation, primarily aimed at the sponsor, but also available to an extensive group of interested persons.
5. The final report on a contract effort, generally the most valuable species in the collection, hall marked by considerable editorial effort.
6. The seperate topical technical report, very close to the journal article, and the legitimate target of journal editors.
7. The book in report form typically a review or state of the art survey.
8. The committee type report, the report series descriptions of which follow widely varying codes.
9. Theses, Codes, translations and pre-prints also have many characteristics of the reports proper.

Extent of a report may range from a few pages of technical notes to a multi-volume work describing the development of a large project. Reports in science and technology are shorter by nature of these subjects.

During the early decades of this century the report was considered to consist of just 2 or 3 pages. Today it is so flexible that it may extend to several hundreds, such as commission reports and theses included in this bibliography wherein the largest report is No. 699 with an extent of 770 pages. Charles P Auger comments thus :

“.....Firstly the boundaries of reports literature are extremely ill defined. Secondly, the quantities of publication within those boundaries are very large and extremely diverse in character and thirdly the means of controlling and making the best use of the information contained in reports are constantly being revised and improved.”

The reports literature is a development of the 20th century and its history coincides almost entirely with the development of aeronautics and the aircraft industry. The first series of reports issued in Great Britain is the "Reports and Memoranda" series of the Advisory Committee for Aeronautics now the Aeronautical Research Council which began appearing in 1909. In United States it was the National Advisory Committee for Aeronautics now known as the National Aeronautics and Space Administration (NASA) which issued its first report on "The behaviour of areoplanes in gusts" in 1915.

Charles Auger traces the development of the report as a major means of communication to about 1941 with the establishment of the United States Office of Scientific Research and Development (OSRD), the task of which was to serve as a centre for mobilizing the scientific resources of the nation and applying the results of research to national defence. The rapid expansion of the reports literature was due to the fact that it became the most suitable way of presenting the results of thousands of research projects necessary to promote the war effort. Later publishing houses, organizations for processing reports were established. This expansion was given an impetus by the nuclear energy industry.

Educational reports appeared with the acceptance of education as a science and the development of educational research. Educaion had become a subject of study in the American and European Universities by the mid nineteenth century. Their origin's can be traced to official publications at national and local government level.

It is true of Sri Lanka too (No. 803) "A Dutch educational report No. 5, which is addressed to the Right Honourable Julius Valentyn Stein Van Gollénese, Councillor in Ordinary of the Netherlands, India Governor, the Director of the island of Ceylon and its dependencies, provides evidence for the existence of reporting procedure in the field of education even during the Dutch period of the island's history.



“The prospectus of the general rules and suggestions intended to promote uniformity of system in the management of schools in the island of Ceylon” prepared in 1837 by Rev. Joseph Marsh, M.A., the Secretary of the School Commission can be cited as the first report of an education authority, in this island. This was followed by a series of Committee reports such as those of Morgan Committee 1867, Ellis Committee 1901, Royal Commission 1904, Wace Commission and the Bridge Report and Macleod report. First report officially published by the Government Department of Education is probably the “Scheme of studies and syllabuses for Ceylon schools” issued by the Department of Education in 1928.

The real research report appeared after professor T. L. Green who headed the Department of Education from 1950, carried out research studies. Results of research were published in the journal of the National Education Society of Ceylon from 1951. The first two theses as part requirement for Masters Degree granted by the Faculty of Education of the University of Ceylon (Peradeniya) were produced in 1956. Dr. Udagama states that the first Sri Lankan obtained a Master's Degree in the field of education from a foreign university in 1920. But the author could not locate this report.

The special features peculiar to educational reports are found in this collection too. Most common type of educational reports are the Committee type reports which belong to the eighth category of the taxonomy given earlier, and most of which are published as sessional papers. They can be located through the index to the sessional papers (p. 593). Their technical content is small and deal with current development, administrative and policy matters.

Many Commissions on education (e.g. No. 55) have issued interim reports, before the final report of the study is submitted. J. Davies and A. B. G. William comment on these reports thus: “Although there is a demand for much short term sample

surveys of indicative nature, educational researchers are in general understandably reluctant to produce detailed reports before properly evaluated findings are available. They do not wish to fall short of scholarship to mislead or excite premature controversy on issues often of high topicality. This could only embarrass their future work and do poor service to their sponsors and the public, who hope for careful and independent guidance from them in areas where sensitive social issues may be involved. Even so, too many trivial interim reports are issued to aggravate the problem of literature growth.”<sup>1</sup>

It is true that in the case of research projects in the field of science, where subjects are not human beings and experiments are carried out inside a laboratory, a series of one-off reports, reporting the results of each stage of the project, can be issued. But it is quite obvious that a Commission appointed to investigate into a “University students’ strike” or a research project on “teacher behaviour” such a series of one-off reports cannot be issued.

This is the problem area in educational research, where the subjects are human beings, whose behaviour in the environment comprising of another mass of human beings in to the intricacy of the society are context dependent. Therefore precise measurement as in the case of chemicals cannot be applied here. The controversy that “educational research can never be scientific” is partially resultant on this situation. However the user may find many reports in this collection, some of which are internationally recognized, which disprove this negative opinion.

On the other hand if there had arisen such a controversy in developed countries where the educational researcher too enjoys all the facilities of information services with the latest information technology, one should expect examples of the “unscientific reports” too in a developing country like ours where the researcher is still like a sculptor without tools to work.

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1. Use of reports literature edited by Charles P. Auger, Chapter 1.

The problem of the "tangle of terminology" in contrast to the standardized languages of the reports in the field of science is a significant contributive factor to this poor opinion of educational reports. The national systems of education, having their own dialects, traditions and specific educational problems and various schools of thought, produce much deceptive terminology, running the risk of misunderstanding, through poor report writing. The presence of three languages, including two official languages aggravate the situation in Sri Lanka. This is further worsened when the researcher's knowledge is limited to a vernacular, the mother tongue, which limits the boundaries of referencing. Some authors have avoided the tangle of terminology by defining the special terms used in the report.

International Bureau of Education is one organization that is very keen on solving this problem of tangle of terminology in education. IBE Thesaurus is a great aid both to the reaeacher and indexer. But still there are numerous terms which are not included in this work and we have to solve the problem of educational terminology peculiar to our country.

As such there is much to be improved in case of educational reports in Sri Lanka specially theses, in bibliographical listings, on which depends the quality of content and also the physical format. If all the theses have the title, name of the author, university and date of submission on the cover page, and at least some of this bibliographical information on the spine of the theses, this would maintain uniformity of format, which saves the time of both the user and the information personnel.

The abstract in English is another indispensable feature needed to widen their circulation. Abstract and introduction have been misunderstood in certain reports, specially in those which were written during the early stage of educational research in the island. Specification for the abstract is just one paragraph of 500 words, which can of course be decided by the specific needs of each organization. — All the researchers have experienced

the difficulty of keeping to this standard. One of the theses has the "abstract" extending to nine pages.

Time factor, limitation of funds and growth of this work in size, prevented the inclusion of the research papers submitted as part requirement of Post Graduate Diploma in education. There are over 1500 such reports at the University of Colombo and over 600 at the University of Peradeniya, over 200 at the University of Jaffna. Though majority of them are perfunctorily written, repeating earlier research there are also remarkably good research papers among them. Dr. Udagama (No. 730) also had suggested the compilation of bibliography of dissertations and term papers. The former has been fulfilled and the latter is yet to be undertaken.

The collection of dissertations submitted by the students of the course for Post Graduate Diploma in Educational management, 1987/88 which covers gap area in educational research could not be included in this work for they were beyond the scope of this work

### **Obsolescence of educational reports**

Obsolescence of educational reports has not been empirically ascertained even in developed countries, according to S. Davies and A. B. G. William quoted above. C. W. J. Wilson in his "Obsolescence of Reports literature" 4 B proceedings No. 6 1964 assigns 4 years as half life of atomic energy reports. This is different, in case of educational reports. There was a request in March 1988 for an abstract of a research carried out in 1956 on the role of principals. But results of research carried out during the same year on teacher supply and training was not useful to another decision maker. Though we cannot arrive at a conclusion without researching into the problem of obsolescence of educational reports it can be ascertained from the nature of the subject of education that life span of the

educational report is more than 4 years.' This is another area for research to be carried out by the N.I.E. Staff College Documentation Centre.

### **Report Issuing Organizations**

Generally educational authorities such as the Ministries of Education, Universities and Educational Research Organizations are the main sources of educational reports in any country. There are also reports which derive adhoc from particular projects programmes and individuals. A greater part of the most important material contained in these reports get published later in the form of monographs. Although all the educational research organizations throughout the world would be of interest to the educational decision maker, the size of this volume, fixes the limit. Therefore the educational report issuing organizations in Sri Lanka which are of immediate interest to the educationist in this island are enumerated below :—

1. Ministry of Education
2. Ministry of Higher Education
3. National Institute of Education
4. University Grants Commission
5. Faculty of Education University of Colombo
6. Department of Education University of Peradeniya
7. Department of Eductaion University of Jaffna
8. Open University, Nawala
9. Ministry of Education Services
10. Ministry of Youth Affairs
11. National Resources, Energy and Science Authority of Sri Lanka
12. Marga Institute
13. Agricultural Research and Training Institute
14. Department of Health
15. Department of Census and Statistics

16. Co-operative Training Institute, Polgolla
17. Adult Education Units of other Ministries and Departments
18. Department of Social Services
19. Ministry of Plan Implementation
20. National Apprenticeship Board
21. Department of Rural Development
22. Mahaweli Development Authority
23. Department of Labour
24. National Library Services Board
25. Sri Lanka Book Development Council.

### **Associations**

1. National Education Society of Sri Lanka (formerly Ceylon)
2. Principals' Union of Sri Lanka
3. English Teachers' Union
4. Sri Lanka Jathika Guru Sangamaya
5. Sri Lanka Women's Research Bureau
6. Teacher Educator's National Council.

### **Problems of acquisition of educational reports**

Production of educational reports too has increased tremendously, parallel to the information explosion. Education Information Resource Centre, U.S.A. handles more than 30,000 reports annually. In Sri Lanka, we are unable to give any kind of statistics regarding the production and handling of reports except for the fact that the amount is very much smaller than the above, as we do not still have proper bibliographical tools, such as bibliographies, indexes and abstracts and organized system of report numbering. With the increase in the number of new institutions of education, such as universities, various branches of the Ministry of Education, science and Technical Education unit, planning unit and statistical branch in 1966, Curriculum Development Centre in 1969, Staff College

in 1976, Research and Planning Branches in 1980, educational reports proliferated. It has culminated with the expansion and amalgamation of all these Branches to formulate the N.I.E which has emerged as the heaviest report issuing organization with the Research Division and the Staff College in the lead.

There is evidence of attempts at acquisition and control of these reports, even as early as the 3rd decade, as proved by a minute by the Director of Education about the need to organise its Central Library of the Ministry of Education, and the report for reorganization by the Director, National Library Services Board 1979. Growing need for acquisition of reports is seen in the unorganised list of 487 reports available at the various branches of the Ministry of Education, compiled by the documentation officer, in charge of a documentation centre in 1979, which never worked out due to lack of qualified personnel as revealed by the studies done by the author.

Lack of a well organized numbering system, the most specific feature of the report is one of the greatest difficulties to be overcome in acquisition of educational reports. A specific example is supplied by the innumerable amount of circulars issued by the Ministry of Education vital to the functioning of the Education system. In spite of the instructions issued through a circular itself that every circular issued by the Ministry of Education should obtain a registered number through Circulars Committee from the Record Room, multitudinous number of circulars are issued by the various branches of the Ministry of Education without such a number. Consequently it is very difficult to trace the path of the circular, and ensure that it is received by the practitioner specially the principals it is also extremely difficult to build up an exhaustive collection of educational circulars, for which a project has been launched by the Staff College.

Out of the various departments of the NIE only the modules produced by the Staff College Dept. of Teacher Education, Distance Education and Policy papers and occasional papers of the Research Division are numbered. Many more issued by

other departments are not numbered, due to various causes. There are the problems arising from the intrinsic characteristics of reports such as the specialist nature of the subject matter, they contain, their non-commercial origins, temporary and limited distributions, unusual physical format and frequent individual origins.

Out of the educational report organising organizations in our country Marga has an organized system of report numbering, but they are often restricted in distribution. The theses available at the Sri Lanka collection of the Library of the University of Colombo have a special number e.g. M 106 — 383878, where 'M' stands for Master of Arts and similarly 'D' stands for Doctoral theses, thus enabling easy retrieval.

"National Repository of Educational Reports" is the first step towards the solution of the growing problem of inaccessibility to the existing necessary information and avoid the problem of haphazard attempts for acquisition of reports at the moment of request. Acquisition also has to be planned according to the findings of a study of information needs of the users and a study of reports.

At present the Documentation Centre of the Staff College for Educational Administration is accepted as a repository for educational reports by circulars issued by the Director General of the NIE and Secretary of the Ministry of Education, to deposit a copy of every circular issued and report produced by each department, branch, unit of these institutions. Yet there is a difficulty of obtaining all these reports.

First step to overcome the problems of acquisition is to remove the difficulties of obtaining the freely issued reports. Main obstacle is that this is not recognized as "highly specialized work" by the educationists and administrators. Seminars and workshops on effective use of Documentation Centre and information skill-training for all the administrators, researchers and participants of training programmes will promote awareness



and remove the gaps between these groups and educational information personnel.

In a country like ours where report issuing is not organized, it is very essential that, the Documentation specialist should develop contacts with the specialists in the field of education and report issuing organizations as a part of the documentation programme, which needs financial allocations, and other administrative facilities.

The reports produced by individuals specially those submitted to the foreign universities are not lent by the authors, unless the borrower, the documentation specialist is very reliable and punctual, Therefore the report collector has to be very particular about these details too even to obtain a photocopy or and abstract, which is also expensive.

One has to be very alert about symposia, conferences workshops etc for reports issued by such organizations may not be available after the closure of sessions. Regular visits have to be planned in order to ensure the acquisition of such reports, an activity which needs recognition by the administration, in resource allocation. Sometimes reports can also be obtained through agents. There are very few reports which have to be purchased. Some of them can be obtained on an exchange basis. Thus it is clear that organization of a repository of educational reports is a great responsibility requiring devotion, skill and experience both in the field of education and documentation, in order to switch the education system into action through smooth information flows. Specialization limited to one subject area may result in hiding vital information from the decision maker in education.

### **Methods of Retrieval — Cataloguing**

The same problems of acquisition of educational reports cause difficulty in identifying and describing these documents for easy retrieval. The chief means of bibliographical control

of reports in science and technology is the report number which is absent in a majority of educational reports.

According to COSATI (Committee on Science and Technical Information) standard format, this accession number of the recipient organization is considered the heading of the entry followed by the corporate author title, descriptive note, personal author, date, pagination, contract number, report number, availability and supplementary note. Even in case of dissertations, the personal author is the fifth item. NASA report control sheet differs from the COSATI format in that it has their accession number followed by the symbols for the name of the issuing agency, form of the report, subject matter, other additions by earlier recipients which finally grows to be a Cumbersome long number.\*

As the issuing of a majority of the educational reports are not still organised well in Sri Lanka the COSATI format does not apply and it was decided to use the personal or the corporate author as the heading in accordance with A.A.C.R. II. But selection and recording the heading posed many a problems for very often there are several organizations and also individuals, responsible for the existence of a single report. The nature of the data collected necessitated the use of five formats of bibliographical descriptions, which are adaptations from AACR II, as given below :—

### **Formats of entries in the bibliography**

#### *1. Reports of monograph-categoery*

##### **Personal/Corporate Author**

Title in the language of the document [English translation]  
Statement of responsibility if different from heading.—  
Edition statement.— Place of publication : Publisher,  
Year,— Collation.— Type of material.— (Series state-  
ment).— Abbreviation for location.

\* Use reports literature edited by Charles P. Auger 1975

2. *Theses*

Personal Author

Title in the language of the document [English translation].— Collation.— Thesis (Degree) University, year.— Type of material.— Abbreviation for location — call number.

Annotation

3. *Chapters from monographs*

Personal Author

Title in the language of the document [English translation]  
Statement of responsibility if different from the heading.— Collation.— In. Title of the main work.— Statement of responsibility.— Edition statement.— Place of publication : Publisher, year.— Abbreviation for location.

Annotation.

4. *Articles in serials*

Personal'Corporate Author

Title in the language of the article [English translation]  
Statement of responsibility if different from the heading.— Collation.— Type of material.— In. Name of periodical, vol., no., date.— Abbreviation for location.

Annotation.

5. *Multipart volumes, series etc.*

Multipart volumes are described as a set e.g. nos. 16, 17  
Closed entry, is used for discontinued series e.g. 64I.

6. *Unpublished reports*

Personal Author

Title in the language of the document [English translation]  
Statement of responsibility if different from the

heading.— Sponsoring organization ; year.— collation.—  
Type of material.— Abbreviation for location.  
Annotation.

7. *Classified list of Post-Graduate Theses on Education*

Personal Author

Title if in English or English translation of the title.—  
Pagination. — (Degree) University, year. — Serial  
number of the main bibliography.

**Retrieval Methods :**

**Classification of educational reports**

The bibliographer attempting to contribute to the bibliographical control of a form of literature, which carries in formation on education with great speed and flexibility, is indeed faced with the dilemma of arranging the entries, wherein the subject content is multidimensional, in a linear form, highlighting the micro subjects in various facets of education, the way the educationists prefer. This task is even more difficult for there is a constant search for educational alternatives in innovations being carried out, giving rise new concepts such as de - schooling, open education and so on. On the otherhand when the readership consists of participants of educational programmes, the themes in the syllabuses also have to be reflected in the classification scheme used to arrange the entries in a bibliography or documents in a Documentation Centre or a special library. Changes in the syllabus, a new appointment to the staff or a staff member returning after training abroad with new area of specialization may need re-arrangement, of documents in a special library of an educational institute.

None of the traditional schemes of classification, which are based on the assumption that there exists whole some body of knowledge which once has been discovered and tabulated, will constitute to be a permanent framework on which to proceed,<sup>1</sup> possess the flexibility for indepth classification of the subject

1. Introduction to subject study by Ronald stovehey, McIlwaine, and John H. St. J. McIlwaine, 1967, p. 77

content in educational reports. Due to their impractical nature new general schemes have appeared every thirty years.<sup>1</sup> In addition to these, more than 25 special classification schemes,<sup>2</sup> each based on different principles arising from individual circumstances, were devised by the end of the sixth decade. London Education classification is one such faceted scheme, with a pronouncible notation which result in a lengthy notation which pose difficulties. The scheme developed later for the Documentation Centre of the International Institute of the Educational planning Paris in is capable of indepth classification revealing the micro-subjects in education. But the notation is not flexible enough.

Inspite of this urgent need for in depth classification, all the present special libraries in education, use the out dated and inefficient traditional classification schemes. The main cause is the ack of understanding of the information needs of the users, in the persons in charge of libraries who are specialists in only one subject area, either education or librarianship. Due to this reason, micro subjects, are hidden from the specialist in the largest collections of reports which are not classified. Title index, arranged in alphabetical order is not helpful.

The only exception was the collection of reports which was accumulated at the Research and Planning Division, which later became the Curriculum Development and Teacher Education Division, 1986.

At first the author tried the Universal Decimal Classification Scheme, but its major defficiencies inherited from the Dewvy Decimal Classification Scheme, which scattered the micro-subjects and never included the modern educational terminology, played havoc with the arrangement of various facets of education. The need for a more efficient method capable of indepth classification of the reports, both local and foreign available at the Division was soon realized. It was found that the Library Classification scheme of the Institute of Educational Planning included the

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1. Ibid 9.

2. Ibid p. 165.

modern terminology used in the reports in question and offered a better arrangement of the multiple facets of education and carried out an innovation using this scheme of Classification. Many of the educational terms peculiar to Sri Lanka had to be included and adopted by introducing certain modifications. After verification with IBE and UNESCO Thesauri certain topics were expanded to suit our needs, e.g. school management— E 2.04. Upper case letters of the English alphabet A — J, excluding 'I' were used for the major divisions in the scheme of classification. The mixed notation was made flexible by introducing the decimal point enabling the sub-division of each facet into hundred. This method of retrieval suited very well for the arrangement of entries of this bibliography. It also has the deficiencies inherent in library classification schemes, arising from the problem of arranging documents containing multifaceted knowledge in a linear order. Yet the specialist users can retrieve their documents easily through this scheme of classification as it contains their own current terminology and arrangement, which collocates those facets which are displaced in the traditional classification schemes.

The objectives and the scope of this bibliography demanded an exhaustive classification scheme, to cover the whole field of education. Even though certain classes do not include any entries, they serve the purpose of highlighting the lacunae in educational research and literature eg. F 7.01. The major division 'B' includes only four entries which cannot be placed with any other class. The scope of this work prevents the inclusion of any entries for the division 'G'.

At the other extreme, division 'E' includes two major divisions, 'E 1' — Educational Planning and 'E 2' — Educational Administration, which cannot be separated into two classes, as they belong to the major class 'Educational Management' which carries the largest number of entries. Yet it is not at all claimed to be comprehensive.

Divisions C, D, E, F comprise the core of the subject of education. 'J' includes another intrinsic part of education

“educational documentation” which was neglected all these years. Entries under section J 3.02.01 are exhaustive with only two documents for there are no previous studies on educational information.

Section D3 children’s literature is devised to be an exhaustive classification of this substream of literature at maturity, to highlight the launae. It has 16 subjects, out of which D3.08 are totally ignored by writers of childrens’ books. D3.07 functional books and D3.09 research studies are other gap areas which shall be discussed under educational research.

Another important function of this classification scheme is that it carries an analysis of the post graduate theses on education from the inception of the Faculty of Education of the Universities of Ceylon, Peradeniya and Colombo up to 1987. This is an exhaustive study, which serves the educational researcher.

### **Indexing**

The researcher needs to locate even the minutest piece of information which may help to identify his research problem. This is the “look for the needle in the hay tack type of search, which is time-consuming and tedious. It is only indexing that helps to retrieve such minute items of information out of the universe of literature. Therefore a keyword index to this bibliography was planned at first, but the lack of qualified staff prevented it. However a subject index to the classification scheme is provided to aid the user to retrieve the necessary items of information.

Although the special section for education in Universal Decimal Classification scheme, IBE and UNESCO thesauri and many other lists of subject headings were studied, the terminology used in this subject index and the classification scheme were guided by the facets of education dealt with in the educational reports which were annotated, the sought terms used by the clientele of the Documentation Unit, the National

Institute Of Education and the Library Clasification scheme of the International Institute of Educational planning.

It is necessary that the Documentation Centre of the Staff College for Educational Administration, should develop a thesaurus of educational terminology, specially to represent the educational literature produced in Sri Lanka, in order to solve the problem of the tangle of terminology. This classification scheme and the subject index is again only a mere stepping stone towards this goal and a forum for discussion.

### **Abstracting**

The need for abstracting was felt by the specialists in education, just as the Engineering Index was initiated by a professor in that subject. It was Prof. J. E. Jayasooriya, whose versatility is proved by his works distributed among all the facets of education classified in this bibliography, who pioneered abstracting service with his works "Ceylon Educational abstracts Vol. I — III (No. 1038) 1957 — 1965 compiled in 1968, 1969, and 1970 respectively. Lack of skill in in documentation is revealed by the fact that news paper artiselcs are also included among research articles from five journals. This was the first and the last of the abstracting services for the one and half decades that followed. Next attempt was a combined effort of a qualified librarian and a professor of history. Education in Sri Lanka 1948 — 1985 an analysis of the structure and critical survey of the literature No. 1030 can be considered as first systematic effort in the preparation of an announcement service for educational reports, with annotations. But the lack of skill in education is manifested in the inadequate classification scheme and indices. The whole universe of educational literature is devided into ten sections, which hides the micro - subjects searched by the researcher. Comparison with the classification scheme used in this bibliography may clarify this further. In the absence of a subject index, the only retrieval tool is the author index, which is not sufficient to cater to the needs of the educationist.

"This bibliography of educational reports in Sri Lanka from 1976—1986, with an analysis of post graduate theses on



education up to 1987"e has been described as a well planned initial step to provide a user friendly retrieval tool for educational reports by users in the users record of the Documentation Centre of the Staff College. Although this is mainly an annotated bibliography, it contains many abstracts specially in case of post graduate theses on education. The forward to this work explains the main features in this bibliography which ensure easy retrieval.

The decision-makers look for the abstract of a report for they cannot afford time to read the whole text unless it is the core area of their subject. Therefore abstracting is another responsibility of the Staff College Documentation Services. The annotations in this bibliography which are a forerunner of an abstracting service for the NIE, differ slightly according to the type of report. It extends from just one sentence to about one page depending on the type of report. Attempt is made to include as much information as possible on dissertations, specially the findings and conclusions of a research. When the suggestions of the research are extensive the user is referred to the relevant chapter. As this is the first attempt at abstracting, the policies have yet to be decided upon.

Retrieval of educational reports has not attracted the traditional librarians in Sri Lanka even in the most used educational libraries. But the need for retrieval of educational reports grew during the last one and half decades as manifested by the inclusion of a bibliography of education in Ceylon, in the Centenary volume of Education 1969 (No. 33) intensifying itself in late seventies. This need became urgent in early 1980's and the author was assigned to organize the report collection at the research and planning unit of the Ministry of Education in 1981. In the process of organization of this collection, an earlier attempt at an announcement service was discovered. This is a typescript of a list entitled, "A list of local and foreign publications/reports available at the Education Ministry" prepared by the officer in charge of the Documentation unit Ministry of Education, Malay Street, Colombo 2, dated 1979. It includes

a list of 487 reports available at the following libraries attached to Ministry of Education ; Central Library, UNESCO library, ARISBAR library, Curriculum Development Centre library, Documentation Unit and the Record Room. Author has submitted it for "general reference and information." This document does not come within the purview of a bibliography for it has "no organization what so ever." Therefore it is not an aid for retrieval and was not included in this present work. Undoubtedly this attempt at setting up a documentation Unit was in response to the Recommendation 7 issued to the Ministries of Education of the member countries of the UNESCO at the conclusion of the 36th Education Conference 1977 where the theme was "educational information." The document mentioned earlier was the first and the last of services of the documentation unit.

However the situation highlights the foremost problem that debarred the continuation of educational documentation work was the lack of trained educational information personnel which shall be discussed in detail in chapter 3.

Appearance of **biographical bibliographies** is another important retrieval service. Bibliography of work of Prof. J. E. Jayasooriya belongs to this category. Again the arrangement of entries in this work reveals lack of understanding of the needs of the specialists, for the chronological arrangement does not reveal the versatility and erudition of this great educationist.

Compilation of **Retrieval tools for educational circulars** became an urgent need of the staff college, where school management is one of the important units in the syllabuses of the training programmes for educational administrators. Two Compendia of circulars have been compiled in 1978, Where lack of skill in documentation, has resulted in a struggle to arrange the entries in a some order, which is flexible, so as to include new Subjects.

Two more were compiled after the Documentation centre was established in 1988. A compendium of educational

circulars related to school management Staff College Documentation services I consists of 102 circulars up to 1985, including vital subject areas related to schools. Subject index at the beginning and the chronological index at the end ensures quick retrieval by subject and year.

Documentation Services II, the second compendium consist of 226 circulars related to school management up to June 1990. The classification scheme used to arrange this bibliography had to be expanded further to include complex micro-subjects of the circulars. key word index and the chronological index at the end serve as effective selection tools.

Annual reports of the Faculty of Education of the University of Colombo and the Adhyapana Vidya, the Journal of education published by the Department of education, University of Peradeniya, which carries lists of theses submitted during the corresponding year, Catalogue of post graduate theses available in the universities and research libraries of Sri Lanka (No. 1028), Sri Lanka Science Index published by SLISTIC, acquisition lists of the Central Library, NIE, and the National Museum Library, Centre for Development information and other bibliographies listed under 'I' of the present work contain sections on education, are the announcement services available at present.

Staff College Documentation Services have expanded to compile Subject bibliographies on each of the topics of the classification scheme, giving priority to areas of research of the SCNIE and also prepare information packages on topical themes of seminars and courses of study. The IBE series Education Documentation and Information described below may serve as a model.

A Database for educational reports is the only means to bridge the gap that prevents the existing information from reaching the decision maker. An attempt at preparing a database for this bibliography was made by, the author who participated in a course for training computer applications for libraries (Micro Isis) and prepared a worksheet manual using the entries of this work.

Out of the foreign announcement services those which are of immediate use to the Sri Lankan educational decision maker are those prepared by the UNESCO and its subsidiary organizations. Educational documentation and Information Bulletin of the International Bureau of Education, Paris which commenced in 1929 is a very useful bibliographical tool to the researcher. Each issue of this series is an exhaustive bibliography including all the sources of literature on a current theme, in the field of education, giving world coverage spreading to any language covering all aspects of the subject concerned. Each bibliography is compiled by an authority on the subject beginning with a comprehensive introduction to the subject, and the entries are arranged according to a classification scheme specially designed to cover the micro subjects. List of APEID publications, "International Reporting Service" are some of the other announcement services. There are many more published by various organizations in other countries.

Some of foreign bases on education rendering retrieval services for educational reports are described below for the information of the educational decision maker.

**U.S. NATIONAL INSTITUTE OF EDUCATION, THE EDUCATIONAL RESOURCES INFORMATION CENTRE (ERIC) 1200, 19th St. N.W. Washington D.C 20208.**

ERIC is the pioneer effort in information networks for education, as mentioned earlier, established in 1966 under the auspices of the U.S. Office of Education, operated under the National Institute of Education (NIE) and the National Council for Education Communications (NCEC).

ERIC : (1) collects, stores and disseminates information on education ; (2) furnishes copies of educational documents at nominal cost ; (3) prepares bibliographies and research reviews on critical topics in education and guidance ; and (4) coordinates the efforts of decentralized information centers throughout the country. Through its network of specialized centers of clearing-houses, each of which is responsible for a particular field of

education, the information is monitored, acquired, evaluated, abstracted, indexed, and listed in the ERIC abstract journals, Resources in Education (RIE) and Current Index to Journals in Education (CIJE). These publications provide access to reports of innovative programs and the most significant efforts in educational research, both current and historical. In addition, each clearinghouse generates newsletters, bulletins, bibliographies, research reviews, and interpretive studies on educational topics to satisfy the needs of the workers in the educational area which it covers. The four basic components of ERIC are: (1) a central managerial and administrative staff in the National Institute of Education; (2) various clearinghouses located in university or professional society facilities and operated under contract to the National Institute of Education; (3) the ERIC Processing and Reference Facility which performs documentation and computer processing functions under contract to the National Institute of Education; and (4) the ERIC Document Reproduction Service (EDRS) which sells non-copyrighted ERIC reports in both microfiche and paper copy format.<sup>1</sup>

ERIC covers all aspects of education. It is both a source document provision service and a bibliographical service and scans more than 30,000 reports annually for inclusion in Resources in Education (RIE). Over 700 journals are indexed in the Current Index to Journals in Education (CIJE) (1978). Its holdings include, educational reports, journal articles, descriptions of on-going projects, curriculum and exemplary project descriptions.

Input points are the clearing houses each facet of education fluctuating in number — in professional or disciplinary associations and university departments, together with a central administrative and processing facility. Each clearing house concerns itself with a sector of the main subject fields monitored as illustrated in diagram vii and the components of ERIC NETWORK in diagram viii.

Publications include the following:

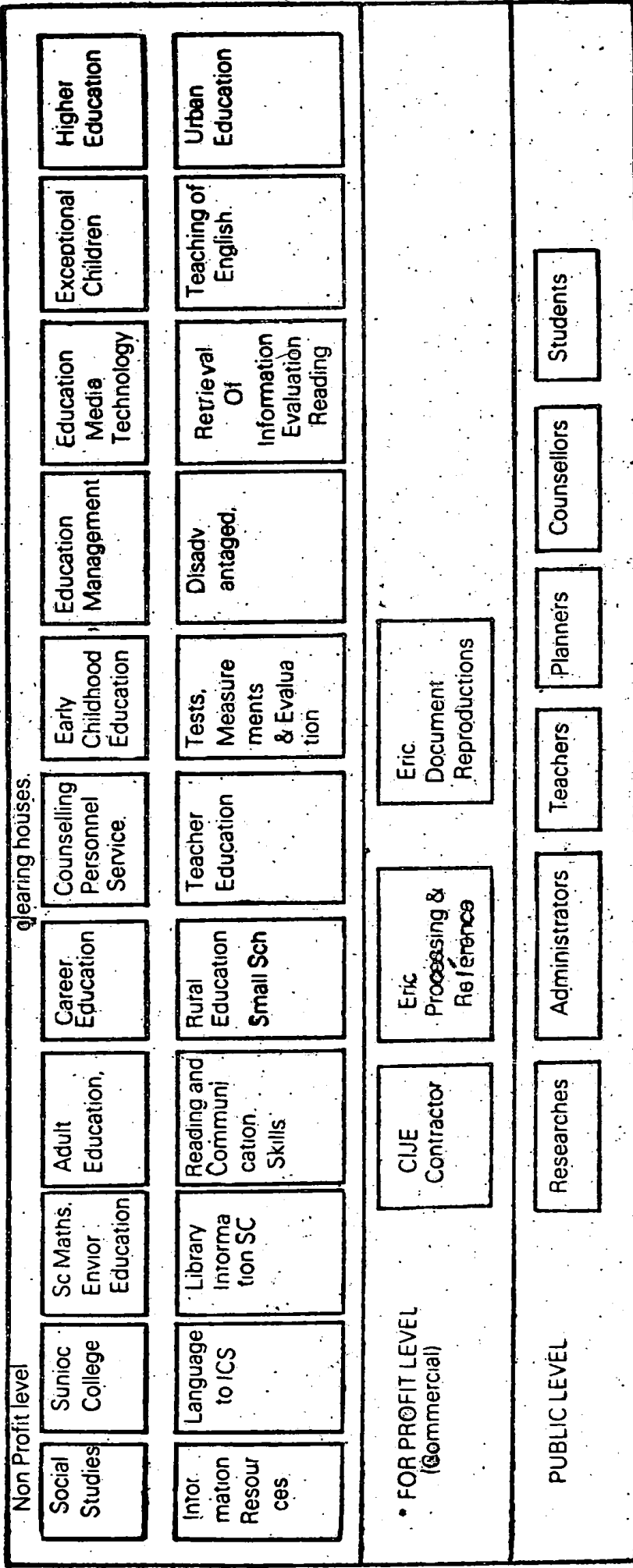
(1) Resources in Education — RIE (monthly) — abstracts and indexes about 1200 selected education reports each month.

1. Encyclopaedia of Information Systems and Services — edited by Anthony T. Crugus 1978.

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Organisation chart of the Educational Resources Information Center



It includes research which has been completed since 1966, with emphasis on unpublished, noncopyrighted materials. RIE is indexed by subject, author or investigator, and institution; indexes are published semiannually and annually. Subscriptions to RIE and its indexes are available from the U.S. Government Printing Office, Washington, DC 20402. (2) Current Index to Journals in Education — CIJE (monthly) — provides detailed indexing of articles from over 700 education and education-related journals; articles indexed in CIJE are not available on microfiche. Semiannual and annual subject and author indexes are available from Macmillan Information Division, 216 R Brown St., Riverside, NJ 08075. (3) Thesaurus of ERIC Descriptors, 4th ed., 1972 — source for all subject headings used for indexing and retrieval of documents and journal articles in the ERIC collection. (4) ERIC Educational Documents Abstracts 1968/1969/1970/1971 — in four volumes; (5) ERIC Educational Documents Index; (6) ERIC Institution Index; (7) ERIC Descriptor and Identifier Usage Report; (8) ERIC Information Analysis Products 1967 — 1972 — a five year cumulation of citations and abstracts of publications reflecting clearinghouse activities.

**Micro Products and Services:** All ERIC reports, except for a small number of copyrighted items, are available in microfiche or hard copy from ERIC Document Reproduction Service, 2020 14th St., complete file of all ERIC documents in microform or hard copy.

**Computer-based Products and Services:** (1) ERIC Master Files on magnetic tape are available from ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, MD 20014. (2) ERIC files are also available online through commercial sources including System Development Corporation, Lockheed/DIALOG, and Bibliographic Retrieval Services, Inc, (BRS).

Various other services, including computer literature searching, microreproduction, depository, interlibrary loan, and abstracting and indexing are performed by the appropriate ERIC installations or contractors are provided.



**UNESCO Computerized Documentation Service (CDS)**  
**Place de Fontenoy 7, 7-757000 Paris, France T 577 16, 10**  
**TX 204 461**

This data base which came into operation in 1971 covers all the publications of UNESCO and its principal institutes for education including documents and publications on education from outside sources. It enjoys close corporation with IBE in selecting and processing material for the service intended for UNESCO staff. Its products now include a monthly acquisitions list, SDI listings, literature searches and daily question answering. Documents are available in microfiche as required.

IBE Library and UNESCO Department of Documentation have an extensive report collection with a great deal of material from UNESCO institutes and regional offices. Among the UNESCO institutes the library of the UNESCO Institute of Education, Hamburg, has a good working collection. The coverage of these holdings by CDS is complete for all major publications, but not for documents.

**European Documentation and Information System for Education, C/o Conseil de l'Europe Centre de Documentation Education en Europe.**

**Bp 431, R6, 767006 Strasbourg CEDEX, France, T(88) 61 49 61 C Europa Strasbourg Tx Strasbourg 870943.**

EUDISED is a project of the member countries of the Council of Europe for a decentralized computer based Educational information Network, which became operational in 1975. A principal concern here is the recording of ongoing research and in particular it covers ERIC report listings. European report sources are to be covered economically by project entries in standard form organised by a special interlingual thesaurus and giving details of literature associated with projects.

The council of Europe collaborates regularly closely with CILT (Centre for Information on Language Teaching), so that the latter can list several relevant materials on a European

basis. It has also made a grant to the Society for Research into Higher Education (SRHE), towards a one off West European Register of Research in Higher Education (1973). Scandinavian universities and Govt. Institutions Cooperate in the acquisition and loan of library materials, including reports, through the Scandia Plan, and in the Nordic Cultural Exchange Programme developing under the Council of Europe.

In U.K. the NFER has recently started a project with DES and SSRC funding to produce a comprehensive register of on-going research within U.K. The computerised Data Bank of the project is an access point to EUDESED in Great Britain. Another link to the EUDESED is the University of London Institute of Education (ULIE) which is linked with the university of California Los Angeles (UCLA) which provides a current awareness service for UCLA based on ERIC to MARC II tapes. British Library is also another link in this network.

In the Federal Republic of Germany, DOPAED (The Documentation Ring Padagogik) an Association of Institutions concerned with educational Documentation combines local analysis of educational information with centralized computer based production of the Bibliographic adagogik, through its coordinator Padagogisches Zentrum Berlin thus participating in the EUDESED NETWORK.

### **Austinet Database**

Australian Education Index (AEI) covers Australian, published and unpublished material from 1978 in the field of education including educational research, policy, administration, teaching profession, teacher education, curriculum special educator, library and Information Science. It is a bibliographical type of data base. The cost is \$ 50 per hour for an on-line search.

## **Dialog**

This Data base has a datafile on exceptional child education ECER, which duplicates the ECER clearing house of ERIC. ECER — DIALOG file is a comprehensive data base concerned with both published and unpublished literature on the education of the handicapped and gifted children. More than 23000 citations are included in the ECER database covering such sources as books, journals, articles, teaching material and reports. This is a valuable supplement to ERIC, since only one fourth of ECER citations are duplicated in ERIC (DIALOG file I). It is exhaustive in coverage of all aspects of the education of the handicapped and gifted children.

## **2. EDUCATIONAL RESEARCH IN SRI LANKA**

The history of educational research in Sri Lanka can be traced back to the 3rd Century B.C., when the Buddhist system of education was introduced into this island. The Buddha discovered the method of research, systematic inquiry into a problem with an open mind, during the 5th Century B.C.<sup>1</sup> A study of the life of the Buddha and his doctrine as described in the scriptures enable us to conclude that, he researched on the greatest problem of man, using the whole of the human world as the sample, with the time variable extending to several millions of years. None of the so called scientific research of this space age of which the goal is progress of man<sup>2</sup>, could disprove any of his findings, throughout the history of 25 centuries, though most of the earlier research findings are disproved by the latest research.

Everywhere in the world the beginnings of teaching or education are seen in the attempts of great religious leaders to teach their findings, to the masses. Until 1830, the educational statistics of Ceylon was recorded under the heading "ecclesiastical" in the Ceylon Blue Book, No. 749 the counterpart of the present Administration report.

1. Maha Parinibbana Sutta (The sermon of the demise of the Buddha).
2. Encyclopaedia Britannica

Research studies<sup>1</sup> establish the fact that the Buddha was the model teacher too, who discovered that learning style of each individual is unique and accordingly he used different methods of teaching to suit each individual psychologically. However stubborn the educand was, the use of these methods yielded hundred percent achievement, as evidenced by the records available.

The techniques of management evolved by Him were such that it needed no supervision, which is a vital step in modern management from *Fayol* down to the latest. His planning reached such heights of *supra mundane* level, that he planned his parents too, as against family planning in the modern society, if we are to accept the research studies on rebirth and readings of Edgar Keyser. His time management was such that not even a moment of his life was wasted as proved by the planning of his daily routine. His personnel management was such that, any criminal who came under his influence was, subdued and convinced of the truth. As such drop-outs from educational or training programmes, to use modern terminology, was unheard of. All the modern educational research is carried out to achieve the same objective.

It was this educational tradition which was introduced to this island by Arahata Mahinda the reputed disciple of the Buddha. According to Mahawamsa the first educational problem solved by him was the selection of the medium of instruction, i.e. Sinhala the native language. Ancient system of learning at the "Gurugedera" (teacher's house), or the temple or learning the Craft from the father focussed individual attention on the pupil. Memorization was the main technique of learning, for producing a book was a very laborious task, as duplication of material or printing was not extant at the time. The priest, the teacher (Guru) or the father looked after the total development of the child. Learning situations were organized at the teacher's house or the temple, where the student attended to all the work in the household.

1. Buddhism the religion and its culture by Dr. Ananda W. P. Guruge 1984. Dr. Walpola Rahula thero 843, Dr. M. B. Ariyaratne 621, Prof. L. G. Hewage 872, Dr. Arampatta 285, K. M. Abeyaratne 868, D. D. P. Samaraweera 856, Dr. H. W. Jayasinghe 624, Ratnasara thero 878, H. M. Bandara Menike 622, K. E. Jayasinghe 624, Douglas Walatara 910.

Knowledge without moral development was despised (no. 621) This method of teaching promoted, wisdom, and discipline necessary for research.

The research orientation of Mahavihara of Anuradhapura the earliest centre of Buddhist education in Sri Lanka, was of such a high standard by the 5th century a.d. that, the incumbent scholars did not enroll, the great Indian Scholar Buddhagosha, until he proved himself capable by compiling his great research work "Path of Purification" (Visuddhi Magga), in response to a question posed to him for testing his knowledge. In spite of the South Indian invasions which interrupted educational set up during certain periods of history, the educational standard was high during the Polonnaruwa and Kotte periods.

With the occupation of the island, by the Portuguese, the first Western power to arrive in this island in 1505, this indigenous system was occluded by the western system of education. Both Portuguese, and the Dutch who succeeded the former in occupying this island, used education to propagate their religion. Imposing of English education, by the British, as recommended by the Colebrooke Commission 1832 disintegrated totally the ancient system of education. The problem of the medium of instruction which was solved to last for 24 centuries was recreated by the British causing problems in all aspects of education, which finally evolved as an eternal delicate political issue.

The first westerner to carry out a systematic study of an educational problem in this island was, Rev. Joseph Mash (M.A.), the Secretary of the School Commission in 1837. The report of the study was titled "The prospectus of general rules and suggestions intended to promote uniformity of system in the management of schools in the island of Ceylon." The next study was by Sendhall — the Inspector of Schools, on "State of Education in the Island" criticizing the administration of the School Commission. This was followed by a series of investigations into educational problems by Committees appointed by the British Government — such as : Morgan Committee on the Administration of the School Commission (1867), Ellis

Committee on the Education System (1901), Royal Commission in 1904, Wace Commission on Educational Finance and Studies by J. J. R. Bridges and Mcleod on the provision of secondary and higher education. "The Scheme of Studies and Syllabuses for Ceylon Schools" prepared by the Department of Education in 1928 was an attempt to reorganize the School Curriculum. By the second decade of this century education had gained ground as a Science in the West and educational research which formed a part of psychological research, was recognized as an individual subject, by the 3rd decade. Philosophy of education also changed gradually.

From this historical background emerges the concept of educational research in the modern sense of the word in Sri Lanka. The administration report of the Director of Education for the year 1939, Mr. L. Mc. D. Robinson makes mention of a Scholarship awarded to Mr. S. L. B. Kapukotuwa for Music, Art and Research. It is also recorded that Messrs. D. G. Sugathadasa and D. C. Arulnandan were appointed Chief Examiners and "Research Workers." But there is no record of any research work carried out by them. According to Dr. P. Udagama (no. 1022) the first Sri Lankan obtained a Masters' Degree from a foreign University in 1920. Up to the end of World War II the number of trained personnel in the field of education did not exceed five for the whole country and they too were involved in administrative work which was more attractive than research.

It was at this juncture that Kannangara Report recommended "organized research" which resulted in the appointment of a "Research Council", which remained as just a nominal organization. The Director of Education emphasised the urgent need for educational research, in his administrative report for 1947.

Although ER recieved much attention in the reports of various commissions and administrative reports of Directors of Education, it never precipitated untill education became a subject of study at the University of Ceylon.

The Department of Education of the University of Ceylon, Peradeniya was established in 1949, with Professor T. L. Green at the Chair. He, the pioneer in educational research in Sri Lanka planned to make his Department of Education the centre of educational research with a pre-school laboratory, but it never materialized (Dr. P. Udagama, no. 1022). His research articles which were published in journals such as "New Lanka" as there was no academic journal on education, created an awareness of educational research in the society.

The formulation of the National Educational Society of Ceylon, at the department of Education, University of Ceylon, in 1951 is a land mark in the history of Educational Research in this island. This journal announced the results of research carried out by its members. At present it continues as "NESSL" (National Education Society of Sri Lanka) published by the Faculty of Education, University of Colombo.

The year 1956 marked the award of the degree of Master of Arts in education for the first time by the University of Ceylon Peradeniya, thus commencing research orientation of students, who enrolled for the Master's degree in education. But their attention at this stage was focussed on academic research, which is the typical feature of the early stage of educational research. An examination of entries in class FI.02, nos. 165 — 107 (CLPGT) would reveal that it was history of education which was selected as the main theme of research during the one and half decades that followed. Very rarely did a researcher select, curriculum, teacher education, educational psychology, or evaluation as the problem of research.

Professor Green was succeeded by Professor John Earnest Jayasooriya, whose efforts laid the infrastructure for the present day developments in educational research. Many an educational institution' the foremost being the National Institute of education today are managed by his pupils. This honouerd educationist is such an erudite and versatile writer, that he has the highest number of entries — thirty five to his credit spreading through out all the facets of education, in this bibliography, even in the class 'J' Educational Information.



In 1959 Needham Commission recommended that the staff of the Department of Education, University of Ceylon was heavily loaded with teaching and examining and that they should be partly released of these duties in order to enable them to devote more time for educational research. Just as the other similar recommendations they were also not implemented.

In the meantime, with the rapid expansion of education and the social changes, the educational problems of the country grew in magnitude, causing great difficulties in the management of education.

The scene was a tableau in the drama of education. The administrator in the Department of Education in Colombo, was struggling with his immediate problems, isolated from both the researcher and the practitioner. The researcher on the other end was confined to the University Campus engaged in academic research, quite ignorant of the immediate problems of the educational administrator, which were the urgent problems of the country as well. The practitioner the teacher on the other end of the gap was isolated in the classroom among the educands, with the problems resulting from this situation. The pupils were the victims of the circumstances.

In the backdrops of these circumstances an Education Conference was held at Bandarawela in 1961, on the eve of the educational reforms of 1962. Urgent educational problems such as regional imbalances, recruitment and training of teachers, their transfers were identified at this Conference and recommended the establishment of a Bureau Research which is designed to handle problems of immediate interest to the Ministry of Education such as curriculum planning ; syllabus construction, validation of tests, translation and publication of foreign research papers, advise on the preparation of text books, designing of school buildings and educational equipment to schools, monitoring and interpreting, educational statistics etc. This Bureau of Research were to be an advisory body which indicated the priorities of subjects of research and were to consist of eminent educationists, university professors and foreign specialists.

It also recommended the establishment of a Central Educational Library managed by a trained librarian of post-graduate level — including an information centre — a clearing house for education, where information relating to education is collected from all parts of the world and made available to the research workers and teachers. It were to undertake the training of School librarians and other educational information personnel.

In 1963, the Director of Education Mr. E. H. De Alwis, who was also the Vice Chairman of the Education Conference of 1961, set up a special unit called “Education and Research under a Deputy Director with science and technical education Branch as the nucleus. The Statistics Branch, the hand maiden of research and the Unit for Curriculum development also came into existence this year.<sup>1</sup>

These changes were a stepping stone in the correct path towards the solutions for the massive immediate problems of the country, and laid the infrastructure for the present developments in the education system.

With the take-over of the text book production by the Department of Education in 1964, the newly established Curriculum Development Section, was expanded to handle the new responsibility, thus taking a vast stride in curriculum development. In 1965 a special evaluation programme was implemented in respect of Science Subjects at G.C.E. O/L.

On the first of October 1966, the Department of Education was amalgamated with the Ministry of Education and the Permanent Secretary became the Director General of Education too, thus ensuring greater coordination at the central authority and elimination of duplication of work. A Planning Unit established to find a solution to the urgent problem of educational management, identified earlier and plan educational development. The Curriculum Development Section was expanded to be the Curriculum Development Centre of Ceylon, in 1969.

1. Administration report of the Director of Education, 1963-64

The gap between the educational researcher who was confined to the Campus of the University and the administrator who was confined to the air conditioned, rooms gradually narrowed down. Research students turned towards action—research projects, wherein the Ceylon Association for the Advancement of Science, Department of Education of the University of Ceylon and the Ministry of Education collaborated in the action oriented research project to develop an indigenous course in physics, chemistry and biology for Ceylon Schools. Theses nos. 52, 61, 101, are the direct outcome of this project, while no. 102 is an indirect outcome. Few studies on psychology were also undertaken during the late sixties ; (nos, 205, 209, and 242-CLPTE) which became a popular theme of research during the next decade. Another notable development is that with the collaboration of CAAS in educational research, professionals who were either confined to administration or university teaching, took up educational research, which was considered the main concern of the post-graduate student, all these years.

The year 1969 is a landmark in the history of educational research too, for the centenary of service of the Department of Education was commemorated with the compilation of the work "Education in Ceylon : a centenary volume" in three volumes, giving an overview of education in the island. This work itself was a vast research project which produced a main reference tool, almost an inventory of research, for the educational researcher. Though the hundred papers which comprise this work are uneven in their coverage, they summarize the findings of research carried out from the inception up to the year 1969. The chapter on "Research in Education" no. 1022, is of special interest to the educational researcher.

Inclusion of "A bibliography of Education in Ceylon," no. 1029, is proof of the acceptance of the indispensability of bibliographical tools to the educational researcher. On the other hand this first appearance of secondary literature is a sign of maturity of educational literature, and advancement of educational research.

With the dawn of 1970's "The Asian Programme for Educational Innovations in developing countries, APEID was established by UNESCO to fund educational innovations which the Developing countries could not afford. In 1971 Sri Lanka Curriculum Development Centre was also included in APEID programmes. The educational reforms of 1972 brought in revolutionary changes in the School Curriculum. These changes drew the attention of the research student towards the immediate problem of Curriculum Planning. This is proved by the fact that, out of 38 studies on curriculum development (D. 01) (Nos. 65 — 122 CLPTE) all except Nos. 78 (1957) and 100 (1969) were carried out after 1972.

The year 1974 marks a further step in the development of educational research in this island, for this was recognised as one of the items in the educational budget. Item 11 of project under the heading 48 in the Estimates and Revenues and Expenditure of the Government of Sri Lanka 1974 allocates Rs. 105,000<sup>1</sup>- Educational Research. But a separate branch for Educational Research and Planning was set up only in 1980,<sup>1</sup> which was separated into two units viz. Policy Coordination Branch and Planning and Programming Branch.<sup>2</sup> Research was included in the former,<sup>3</sup> which was replaced in 1983 by the Unit for Evaluation Guidance and Research under the Curriculum Development and Teacher Education Division of the Ministry of Education headed by the eminent researcher Dr. Mrs. T. Kariyawasam. Teachers with the Masters Degree were recruited to this unit, which was discontinued with establishment of the National Institute of Education with a separate programme for Research, thus ending a period of struggle, for the educational researcher. Several research projects were carried by this division, but were not available for inclusion in this work.

While these developments were taking place at the Ministry of Education, various other institutions which undertook educational research appeared in the scene. Some of them are:

1. Administration Reports Part IV 1980 P.A. 94
2. do do do 1982
3. do do do 1983 P. 102

Marga Institute, National Apprenticeship Board, Sarvodaya Organization, University Women's Association, Children's Secretariat, National Resources Energy and Science Authority of Sri Lanka, Centre for Society and Religion, International Centre for Ethnic Studies, Principals' Union of Sri Lanka, Teacher Educator's National Council, and All Ceylon Union of Teachers and English Teachers' Association. Each of these organizations carried out its own programme in isolation, resulting in duplication of research. Lack of coordination and National Policy on Education Research cropped up as acute problems towards the end of this period.

The analysis of Post Graduate theses submitted to the Universities during this era, included in Part II, of this work, together with the classified list of theses are designed specially to highlight the lacunae in educational research and provide information for the policy makers in education. Although these statistics could be interpreted according to the specific objectives and needs of each organization, there are certain gap areas of common interest.

There are only three theses written on primary education and only one on secondary education which are the two main segments of formal education. There are also a few on language education and educational psychology, teaching in primary and secondary levels. But the research carried out on these two levels of education are not proportionate to the magnitude of the problems they pose.

If the objective of education is total development of the child, including his intellectual growth and development of personality, more attention should be paid to children's literature. Yet only one research student has selected this subject for research, up to 1987, where in "Children's" Stories which is just one segment of the spectrum of children's literature as illustrated in the diagram ix below, is treated as the sum total of this substream of literature. It may be that research studies in this subject in English were not accessible to the researcher at

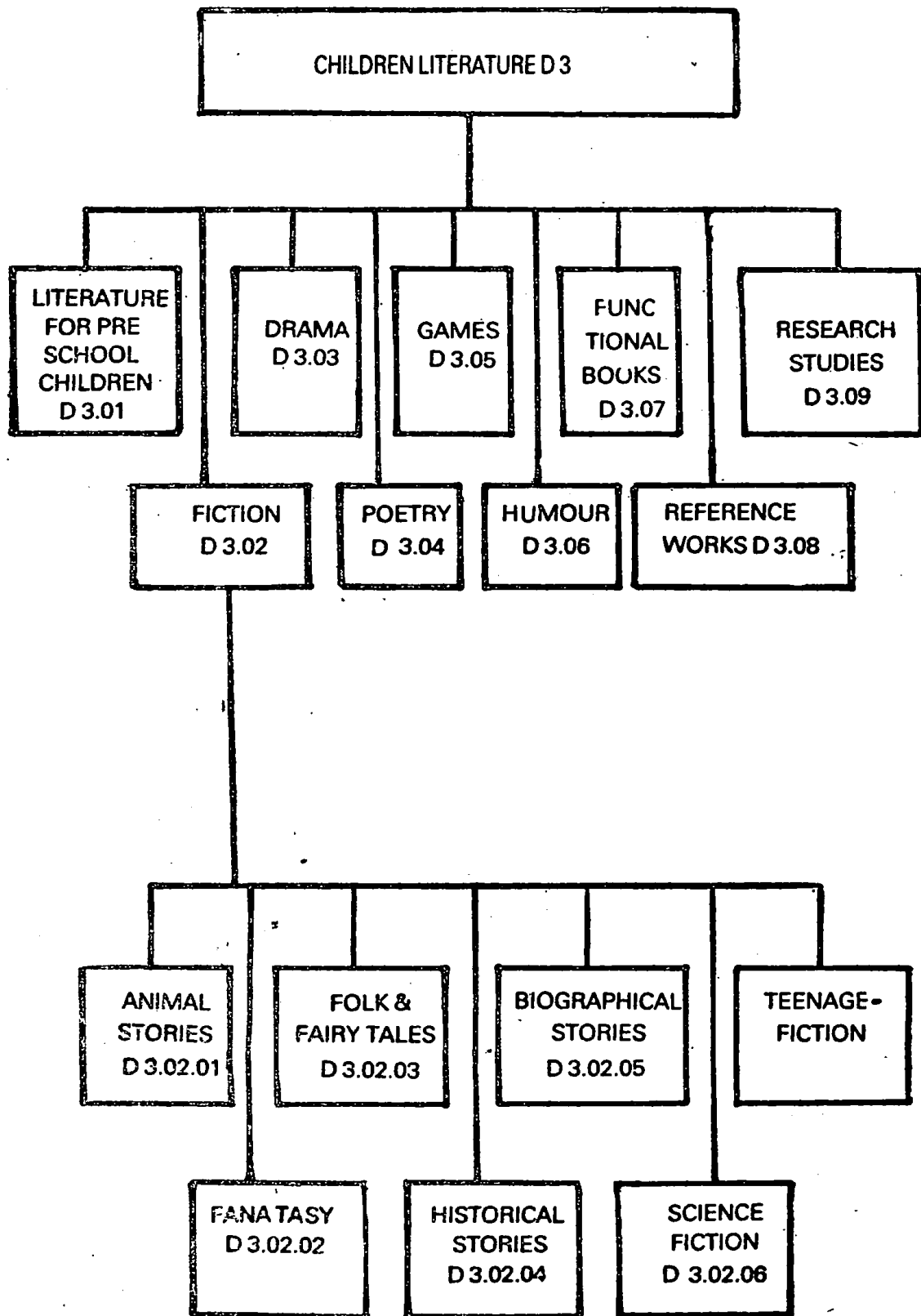


DIAGRAM IX

TAXONOMY OF CHILDREN'S LITERATURE

the stage of literature review, and has not received proper guidance. This reveals a deficiency in our curriculum, that FOURTH 'R' — the reference method is ignored from the primary school up to post-graduate level. Even the FIRST 'R' is now replaced by the shortest methods of memorizing others' notes and ready made answers to probable questions, in order to obtain examination certificates by hook or by crook.

The production of a bibliography of children's books published in 1988 (1991) by the National Library Services Board, is a land mark, for the appearance of secondary literature is a further step in the development of this subject. Its value would have increased much more, if the entries were arranged in classified order to reveal the micro-subjects.

It is also an urgent need to compile children's reference works, such as encyclopaedias in vernaculars, if we are to train our children in information skills, including the FOURTH 'R', in order to prepare them for the 21st century.

'Children's literature' should also be included in the curriculum of the courses of the faculties of education and departments of education and departments of library and information science of the universities.

Examination of Nos. 119 — 133 in Class E1 — Educational planning and E2 — Educational Administration reveals a paucity of research in these areas. Pioneering studies were carried out by Messrs. Jinapala Alles and K. D. Ariyadasa in 1960s (nos. 589, 590, 745 — 748 MB) as administrators specially after the Planning Unit was established in 1966. The establishment of the Staff College for training of Education Officers in 1976 is a landmark in the field of educational management. Members of its academic staff and the participants of the training programmes focussed their attention on issues in this area. University students turned towards educational management problems in the late 70's. Yet the amount of research carried out in this subject is not proportionate to the magnitude of the problems the Ministry of Education has to cope with. Educational policy, reforms, manpower planning educational

opportunity, economics of education educational finances micro-planning in education including development are some of the conspicuous gap areas in research.

“Management techniques adopted by the Buddha,” in relation to the organizational behaviour in our school system, should receive the attention of the students in selecting themes of research for higher degrees in educational management. This is specifically important, as none of the supervision programmes or any other device could detect that children in super-schools were involved in killer cults until a boy, school prefect in a reputed school, killed both parents and a guard, as published in news papers 1991.

According to the information available it is possible to surmise that, basics of all the theories from Taylor's theory of organization down to the fielders theory of contingency may be gleaned from a research study of the Buddhist scriptures. Such studies regarding other religions also may yield valuable results.

The management reforms of the Ministry of Education in 1984 and the commencement of the Post Graduate Diploma Course in Educational Management at the Staff College are significant steps towards bridging these gap areas. The dissertations compiled by these students, 1987-88 which are beyond the scope of this bibliography cover some of these micro-subjects and also new issues.

A vital area which has never attracted educational researcher is the effective use school libraries, J2.02.02 the heart of the school system, without which level of educational achievement, can never be improved, the development of the personality of the child will never take place. In this vital area of school management is to be developed, post Graduate diploma and Masters in school Librarianship should be conducted by the NIE most suitable dept. being the Dept for Education management development.

The period of struggle for the educational researcher ended in 1986, with an awakening study of the, “Educational research environment in Sri Lanka” by Dr. Mrs. T. Kariyawasam.<sup>1</sup> Educational researcher was helpless like a sculptor who is unable.

1. This study was not available for inclusion in this bibliography at the time of compilation.



to produce a quality product without the special tools. Unlike the researcher in science and technology, who is very well served with the documentation services of the Sri Lanka Science and Technology Information Centre and a net work of about 100 other special libraries, the educational researcher was not even served with the basic library services. Educational documentation was not recognized and library services were considered to be confined to be mere exchange of books. Educational information, the hand maiden of research came last in the educational budget. Lack of announcement services for educational reports frustrated the educational researcher resulting in lacunae in research and deficiencies in reports discussed in the previous chapter. Comparison of exhaustive bibliographical lists and references included in dissertations submitted to foreign universities, with those submitted to our universities, explain the fact that our researchers are neither, provided with bibliographical tools, nor are they trained in information skills, and in the use of reference tools like citation indexes, etc. In our country bibliographical work is unheard of even at the bachelor's level. It is introduced only at the master's level. Even the undergraduates lack the library habit, for which the root causes go deep into the bottom of the education system discussed as earlier. Training in the effective use of the library should really begin in the first year of school itself.

The quality of research and the standard of the written dissertation depend mainly on the guidance given by the supervisor, specially in a country like ours. Here, lack of reference tools and lack of background literature in the vernaculars, is aggravated by the lack of training in reference method and the language difficulties of research students as revealed by the sample cited earlier and many other dissertations abstracted in this bibliography.

This factor was highlighted as a national problem in an awakening workshop on supervision of research projects of Diploma and Masters students" very effectively conducted

by Dr. Paquita McMichael, a senior lecturer of the Moray House College of Educational Administration, held at the Department for Education Management Development, NIE, from 31.07.91 — 02.08.91, in which university lecturers and author also participated.

The provision of secondary and tertiary literature by the Documentation services, is another factor which contribute to raise the standard of research.

Lack of financial support was another obstacle the educational researcher had to cope with, which resulted in selecting a very small sample, even in case where a large sample was necessary if the results of research were to be valid so as to provide information for decision making.

The seedlings deposited at the Bandarawela Education Conference in 1961 - which suffered vagaries of unfavourable atmosphere, during the last 3 decades, have now found very favourable atmosphere with establishment of the National Institute of Education. Its first objective is "To monitor and undertake research and development activities at the national level, on the performance of the general education system, vis-a-vis its aims, content, structure and methodology (3.2 NIE Act 28 of 1985).

Prospects for educational research has further brightened with the establishment of the Research Division of the NIE, with the following objectives : to initiate and conduct research studies for upgrading the quality of education ; to provide a forum for discussion of educational issues dissemination of information and research findings : to co-ordinate the activities of the other components of the NIE and to develop links with national and international organizations and provide for the research competency by training personnel undertaking educational research.<sup>1</sup>

Policy studies and long term educational futures for Sri Lanka, undertaken by eminent educationists in the island were

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1. Forum, vol. 1, no. 1, Jan. 1988. - Research Division, NIE

completed in 1987. Research Division has undertaken to carry out three projects on educational management reforms, decentralization of educational administration, and teacher education under the BRIDGES project (no. 1023), directed by the Harvard University, thus closing certain gaps highlighted earlier.

Universities are also now concentrating more on innovative projects eg. SLOG Project (no. 961) and members of the staff of the Faculties of Education are participating in the research programmes of the Research Division of the NIE.

Individual research carried out by the educationists were not recognized all these years. But clause 4 (f) of the NIE Act empowers her, to promote, conduct and coordinate research and surveys and investigate in relation to any aspect of development of education, and 4(h) to make grants to any person or team of persons or any recognized institution or institutions for a specific research project or projects related to education<sup>1</sup> thereby removing the obstacle of the lack of financial support for educational research.

These heavy research programmes urgently demand documentation services and for the first time in the history of education in this island, educational information is recognized as an intrinsic part of education in the NIE Act.

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1. Forum, Vol. 1 no-2, Feb, 1988, Research Division, NIE

### 3. THE NEED FOR EDUCATIONAL DOCUMENTATION

Documentation is defined as that portion of bibliographic organization that is involved with the indirect communication of primary materials within and among groups of specialists to the end that they will receive in a manner as efficient as possible, the data which they require for the effective execution of their work. This is exactly what is meant by "the provision of specialized library and Documentation services for those who are involved in educational activities of the centre and the Ministry of Education" in activity 4.9 of the NIE Act 28 of 1985.

The essential task of documentation may be described as the matching of two patterns ; (a) the pattern of all scholarly activities in which the use of the primary graphic record plays a part (b) the pattern of intermediary services which transmit the primary recorded materials from scholar-as-producer to scholar-as-user. Therefore documentation embraces the whole gamut of operations from the discovery of new knowledge through its publication, analysis, classification etc, up to the moment it reaches the specialist user.

The documentation officer with a deeper competence in a narrower field of knowledge "switches" the information he

extracts from the document for a specific user. Therefore educational documentation should be handled by educational information personnel possessing three kinds of skill as described by Leo, L. Fernig and recommended by UNESCO Recommendation 71 of 1977 discussed later "The function of obtaining and sorting out in an accessible form corresponds broadly to documentalists' role — librarianship focussed on service ; the processing of information or content analysis of documents calls for educational competence for it is the content that gives this work its speciality ; the third, the dissemination stage, at times described as repackaging information, involves editorial skill of addressing a given public through some medium or other. Because of the importance of the contents, it is usually a principle of organization to give precedence to educators in the structures adopted for such centres." (diagram x)

Therefore educational information personnel should be recruited from among the teachers and later trained in documentation. Graduate teachers in charge of school and Teacher's College-libraries, should be given study leave to follow the Post-graduate course in Library and Information Science conducted by a university or the NIE should organize such courses, one at post-graduate level, another at a teacher's college, for educational documentation is impossible in the absence of educational information personnel, as experienced by the author, in the compilation of this bibliography, highlighted in the preface. The failure of the first documentation unit set up in 1979 was also due to the same reason. The Documentation Centre set up at the CDTE Division of the ME in 1983 could stand out against all the obstacles, because the author obtained the necessary qualifications, which enabled her to carry out research to find out the needs of the users and organize documentation services which exactly matched with their needs. The disadvantage was that only the specialist users know about these services, which are not displayed as in case of a library. Cost-benefit-analysis also can hardly be applied here, for it takes time to get returns of the money invested.

These facts explain that a Documentation Centre (diag. X) is not a place, attractive to the general reader for he does not find attractive volumes displayed on the shelves, and is entirely different from a library. Documentation Centre is a separate entity, where only "information ON education (diag. XI) is collected, stored, classified, indexed and analysed and organized for the use of the specialist by the specialist. Such information include tertiary and secondary literature and segments of primary literature (diag. VI). Its furniture and equipment are also designed to enable the specialist to pursue the study of an educational problem or research leading to decision making.

The main function of a Documentation Centre is the production of secondary and tertiary literature such as bibliographies, indexing, abstracting, literature reviews. etc

The word 'documentation is a development of the latter part of the nineteenth century. The pioneering bibliographical work is "A systematic guide to literature on the land, people, history and culture published in the Western languages, from the fifteenth century to the present day" by H. A. I. Gunatilake (no. 1032). The inefficiency of the classification scheme in locating material is somewhat compensated by the fact that it includes special material such as chapters from other books which do not primarily deal with Sri Lanka, unpublished research papers and theses etc. The pioneering effort in providing documentation services for the educational researcher is the "Bibliography of education in Ceylon," (no. 1029), which covers only Government publications.

The earliest educational library in the island where information on education (diag. VI) was expected to be organized was that of the Department of Education. In the process of reorganization of this, the Central Library of the Ministry of education, in 1982, the author discovered a file where the director, in 1930 had minuted to state that "the library was in disorder but there was no one to check the book stock." This is evidence for the demand for educational information even in the third decade, and the lack of educational information personnel to organize a special library. In 1970s a general acquisition list was issued and when the author visited the library in 1972, educational material were overwhelmed by the general material and majority of the users needed material for light reading. The needs of the educationist were not catered to.

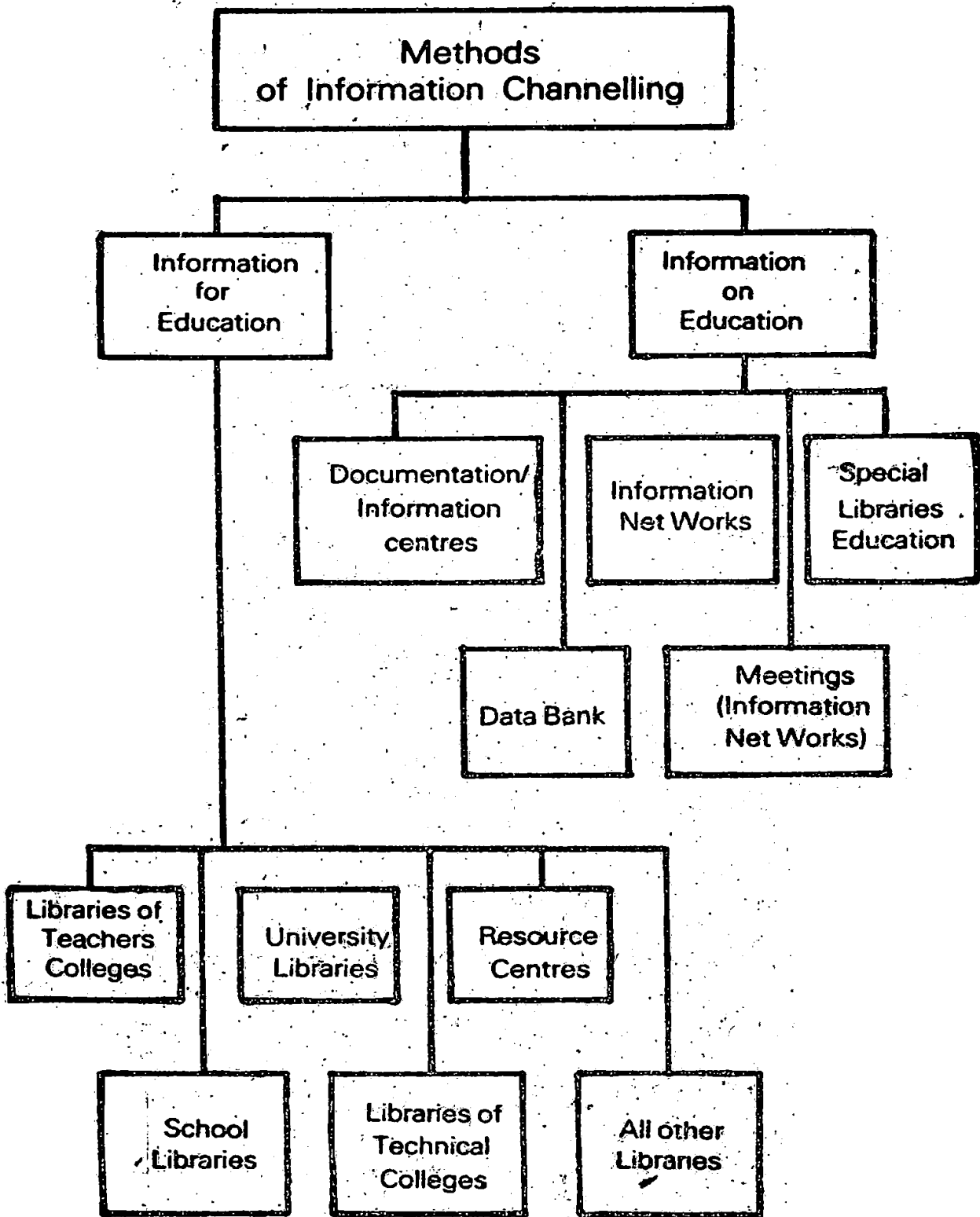


Diagram. 1

TAXONOMY OF EDUCATIONAL INFORMATION

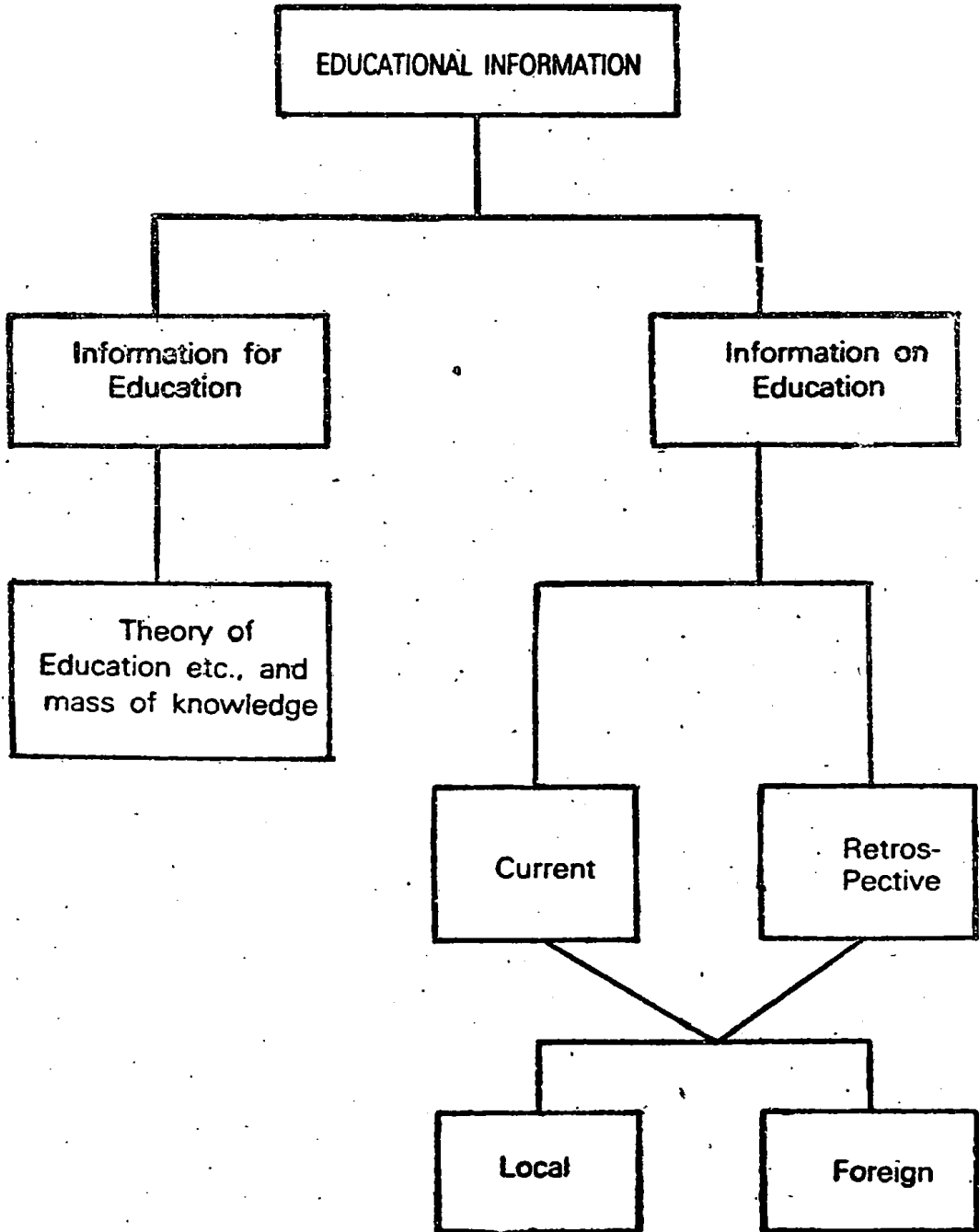


Diagram XI S.K.



By this time the development of education in developing countries resulted in the problem of information, which of course was placed last in the educational budget. The magnitude of this problem reached such serious proportions that the International Bureau of Education and the Asian Centre for Educational Innovation for Development (ACEID), Bangkok jointly organized seminar in February 1977, with the purpose of studying the existing documentaion and support services in the member states and in the light of such review (1) to identify the needs and problems in the flow of educational documentation and information relating to educational innovation and techniques for the purpose (2) to make suggestions for organizing documentation and information services at national and inter country level<sup>1</sup>. The follow up action in the implementation of these proposals were taken by the 36th UNESCO Education Conference, held in August 1977, which had as its theme,, "The problem of information at national and international level, which is posed by the improvement of educational systems." The Recommendation 71 issued at the conclusion of this conference accepted "Democratization of information as one of its five principles and recommended that each developing nation should establish its own educational documentation centre<sup>3</sup>.

It is in the backdrops of these developments that our Ministry of Education set up a documentation Unit in 1979, which was a failure as discussed in the previous chapter. The need for educational documentation was highlighted in a paper submitted to the Ministry of Education by the Director of the National Library Services Board in 1979.<sup>3</sup> This was manifested in the mushroom collections of reports which appeared in many Branches of the Ministry of Education. Thus the need for educational documentation which was felt even as far back as the third decade, gradually grew up with the development of the education system, aggravated by the later part of the 7th decade and started gnawing at the Ministry of Education by the dawn of the 8th decade. In 1981 the author was assigned

1. Agenda of the Seminar
2. Report of the Conference.
3. Amarasinghe, N

Reorganization of the Central Library of the Ministry of Education, 1979.

to organize the report collection at the Research and Planning Branch of the ME and later the Central Library, mentioned in chapter I. A skeleton — service of the Selective Dissemination of Information service was organized by the author which was welcomed by the specialist users as proven by the user's record. But these were discontinued due to administrative reorganization.

By this time education and its subfacets came to be selected for bibliographical essays by the students following the Final Year Course in Librarianship and Documentation conducted by the Sri Lanka Library Association and Certificate Courses of the Library Science Department of the Kelaniya University. Educational circulars had been indexed by a student of the Kelaniya University, but it was not located by the author. Bibliographical Essays on Educational Research (no. 1027) and two other research studies on educational documentation (nos. 1049 and 1050) were completed by the author in 1985 as a result of the professional training, which is also a landmark in the history of educational documentation. The most useful product of the author's professional advancement is — the present bibliography.

Varied kinds of demands were made for bibliographical information, since data was collected for this bibliography, proving the urgent need for a bibliographical tool of this nature. A high government official needed a list of his publications within two hours. Chief Project Officers of the National Institute of Education, carrying out educational projects in their special areas and students of the Post-graduate Diploma Course in Educational Management were constant users of this work while in the process of compilation. Some of the facets and sub-facets of education on which bibliographical information was required were ; agricultural education, grade five-scholarship scheme, decentralization of educational administration, pre-school education, teacher behaviour, principal's effectiveness, educational finances and teachers supply and demand (Users record of the Documentation Centre). There were certain directors who needed information urgently for meetings, seminars and country papers.

It is interesting to note that all these specialist users requested for "all the information available on the subject" ie literature search. The heaviest demand came from the Research Division of the NIE for the abstracts of dissertations. A copy of an abstract had to be got down from the Library, University of Peradeniya, for the researcher on the 'principal's effectiveness.'

These needs of the users signal the directions to organize the services of the Documentation Centre. Apart from bibliographical information there are other needs too.

There exists a constant demand for both statistical and bio-data of the Sri Lanka Education Service, for which a database is being prepared, closing a gap which existed for years, Educational Management Information Services. EMIS, provides the educational decision-maker with educational statistics.

Still a gap exists in the flow of educational information from foreign countries, inspite of the fact that there is an influx of such information. When the researchers or administrators probe into an educational project or a problem, they also need information on how such problems were solved in neighboring countries. This information also should be obtained in anticipation of the needs of the educational decision-makers. Data on the occupation-sector education distribution of labour force in other countries is an example of foreign information needed by the educational planners.

The urgent need for a Documentation Centre for education which was highlighted by the author in 1985 (no. 1050) is at last being fulfilled with the establishment of the Documentation Centre at the Staff College for Educational Administration, Maharagama. Given below are the aims and objectives of the centre :—

#### **I. Aims**

To provide documentation services to those who are involved in educational activities of the staff College for Educational Administration

## **2. Objectives**

- 2.01 Acquisition, store, classify, index, analyse and organize for use the educational reports on Sri Lanka, both current and retrospective.
- 2.02 Develop an exhaustive collection of all the reports produced at each stage of the educational projects carried out by the Staff College for Educational Administration, other Division of the National Institute of Education, Ministry of Education and any other related institutions.
- 2.03 Develop a collection of reports on legal information on education.
- 2.04 To develop this as a centre where the researcher could conduct an exhaustive study of any of the projects mentioned in 2.2, or any other priority areas of the subject.

## **ACTIVITIES ENVISAGED IN ORDER TO ACHIEVE THE OBJECTIVES**

Devise a suitable system of retrieval.

- 3.01 Develop a classification scheme capable of indepth classification of the special material to be retrieved by the specialist, improve on the classification scheme already devised (part I chapter I).
- 3.02 Develop a thesaurus of current educational management terminology in Sri Lanka, based on the IBE ERIC and UNESCO thesauri.

## **4. Bibliographical services**

- 4.01 Supplement the annotated bibliography of Educational reports on Sri Lanka 1796 — 1986 (preface) so that the users are assured of a reference tool without any gap areas. (User's Record of the Documentation Centre).
- 4.02 Update this for 1987 — 1988 (User's Record).

- 4.03 Prepare a database for this bibliography based on the Worksheet Manual prepared by the author.
- 4.04 Commence a series of exhaustive bibliographies at least on the priority areas of education needed by the users of the Staff College and also any other division of the NIE.

## 5. Abstracting services

- 5.01 Update the abstract bibliography of Post-graduate theses on education from 1987 to 1991. (User's Record).
- 5.02 Preparation of abstracts for the selected reports produced by the NIE and others received at the centre.

## 6. Indexing services

- 6.01 Sri Lanka Education Index.
- 6.02 Index to academic journals on educational management
- 6.03 Index to the educational items in the Hansard.
- 6.04 Index to the legal enactments on education.
- 6.05 Index to the Circulars related to Education - on going.
- 6.06 Update the index to sessional papers from 1969 (part III).
- 6.07 Index to text books — current and retrospective.
- 6.08 News clipping service with a Key word index.  
Any other index as needed.

## 7. Preparation of Directories

- 7.01 Directory of educational report issuing — organizations, institutions undertaking educational research.
- 7.02 Directory of specialists in education in Sri Lanka (current and retrospective).
- 7.03 Directory of ongoing educational research projects and those which have been already completed.
- 7.04 Directory of research — funding agencies.
- 7.05 Directory of educational libraries in Sri Lanka.  
Any other directories as needed.

8. **Current Awareness service—CAS**  
Users of the centre are kept up-to-date with information by way of current awareness bulletins such as content pages of educational journals received at the Centre.
9. **Selective Dissemination of Information Service—SDIS**  
The contents of the documents received at the centre are analysed and matched them with needs/special areas of research of the client and the selected information related to the needs of each user is sent to those who need this service. This shall be confined to the members of the staff of the Staff College as this service is very expensive and more than 35 users cannot be handled manually.
10. **Literature searches**  
A full search into all the tertiary, secondary and primary literature on the topic of study is carried out by a specialist in the staff of the centre and an information package supplied with photocopies of the necessary documents such as abstracts, indices, bibliographies etc. is offered to the user. This service also shall be confined to the members of the staff of the Staff College as this very expensive and time-consuming and requires Educational Information Personnel.
11. **A quick inquiry service of the activities of the Staff College and the NIE shall be maintained.**
12. **Repographical services**  
Photocopying service is an urgent need for Documentation Centre where the documents are strictly for reference only.
13. **Research on Educational Information**
  - 13.01 Research on the obsolescence of educational reports is urgent need.
  - 13.02 A complete research study of the the information needs and the patterns of information use among educational personnel should be carried out without delay.

The Central Library of the NIE, which compile the Union Catalogue of Educational Literature may serve as the backup collection for the services of the Documentation Centre when necessary.

These services "which underpin and support" the urgent tasks such as preparing curriculum material, or training of teachers needed for the implementation of educational reforms, training of educational administrators or the expansion and improvement of educational facilities, are essential for their success (Bangkok Report, Feb. 1977) Precise information concerning the state of a problem and even of the time it is likely to evolve is necessary before action is taken. Therefore enormous responsibilities lie ahead of the Documentation Centre in supplying the specialized information necessary for decision-making in education, which is an extremely complicated process, involving 4 million pupils and 180000 teachers and their parents too. This is of vital importance in case of education, on which depends the general development of any single aspect of a country and at a time when education is looked for solutions to problems or racial discord, delinquency, poverty, to problems arising from urban living, affluence and also for promotion of peace (see entries under F 4.04.06). This endeavour shall be rewarded if this work provides guidelines, both for policy-making with regard to educational information and also for educational information personnel in rendering their services and as a ready reference tool for users of educational information thus bridging a gap that prevented the smooth flow of educational information, for years.

**PART II**

**BIBLIOGRAPHY OF EDUCATIONAL  
REPORTS ON SRI LANKA**

**1796 - 1986**

**WITH AN  
ANALYSIS OF POST GRADUATE  
THESES ON EDUCATION  
UP TO 1987**



**CLASIFICACION FOR EDUCATION'  
WITH  
STATISTICS ON  
THE DISTRIBUTION OF  
POST GRADUATE THESES  
ON EDUCATION  
UP TO 1987.**

# CLASSIFICATION SCHEME FOR EDUCATION

## SUMMARY

<b>A.</b>	<b>BACKGROUND TO EDUCATION</b>	<b>1 — 28</b>
<b>B.</b>	<b>EDUCATION — GENERAL</b>	<b>29 — 38</b>
<b>C.</b>	<b>LEVELS AND TYPES OF EDUCATION</b>	<b>39 — 281</b>
<b>D.</b>	<b>METHODS, TECHNIQUES AND CONTENT OF EDUCATION</b>	<b>282 — 463</b>
<b>E.</b>	<b>EDUCATIONAL MANAGEMENT</b>	<b>464 — 799</b>
<b>F.</b>	<b>EDUCATIONAL SCIENCES</b>	<b>800 — 1023</b>
<b>G.</b>	<b>NATIONAL EDUCATION SYSTEMS</b>	
<b>H.</b>	<b>INTERNATIONAL CO-OPERATION IN EDUCATION</b>	<b>1025 — 1026</b>
<b>J.</b>	<b>LIBRARY AND INFORMATION SCIENCE AND EDUCATIONAL INFORMATION</b>	<b>1027 — 1051</b>

## **A. BACKGROUND TO EDUCATION**

*Distribution  
of theses*

<b>A1. ECONOMICS AND DEVELOPMENT</b>	<b>0</b>
A1.01 — Economics	
A1.02 — Development	
<b>A2. NATIONAL DEVELOPMENT PLANS</b>	<b>0</b>
<b>A7. LABOUR</b>	
<b>A8. POPULATION</b>	
<b>A10. SOCIAL ASPECTS OF DEVELOPMENT</b>	<b>0</b>
A10.04 Welfare Services	
<b>A17. SCIENCE AND TECHNOLOGY</b>	

## **B. EDUCATION GENERAL**

## **C. LEVELS AND TYPES OF EDUCATION**

<b>C1. PRE-SCHOOL AND PRIMARY EDUCATION</b>	
C1.01 Pre-School Education	<b>02</b>
C1.02 Primary Education	<b>03</b>
<b>C2. SECONDARY EDUCATION</b>	<b>01</b>
C2.01 Post-Primary Education	
C2.02 Secondary Education	
<b>C3. TERTIARY (HIGHER) EDUCATION</b>	
C3.01 Higher education policies	<b>01</b>
C3.02 Higher education plans	
C3.03 Higher education reforms	
C3.04 Higher education and Development	
C3.05 Sociology of Higher education	
C3.06 Economics of Higher education	
C3.07 Policies of Higher education	
C3.08 Administration of Higher education	
C3.09 Curriculum of Higher education	
C3.10 Research in Higher education	
C3.11 Evaluation in Higher education	
C3.12 Counselling in Higher education	
<b>C4. UNIVERSITY EDUCATION</b>	
C4.01 Universities	<b>02</b>
C4.02 Access to Universities	<b>01</b>
C4.03 Students	<b>03</b>

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**13**

*Distribution  
of theses*

C4.04	Teaching staff	
C4.05	Faculties	
C4.05a	Arts	
C4.05b	Science	
C4.05c	Medical	01
C4.05d	Engineering	
C4.05e	Law	
C4.05f	Agriculture	
C4.05g	Other faculties — extension activities	
C4.06	Sports in Universities	
C4.07	Evaluation, Degrees, Diploma, etc.	
C4.08	Scholarships	
C4.09	Graduates and employment	01
C5.	OPEN UNIVERSITIES	01
C6.	PROFESSIONAL EDUCATION	
C6.01	Doctors	
C6.02	Engineers	
C6.03	Lawyers	
C6.04	Social workers	
C7.	TECHNICAL EDUCATION	03
C8.	VOCATIONAL EDUCATION	01
C8.01	Agricultural education	04
C8.02	Arts and crafts	
C8.03	Industrial education	01
C8.04	Life, skills, Work experience, and Project work	01
C9.	CO-OPERATIVE EDUCATION	
C10.	EDUCATION IN RURAL AND URBAN AREAS	
C10.01	Basic education	
C10.02	Community education	
C10.03	Rural and urban education	02
C11.	EDUCATIONAL GUIDANCE AND COUNSELLING	03
C12.	NON-FORMAL EDUCATION	
C12.01	Linking formal and non-formal education	
C12.02	Distance education	
C12.03	Adult education	03
C12.04	Youth education	02

		<i>Distribution of theses</i>
C12.05	Lifelong education and Recurrent education	01
C12.06	Worker education	
C12.07	Literacy	
C12.07.01	Literacy methods	
C12.07.02	Literacy personnel	
C12.07.03	Literacy programmes	
C12.07.04	Post literacy	
C12.08	Organisations involved in non-formal education	01
C13.	PIRIVENA EDUCATION	02
C14.	SPECIAL EDUCATION	
C14.01	Compensatory education	
C14.02	Gifted children	01
C14.03	Education of the socially deprived and minority	01
C14.03.01	Tamils and estate education	01
C14.03.02	Muslim education	
C14.03.03	Others	
C14.04	Education of the handicapped	01
C14.04.01	Physically Handicapped	
C14.04.02	Mentally retarded	
C14.04.03	Backward	03
C14.05	Remmedial education	01
C14.06	Female education	02

#### **D. METHODS, TECHNIQUES AND CONTENT OF EDUCATION**

D1.	TEACHING STRATEGIES	
Di.01	Teacher student relations	
Di.02	Teaching strategies and methods	03
Di.03	Teacher education	08

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<b>D2.</b>	<b>EDUCATIONAL MATERIALS</b>	
D2.01	Syllabi	
D2.02	Text books	
D2.03	Teachers' handbooks, manuals	
D2.04	School magazines	
D2.05	Educational aids — audio visual	01.
D2.06	Educational equipment	
<b>D3.</b>	<b>CHILDREN'S LITERATURE</b>	
D3.01	Literature for pre-school children	
D3.02	Fiction	
D3.02.01	Animal stories	
D3.02.02	Fantasy	
D3.02.03	Folk tales and fairy tales	
D3.02.04	Historical stories	
D3.02.05	Biographies	
D3.02.06	Science fiction.	
D3.02.07	Teenage fiction-novels	
D3.03	Drama	
D3.04	Poetry.	
D3.05	Games	
D3.06	Humour	
D3.07	Functional books	
D3.08	Reference works	
D3.09	Research studies of children's literature	02
<b>D4.</b>	<b>EDUCATIONAL TECHNOLOGY</b>	
D4.01	Educational radio	
D4.02	Educational television	
D4.03	Educational films	
D4.04	Teaching machines	
D4.05	Educational computer	
D4.06	Massmedia and education	
<b>D5.</b>	<b>CURRICULUM</b>	
D5.01	Curriculum development - general	05

*Distribution  
of theses*

D5.02	Educational subjects	
D5.02.01	Aesthetic education	
D5.02.01a	Music Eastern	01
D5.02.01b	Music Western	01
D5.02.01c	Dancing	
D5.02.02	Development education	
D5.02.03	Environmental education	01
D5.02.04	Health education	
D5.02.05	Moral education	03
D5.02.06	Religious education	
D5.02.06a	Buddhist education	01
D5.02.06b	Hindu education	01
D5.02.06c	Islam education	
D5.02.06d	Christianity	
D5.02.07	Social studies	06
D5.02.08	Population education	05
D5.02.09	History	
D5.02.10	Geography	03
D5.02.11	Economics	
D5.02.12	Political sciences	
D5.02.13	Commerce	03
D5.02.14	General science	03
D5.02.15	Mathematics	02
D5.02.16	Physics	
D5.02.17	Chemistry	
D5.02.18	Biology	01
D5.02.19	Zoology	01
D5.02.20	Botany	
D5.02.21	Physical education	
D5.02.22	Sex education	
D6.	LANGUAGE, READING AND BOOKS	
D6.01	Books and reading comprehension	07
D6.02	Language and education	
D6.03	Bilingual education	
D6.04	Modern language instruction	
D7.	MOTHER TONGUE INSTRUCTION	06
D8.	SECOND LANGUAGE — ENGLISH	03
D9.	OTHER LANGUAGES	
D10.	SOCIO LINGUISTICS	

## **E. EDUCATIONAL MANAGEMENT**

	<i>Distribution of theses</i>
<b>EI. EDUCATIONAL PLANNING</b>	
EI.01 Educational Plans and Policies	01
EI.01.01 Educational policies	
EI.01.01a Educational policies language	03
EI.01.02 Educational plans	
EI.01.03 Educational reforms	02
EI.02 Employment and manpower	
EI.02.01 Population and education	
EI.02.02 Education employment and work	01
EI.02.03 Unemployment	01
EI.02.04 Manpower	
<b>EI.03 EDUCATIONAL PLANNING         METHODOLOGY</b>	
EI.03.01 Educational forecasting	
EI.03.02 Educational models, planning methods, projections, etc.	
<b>EI.04 ADMINISTRATION OF         EDUCATIONAL PLANNING</b>	
EI.04.01 Decision making in education	
EI.04.02 Implementation of educational plans and educational reforms	
EI.04.03 Training of educational planners	
<b>EI.05 EDUCATION AND         DEVELOPMENT</b>	
EI.05.01 Education and modernization	
EI.05.02 Education and national intergration	
EI.05.03 Education in developing countries	
<b>EI.06 SOCIOLOGY OF EDUCATION</b>	
EI.06.01 Education and society	
EI.06.02 Determinants of education	



		<i>Distribution of theses</i>
<i>E1.06.03</i>	Educational equality — opportunities	03
<i>E1.06.04</i>	Multicultural education	
<i>E1.06.05</i>	Religion and education	03
<i>E1.06.06</i>	Social demand for education	
<i>E1.06.07</i>	Social returns for education	
<i>E1.06.08</i>	Socialization and schooling	
<i>E1.06.09</i>	Sociology of the school	
<i>E1.06.10</i>	Politics of education	
<i>E1.07</i>	<b>ECONOMICS OF EDUCATION</b>	<b>01</b>
<i>E1.07.01</i>	Cost-benefit analysis in education	
<i>E1.07.02</i>	Human capital	
<i>E1.07.03</i>	Productivity and returns to education	
<i>E1.07.04</i>	Educational wastage	01

## **E2. EDUCATIONAL ADMINISTRATION**

### **E2.01 ORGANISATION AND MANAGEMENT OF THE EDUCATIONAL SYSTEM (S) (GENERAL)**

- E2.01.01* Administrative bodies
- E2.01.02* Ministries of education
- E2.01.03* Other administrative bodies

### **E2.02 EDUCATIONAL ADMINISTRATORS**

- E2.02.01* Administrators of the Education System 02
- E2.02.02* Principals and deputy principals 02

—  
12

*Distribution  
of theses*

<b>E2.03</b>	<b>TEACHERS</b>	
E2.03.01	Teacher characteristics	01
E2.03.02	Teacher's role	03
E2.03.03	Teaching profession — qualifications	02
E2.03.03a	Graduate teachers	01
E2.03.03b	Trained teachers	
E2.03.03c	Others	
E2.03.04	Salaries and status	01
E2.03.05	Supply and demand	02
E2.03.06	Teacher associations	
E2.04	<b>SCHOOL MANAGEMENT</b>	01
E2.04.01	Access to schools	
E2.04.02	School leaving	
E2.04.03	School droupouts	05
E2.04.04	Schools by grade	
E2.04.04a	Collegiate schools— enrolment 1000	01
E2.04.04b	Medium — enrolment 150— 1000	
E2.04.04c	Small — enrolment 150	
E2.04.05	School calenders, timetables, etc.	
E2.04.06	School pupils	
E2.04.07	Tutorial staff	
E2.04.08	Classroom management	01
E2.04.09	School supervision	
E2.04.10	Schools and parents and community	
E2.05	<b>PRIVATE EDUCATION</b>	
E2.05.01	State assisted schools	
E2.05.02	Private schools	
E2.05.03	Private tution	01

**E2.06 EDUCATIONAL FINANCE**

- E2.06.01** Budgets and budgetting in education **01**
- E2.06.02** Educational costs
- E2.06.03** Educational expenditure
- E2.06.05** Resource allocation
- E2.06.06** Student finance, subsidies for education — free education, scholarships

**E2.07 EDUCATIONAL FACILITIES**

- E2.07.01** School buildings
- E2.07.02** School furniture
- E2.07.03** School laboratories and workshops
- E2.07.04** Space utilization
- E2.07.05** School welfare

**E2.08 MICROPLANNING IN EDUCATION**

- E2.08.01** Decentralization
- E2.08.02** Regional disparities in education
- E2.08.03.** Regional planning in education  
School clusters **01**
- E2.08.04** School location
- E2.08.05** School transport

**E2.09 EDUCATIONAL STATISTICS**

**E2.10 EDUCATIONAL LEGISLATION**

- E2.10.01** Works on educational law **01**
- E2.10.02** Acts, Codes, etc.
- E2.10.03** Circulars

## F. EDUCATIONAL SCIENCES

*Distribution  
of theses*

<b>F1.</b>	<b>THEORIES AND PHILOSOPHY OF EDUCATION</b>	
	<i>F1.01</i> Educational alternatives and futures	
	<i>F1.02</i> Educational history	11
	<i>F1.03</i> Educational philosophy and theory	09
<b>F2.</b>	<b>EDUCATIONAL INNOVATION</b>	
	<i>F2.01</i> Educational change	01
	<i>F2.02</i> Educational innovations	
<b>F3.</b>	<b>COMPARATIVE EDUCATION</b>	01
<b>F4.</b>	<b>EDUCATIONAL PSYCHOLOGY</b>	
	<i>F4.01</i> Child development	03
	<i>F4.02</i> Intelligence	01
	<i>F4.03</i> Learning	10
	<i>F4.04</i> Educational psycho-sociology	
	<i>F4.04.01</i> Educational environment	07
	<i>F4.04.02</i> Teacher attitude	
	<i>F4.04.03</i> Teacher behaviour	
	<i>F4.04.04</i> Student attitude	
	<i>F4.04.05</i> Student behaviour	
	<i>F4.04.06</i> Adolescence and problems	12
	<i>F4.04.07</i> Peer group relationship	
	<i>F4.04.08</i> School discipline	
	<i>F4.04.09</i> Delinquency	07
	<i>F4.04.10</i> Parent's attitude and relationship with the child	01

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<b>F5.</b>	<b>EDUCATIONAL EVALUATION</b>	
<i>F5.01</i>	Classroom observation	
<i>F5.02</i>	Curriculum evaluation	
<i>F5.03</i>	Educational objectives	01
<i>F5.04</i>	Evaluation of educational programmes	
<i>F5.05</i>	Evaluation of social programmes	
<i>F5.06</i>	Teacher evaluation	
<b>F6.</b>	<b>EDUCATIONAL MEASUREMENT</b>	
<i>F6.01</i>	Educational measurement	01
<i>F6.02</i>	Examinations	04
<i>F6.03</i>	Qualifications	
<i>F6.04</i>	Selections	
<i>F6.05</i>	Studies of achievement	10
<i>F6.06</i>	Testing	12
<b>F7.</b>	<b>EDUCATIONAL RESEARCH</b>	
<i>F7.01</i>	Educational research	
<i>F7.02</i>	Educational research methodology	
<i>F7.03</i>	Educational research needs	
<i>F7.04</i>	Educational research policy	
<i>F7.05</i>	Use of educational research	
<b>F8.</b>	<b>EDUCATIONAL RESEARCH ASSOCIATIONS</b>	
<b>G.</b>	<b>NATIONAL EDUCATION SYSTEMS</b>	
<b>G1.</b>	<b>EDUCATION IN AFRICA</b>	
<b>G2.</b>	<b>EDUCATION IN ARAB STATES</b>	
<b>G3.</b>	<b>EDUCATION IN ASIA</b>	
<b>G4.</b>	<b>EDUCATION IN EUROPE</b>	
<b>G5.</b>	<b>EDUCATION IN AMERICA AND THE CARREBEAN</b>	
<b>G6.</b>	<b>EDUCATION IN NORTH AMERICA</b>	
<b>G7.</b>	<b>EDUCATION IN THE PACIFIC</b>	

## **H. INTERNATIONAL COOPERATION IN EDUCATION**

*Distribution  
of theses*

**H1. INTERNATIONAL COOPERATION**

**H2. INTERNATIONAL ORGANISATIONS**

**H3. NATIONAL COOPERATION IN  
EDUCATION**

**H4. INTERNATIONAL COOPERATION IN  
EDUCATION**

## **J. EDUCATIONAL INFORMATION, INFORMATION CHANNELLING, LIBRARY AND INFORMATION SCIENCE**

### **J1. INFORMATION GENERAL**

- J1.01 Reference Works
  - J1.01.01 Guides to Literature
  - J1.01.02 Bibliographical essays
  - J1.01.03 Bibliographies
  - J1.01.04 Directories and Yearbooks
  - J1.01.05 Dictionaries
  - J1.01.06 Thesauri
  - J1.01.07 Encyclopaedias
  - J1.01.08 Indices
  - J1.01.09 Abstracts
  - J1.01.10 Posters
- J1.02 Biography
- J1.03 Professional Associations
- J1.04 Periodicals

### **J2. INFORMATION CHANNELLING**

- J2.01 Archives
- J2.02 Educational Libraries
  - J2.02.01 Children's Libraries
  - J2.02.02 School Libraries
  - J2.02.03 Resource Centres

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*Distribution  
of theses*

J2.03	Other libraries	
J2.04	Educational Documentation	
J2.04.01	Educational Documentation <sup>1</sup> Information Centres	
J2.04.02	Databases on education	
<b>J3.</b>	<b>LIBRARY AND INFORMATION SCIENCE</b>	
J3.01	Library education and training	01
J3.02	Research in Library and Information Science	
J3.02.01	Studies on Educational Information	01
		<hr/>
		02
		<hr/>
	<b>TOTAL</b>	<b>254</b>
		<hr/>

## SAMPLE OF AN ENTRY FOR A THESIS AND THE TOP OF THE PAGE

D 5.02.23(1)

Author emphasises the need for a positive attitude to sex education and lists our seven aims of sex education. It can never be a subject on the time table, but it is a function of the whole curriculum.

D 6(2) LANGUAGE, READING AND BOOKS(3)

D6.01(4)

428.(5) ABEYKOON(6), Daya, Chandrasoma

මහනුවර දිස්ත්‍රික්කයේ ග්‍රාමීය නව යෞවන පාසැල් සිසුන්ගේ කියවීමේ රුචිකත්වය කෙරෙහි බලපාන සාධක පිළිබඳ අධ්‍යයනයක්(7)[A study of the factors that affect the reading preferences among rural adolescent children in the Kandy District](8) xix, 242P.(9), tables—Thesis(10) (M.Ed)(11) University of Peradeniya(12), 1981.(13) —ULP(14)360033(15).

This survey of reading preferences of a sample of 400 pupils (200 girls) of the ages of 14-17 grades VII-XII from rural schools carried out by administering a questionnaire revealed that, the main factor which influence their reading habit is their socio-economic class, rather than the sex difference or interest in politics.

Findings are analysed in chapter IV(16).

1. Running class no.
2. Class no. **Secondary subject heading**
3. Secondary subject heading
4. Class no.
5. Serial no. of the entry
6. Surname of the author
7. Title as given in the language of the document
8. English translation of the title
9. Collation
10. Type of report
11. Degree
12. University
13. Date-Year.
14. Abbreviation of location
15. Library accession no.
16. Annotation.



# ANNOTATED BIBLIOGRAPHY

## A. BACKGROUND TO EDUCATION

### A01.01 Economics and Development

#### 1. CENTRAL BANK OF CEYLON

Survey of Ceylon's consumer finances 1963 part I and II. — Colombo : Central Bank, 1964. — 129 p., 438 p., tables. — CBCL.

Part I of this report gives the statistics on consumer incomes and expenditure, and includes information on education, employment by age and expenditure on education of children. Part II provides a statistical analysis of samples of population according to sex, age, education, community, industry and occupation and expenditure on the main items.

#### 2. CENTRAL BANK OF CEYLON

Survey of Sri Lanka's consumer finances 1973, part I and II. — Colombo : Central Bank of Ceylon, 1974 — 1975. — 143 p. 746 p., tables. — CBCL.

Part I of the report records the major findings of the survey of consumer finances of incomes and expenditure. Part II - a detailed analysis of the statistics relating to the survey.

## 3. RASAPUTRAM, Warnasena

Changes in the pattern of income inequality in Ceylon. — pp. 60 — 91, tables. — In. Marga, vol. 1, nos. 1 — 4, 1971 — 1972. — NM.

Author examines how inequalities in the distribution of wealth at national level as well as international level, cause social and economic frustrations. He also analyses with the aid of statistics the following factors : changes in the pattern of income distribution, education and income inequality, percentage distribution of population by education and inequalities of income differences due to educational achievement which reveals serious shortcomings in coordinating manpower programmes and educational planning, inequality of income by occupational categories and wage — paying ratio. A reduction in the income inequality resulting from the governments' policies on social welfare taxation etc. is highlighted. Includes also the unemployment estimate as worked out by the ILO and the Central Bank, percentage of unemployment by income groups and tax incidence. Finally the author outlines his suggestions for reducing the income inequality.

## 4. SRI LANKA DEPARTMENT OF CENSUS AND STATISTICS

Socio-economic survey 1969 — 1970 : statistical tables. — Colombo : Dept. of Govt. Printing, 1971. — CBCL.

These statistical tables are divided into rounds. First round. — Published in 1971 ; — Includes Statistics of population by age, literacy and level of education.

Vol. I, Rounds 1 — 4 : population labour force and housing. — Published in 1973. — xii, 130 p. Gives the statistics on demographic characteristics of

## A1.01

population including fertility and morbidity, levels of education, employment and unemployment, specially among youth between 15 — 19 years of age and housing conditions.

Vol. II, Rounds 1 — 4: household income, consumption and expenditure. — Published in 1973. — ix, 216 p. — This is the second statistical volume of the survey which gives information on income, consumption and expenditure including education health and transport conditions of the families surveyed.

### 5. SRI LANKA DEPARTMENT OF CENSUS AND STATISTICS

Final report on the socio-economic survey of rural Ceylon 1950 — 1951. — Colombo: Govt. Printer, 1954. — 67 p. (SP 11 of 1954). — ULP 118102

Literacy statistics on pp. 24 — 25. ;

### 6. SEERS, Dudley

The meaning of development. — pp. 9 — 15. — In. Economic Review, Vol. 3, No. 12, March 1978. — Colombo. — NM.

Presidential address by the author at the World Conference of the Society for International Development as the realization of the potential of the human personality, which should not be confused with economic development, and suggests that social security schemes in Sri Lanka should be more comprehensive and social welfare should be related to the development of health, housing, and education, manpower training, employment as well as rural and urban development. He suggests the restructuring the society so that the

A1.01

ownership of new development and production and distribution patterns belong to the people.

7. CHILDREN AND DEVELOPMENT. — pp 3 — 17  
In. Economic Review, Vol. 4, 1978/79. — NM

Examines the child labour situation in Sri Lanka, health and other welfare services and education and proposes action programmes for the education of the minorities.

8. KARUNATISSA, S. A. and Rupasinghe, T. G.

The exploitation of child labour in the rural sector : a sociological study carried out in several villages : Part I — II. — pp. 31 — 33, 28 — 33, tables. In. Economic Review, July and August 1982. — NM.

A study carried out on a sample of persons of 6 — 17 of age from 80 settlements of peasants in traditional villages in Kandy and dry zone and slums in Kandy by administering a questionnaire and interviewing. These children lack the basic needs and about 50 percent of them suffer from malnutrition. About half of the work which should be done by the parents are done by these children, leaving no time for them to study or for recreation. The right of receiving a good education is not granted to them as they have to do the baby-sitting, cooking, shopping and looking after animals, specially during the cultivation and harvesting seasons, when a marked decrease in school attendance is recorded. Failure at examinations due to absenteeism cause dropping out from school.

A8.01

9. CEYLON CENSUS OF CEYLON 1901. — 4 vols. — Colombo : Govt. Printer, 1902. — 205 p., 794 pp., 571 p., 576 p. — maps, tables. — NM.

Vol. 1, the introductory volume records the statistics on education (pp. 126 — 142), distribution of male and female literacy in the districts. Vol. 4, gives town

and vi village statistics by houses, sex, race, religion, literacy, age and occupation. This critical survey of deficiencies in the system of education by the then superintendent of the census, Sir Ponnambalam Arunachalam, had a great impact on the educational developments that followed.

10. CEYLON. CENSUS OF CEYLON 1911. — Colombo : Govt. Printer, 1912. — 4 vols., 538 p., 732 p., 531 p., 55 p., maps, tables. — NM.

Educational statistics are recorded in vol. III, which lists teachers, professors, pundits and governesses. Also analyses population by sex, race, religion, age, civil condition, education, birth place and infirmity under education (103 — 183). Each ethnic group is classified according to education. Includes the percentage of English literated. Superintendent of the Census was E. B. Denham.

11. CEYLON. CENSUS OF CEYLON 1921. — Govt. Printer, 1923 — 1926. — 4 vols ; 242 p., 126 p., 650 p., 192 p., maps, tables. — NM.

Vol. I gives general statistics on education, vol. II, on towns and villages and vol. III, on estate education. The superintendent of the census was L. B. J. Turner.

12. CEYLON. CENSUS OF CEYLON 1931. — Colombo : Govt. Printer, 1932. — 2 vols. ; 387 p., 570 p., maps, tables. — N.M.

Full census was taken only in Colombo due to the financial crisis. Superintendent of the cessus was L. B. J. Turner.

## 13. FERNANDO, Albert. J.

Population policy. — pp. 38 — 48. — In. Final report : National seminar on population dynamics and education, 23rd — 25th Oct. 1974. — MG.

Author discusses the aims and objectives of a population policy and concludes that target setting and policies should be formulated with the largest possible sample of the people.

## 14. POPULATION RESOURCES. — pp 3 — 14. — In. Economic Review, vol. I, August 1975. — NM.

Author quotes the discussions of the UN Conference of Population at Bucharest in 1974, which met to highlight that population growth is a major hindrance to development, but development is a prerequisite for population control and not vice-versa. Though there occurred a food explosion too, the third world countries remain in poverty due to exploitation by the West. The writer also points out that though imports to Sri Lanka from the West have increased and the prices have risen, there is a general decline in fertility due to economic prosperity caused by industrialization, improved health education etc.

## 15. SRI LANKA (CEYLON) DEPARTMENT OF CENSUS AND STATISTICS

Census of Ceylon 1946. — Colombo : Govt. Printer, 1950. — 4 vols., 340 p., 390 p., 738 p., 815 p., maps, tables, — NM.

Vol. I includes general statistics on literacy, vol. II analyses population by districts and vol. III, by revenue districts. The superintendent of the census was A. J. Ranasinghe.

16. SRI LANKA (CEYLON) DEPARTMENT OF CENSUS AND STATISTICS

Census of Ceylon 1953. — Colombo : Govt. Printer, 1967. — 2 vols., 98 p., 94 p., tables. — NM.

Statistical tables are based on a 10 percent sample of population. Vol. I includes statistics on literacy and on educational attainment on various levels. Vol. II gives employment statistics. A. B. Ratnavale was the superintendent of the census.

17. SRI LANKA DEPARTMENT OF CENSUS AND STATISTICS

Census of population 1971. — Colombo : Govt. Press, 1974 — 1978. — 2 vols. ; tables. — DCS.

Vol. I, parts 1 — 22. — Published in 1974 — 1977. — These 22 parts record population statistics for each of the 22 administrative districts. Population of each district is analysed by age, literacy and education. Each part is published separately.

Vol. II : all island tables general characteristics of population. — Published in 1975. — vi, 62 p. — Analyses population by age, urban, rural, and school attendance and educational attainment, literacy, civil conditions and occupation. These tables include detailed statistics.

General report. — Published in 1978. — Gives general statistics on the same aspects.

18. SRI LANKA DEPARTMENT OF CENSUS AND STATISTICS

Census of population and housing 1981. — Colombo : Govt. Press, 1982. — NM.

Preliminary release, nos. 1 — 4. — No. 1 records the statistics by sex, age, religion and ethnicity. — No. 2 In this the statistics are based on a 10% percent

48.01

sample of population by sex, literacy, school attendance and educational attainment for districts. No. 3 includes statistics on housing units based on a 10% percent sample and statistics on physically disabled persons for 1981.

19. SRI LANKA MINISTRY OF PLAN IMPLEMENTATION. Population Division.

Matara District population plan 1985. — Matara : Kachcheri, 1985. — (vi) 30 p. ; diags, maps, tables. — MREO

Describes briefly the geographical situation, economic background, administration, position of social development, population including family planning and educational situation as background study and proposals for 1985.

A 10.04 Welfare Services

20. ARIYARATNE, A. T.

Sarvodaya concept of youth development. — Moratuwa : Sarvodaya, 1976. — 8 p., (Sarvodaya Leaflets 3). — NIE.

Text of a lecture delivered by the author at the short term course held in Sri Lanka by the Commonwealth Secretariat. Describes the four-fold approach of the Sarvodaya, personality — awakening, the role of youth as a member of the family, the village and the town and also his role in national and international development.

21. ARIYARATNE, A. T.

Sarvodaya basic information I. — Moratuwa : Sarvodaya, 1980.—10 p., (Sarvodaya Publications 1). — NIE.

Enumerates the general principals of the organization, its objectives, membership, programmes of work and the techniques used.



22. **ARIYARATNE, A. T.**  
Sarvodaya and development. — Moratuwa: Sarvodaya, 1980. — 18 p. — NIE.  
  
Reviews the growth of Sarvodaya ideology, its development principles, objectives, its development from a movement into an organization, from process to structure and coordination at national level and the education of the leaders and the public.
23. **ARIYARATNE, A. T.**  
For a new life-style based on cooperation and harmony ; paper presented at the ROVIS Asian Seminar 1981 ARTI. — Moratuwa : Sarvodaya, 1981. — 13 p. ; diags, charts, one folded chart. — NIE.  
  
Analyses the desired social order of the Sarovdaya, against the present social order and the Sarvodaya path towards the former.
24. **ARIYARATNE, A. T.**  
A national way to harmony : the Sarvodaya remedy Moratuwa, 1986. — 36 p. — NIE.  
  
Author argues that a political solution, even if arrived at, would be a barren compromise, for the racial disharmony, without the other non-political humanistic conditions such as, social, cultural and moral environment and examines the required psychological and ethnical environment and the need to revive the value system and cultural pattern.
25. **LANKA JATIKA SARVODAYA SHARAMADANA SANGAMAYA**  
Ethos and work plan. — Utrecht, Netherlands : Van Boekhoven bosch. — 1985. — 67 p. ; photographs. — NIE.

A10.04

Describes the Sarvodaya Movement under the following topics : its philosophy and objectives etc., intergrated approach to rural awakening. classification of Sarvodaya activities, one thousand villages — development — scheme, development education scheme, coordination at village and divisional levels, national coordination and supporting services, self employment programmes, international activities and programme assistance.

26. WELIKALA, T. C.

අනාථ බාලයන්ගේ සුභසිද්ධිය හා ළමා උසාවි ක්‍රමයේ ඉතිහාසය [Welfare of the orphan children and the history of children's courts] pp. 18 — 21. — In: Ceylon Journal of Social work, vol. 3, no. 1, June 1958. — NM.

Author emphasises the fact that production of good citizens, even if they are literate, depends entirely on a good environment. The industrial revolution resulted in the negligence of the rights of the child. Child labour and several punishments given to children drew the attention of the authorities in 1910 and a concession was given to children in the legislation on corporal punishment. Legislation on juvenile courts were first enacted in England, in 1933, which was followed in Ceylon in 1939.

A 17. Science and Technology

27. JAYARATNE, O. S.

තුන්වන ලෝකයේ රටක විද්‍යාව [Science in a third world country]. — pp. 6 — 8 ; diags., tables. — In: Arthika Vidya Vimasuma, Vol. 3, no. 2, June 1936. — ULC.

Author highlights the low standards of science in this country. But the development of the country depends on advancement in science too. Author uses statistics on research to prove his argument.

## 28. WIJERATNE, R. O. B.

සංවර්ධනය වෙමින් පවත්නා සුළු ජාතික රටක පර්යේෂණ: ශ්‍රී ලංකාව (Developing research in small nations : Sri Lanka) pp. 12 — 21. — In. Arthika Vimasuma, vol. II, No. 3, June, 1976. — ULC.

Author reviews the history of scientific research in the island and argues that Sri Lanka also should have participated in the industrial revolution. Agricultural research was initiated under the imperial rule. Those who did post-graduate research undertook subjects unrelated to out economy. We need self confidence to initiate scientific research.

## B. EDUCATION — GENERAL

## 29. ALL CEYLON UNION OF TEACHERS

National System of Education. — pp.4 — 6. — Ceylon Teacher, [vixxv], No. 156. — June 1956. — NM.

Education is a state monopoly in every sector, with complete bureaucratic control over teachers, and state monopoly in preparation and publication of text books. Defines a National System of education, according to the ACUT and declaration of human rights are quoted, and requests the Governments to remove the state monopoly of education and recommends School Boards with local authorities to be made responsible for running of basic schools grades 1 — 8. Recommendations regarding private schools, medium of instruction, introduction of English etc. are also included.

## 30. COMMONWEALTH EDUCATION CONFERENCE

Republic of Sri Lanka : Country paper presented to the Eighth Commonwealth Education Conference, Colombo, 5 — 13 August 1980. — mimeo. — CLME.

B.

Short description of the system of education in the island.

31. DE, SARAM, D. D.

අධ්‍යාපන ලිපි (Articles on Education) Colombo: M. D. Gunasena, 1966. — 49 p. — NIE.

Discusses the spread of education, the history of education, and the relevance of education to the fields such as, economy, philosophy, social studies, equal opportunities and teaching methods.

32. DIYASENA, Wimal

The formal school education system of Sri Lanka : Some relevant background information, pp. —1—32 ; tables ; mimeo. — In. Marga Institute : Seminar on Education in a multi-ethnic society, 13th — 18th Aug., 1984. — MG.

This is an analysis of the system of formal education in Sri Lanka.

33. EDUCATION IN CEYLON

(From the 6th century BC to the present day). A centenary volume. — Colombo : Ministry of Education and Cultural Affairs, 1969. — One volume in 3 parts. — Part I, LXX, 347. 30 chapters ; Part II, 359 — 783, 31 — 67 chapters ; Part III : 798 — 1339 p., 68 — 110 chapters. — NIE.

A comprehensive study of the educational tradition of Sri Lanka with a history of over 2500 years. Consists of 100 chapters in three parts and published in all the three languages, Sinhala, Tamil, and English. Part I gives a precise and careful account of the education in the island commencing from about the 6th century BC. Part II, makes a searching inquiry into and an examination of the school system and the progress

*B*

of a new phase in education in the early British period. Part III deals with the contemporary scene in the education chronicle and passes in a rapid review of the existing system of education in the island, the various controversies and the influence on the development of education and other important issues. Includes a bibliography on Education in Ceylon, the first of its kind (pp. 1273 — 1316). Almost all the articles except a few in this centenary volume are annotated in this present bibliography.

34. JAYAWEERA, Swarna

Ceylon. pp. 25 — 31. The Encyclopaedia of Education, edited by Lee C. Deighton ; New York, Free Press, 1971, Vol. 2, pp. 25 — 31. — NIE.

A general survey of education in the island.

35. SRI LANKA MINISTRY OF EDUCATION

Education in Sri Lanka, Colombo, Ministry of Education, 1978, 42 p. — NIE.

Resources needed for programme implementation at school level, mobilization of community support by education, vocational, higher and Pirivena education are also briefly discussed in this booklet.

36. SRI LANKA MINISTRY OF EDUCATION

Education in Sri Lanka. — Colombo : Ministry of Education, 1984. — 34 p., diagrams, tables. — NIE.

Brief description of the education system of the country, on central administration, General education Higher education, Public examinations, Innovational projects and expenditure on education.

## B

37. UNESCO INTERNATIONAL CONFERENCE ON EDUCATION (37th July 1979, Geneva).

Country report presented by Sri Lanka Ministry of Education. — Geneva, UNESCO, 1979. — 22 p., tables. — NIE.

Country paper consists of 2 parts. Part I - a brief description of the structure and organisation of the education system in Sri Lanka. Part II. — A report of progress made in Sri Lanka in the field of education for the period following that of the last report.

38. WORLD SURVEY OF EDUCATION, UNESCO, Paris, 1955 — 1971 ; 5 volumes. — ULP.

Each volume deals with a different aspect of education and includes a country survey on Sri Lanka. Vol. I, Standardized information 1955 ; Vol. II, primary education 1958, secondary education 1961 ; vol. (iv) higher education 1966 and vol. (v) Educational policy, Legislation and administration 1970.

## C. LEVELS, AND TYPES OF EDUCATION

### Ci. Pre-Primary and Primary Education

#### Ci.01

39. MUNASINGHE, V. G. B.

Elementary education. — pp. 765 — 809. — In. Education in Ceylon : a centenary volume. Part III\* — N.M.

Author reviews the history with special reference to the educational enactments, recommendations of the Special Committee on Education, 1946 and its amendments and other facets of elementary education such as curricula, syllabuses, teachers, enrolment and examinations.

See also 912.

40. MUNAGAMAGE, H. K.

ශ්‍රී ලංකාවේ පූර්ව පාසැල් අධ්‍යාපනය පිළිබඳ විස්තරාත්මක අධ්‍යයනයක්, [A descriptive study of pre-school education in Sri Lanka] (vii) 138,(vii) leaves, map, tables, biblio. Thesis (M.A. Ed.) University of Ceylon, Peradeniya, 1975. — ULP 321142

A detailed study of the pre-school system in Kandy. Findings reveal that pre-school education is not properly organised, for procedures adopted in some of these institutions are against the principles of pre-school education. This situation must be changed. Author suggests that pre-school education should be organised under the supervision of the Ministry of Education, specially training of teachers and preparation of the syllabus, using local Govt. and private funds.

41. WELGAMA, Dayawathie

පූර්ව පාසැල් වයසේ දරුවන්ගේ භාෂා සංවර්ධනය [Development of language abilities in pre-school children] (vii), 295 p., biblio. Thesis (M.A.) University of Colombo, 1982. — ULC, — M 122 — 379050.

Research carried out on a random sample of 64 pre-school children of the age group 3 — 4 in the Homagama District, through observation and questionnaires administered to their parents and interviewing. Findings reveal that there should be a suitable environment for language development and that these children should attend school at least for one year. Author suggests how activities should be planned for pre-school children and what the role of the pre-school teacher should be.

42. COUNTRY STUDIES ; SRI LANKA.

Pp. 1 — 17. In. Towards universalization of primary education in Asia and the Pacific, Bangkok : APEID, UNESCO, ROEAP, 1984. — MG.

Examines the stage reached by Sri Lanka in universalization of primary education. Gives the history of the education system emphasising accessibility, national policy and developments.

43. DE SILVA, A. M. P.

ශ්‍රී ලංකාවේ අධ්‍යාපනයේ ප්‍රාථමික පාඨශාලා අවධියට යෙදවිය යුතු වන සෞන්දර්යාත්මක ක්‍රියාකාරීත්වයේ විෂය සන්ධාරය පිළිබඳ විමර්ශනයක්. [A study of the scope of the aesthetic activities suitable for primary classes in Sri Lanka] (vi), 241 p. biblio. — Thesis (M.A. Ed.) University of Colombo. 1978 ULC—M 33—379078. Author discusses the definitions of aesthetic education and traces its history in Sri Lanka and draws up a syllabus for aesthetic education in primary grades.

44. GUNASEKARA, V. W.

An investigation of changes brought about in learning in the primary grades since 1972. — 73. — 96 p., tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya 1978. — ULC — M 104 — 377306. An investigation carried out to evaluate the changes in learning in primary grades since the innovations were introduced in 1972. The sample consisted of 190 pupils in Grade IV, in pilot schools and 177 from non-pilot schools. The findings revealed that inservice training has largely helped to make the teacher aware of challenging role he has to play in innovations. But the non-availability of suitable libraries and resource centres where the teacher could get new ideas and methods and lack of sufficient inducements in the profession prevents professional advancement.



45. NIGAMUNI, Violet

ශ්‍රී ලංකාවේ ප්‍රාථමික විෂය මාලාව තුළ ක්‍රියාකාරකම් ලද තැන. (නිදහස් අධ්‍යාපනයේ සිට 1981 දක්වා) : [The place of children's activities in the primary school curriculum in Sri Lanka since independence up to 1981] vi, 212 p. — Thesis (M.A.) University of Colombo, 1985. — ULC. — M — 201. 400721.

46. PATHIRANA, J. D.

ශ්‍රී ලංකාවේ ප්‍රාථමික අධ්‍යාපන ක්ෂේත්‍රයේ වර්ධනය, ව්‍යාප්තිය හා නවීකරණය පිළිබඳ අධ්‍යයනයක්. [A study of the growth, expansion and modernisation in the field of primary education in Sri Lanka] xi, 523 p., charts. — Thesis (M. Ed.) University of Colombo : 1980. — M 92 — 375745.

Five steps of modernising primary education and the obstacles therein, 72 aims of primary education forwarded by the primary school teachers and 7 aims as defined by the National Education Commission 1964, modernization attempts in other countries are discussed. Author makes several suggestions for modernization.

47. UNICEF AND SRI LANKA MINISTRY OF EDUCATION

Improvement of the quality of primary education and provision of educational opportunities for non-school going children and youth in Sri Lanka. Draft plan of operations (1984 — 1988), Education — Colombo : UNICEF, 1984. — 3 (iii) p. diagrams. — photocopy. — NIE.

Project report describing the objectives and the plan of action. Chapter 3 in part II deals with education.

See also 332, 444, 445, 446, 901, 906, 927.

## 48. AMARASINGHE, V. R.

The role of the secondary school in preparing youth for self employment 212 p. ; tables. — Thesis (M. Phil.) University of Colombo 1984 — ULC—M 173-390100.

This is a research study carried out with the following, objectives : obtaining information about attitudes and information from schools ; interests ; aims, skills values, career prospects, basic knowledge required for occupations ; information on families and to examine whether there is a significant difference between pre 1972 and post 1972 groups. Conclusions : self employment plays a significant role in the country and is no longer a refuge for failures, provides youth with self reliance, independence, reducing frustration among people who cannot aspire for professions which require higher academic qualifications, self employment is no longer considered inferior to the work in the organised sector. Secondary school students show a favourable attitude to self employment. Family attributes play a significant role in determining child's vocation. Secondary school provides foundation for attitudes and skills which can be developed in self employment.

## 49. BRIDGE, J. J. R.

Secondary English Schools in Ceylon. pp. 697 — 731. — (SP 21 of 1912). — ULP 365336.

## 50. JAYAWEERA, Swarna

Development of secondary education. — pp. 533 — 544 ; biblio. — In Education in Ceylon : a centenary volume : Part II\* — NIE.

\* See 33.

## C2.02

Author points out that up to the 3rd decade of the 19th century, the Govt. restricted itself to the improvement of primary education. Secondary education was only a matter of subsidiary interest to the administration. Colombo Academy survived as the only Govt. institution which imparted secondary education in addition to the few existing secondary schools. Macleod Committee of 1911 was concerned with secondary and higher education. Bridge report criticised severely the lack of facilities for secondary and higher education and suggested 3 types of secondary schools. After 1915 secondary education ceased to be a focal point of educational discussion and there were only 13 secondary education institutions in 1912 which gradually increased to 47 in 1928.

### 51. WARNASOORIYA, W. M. A.

Secondary Education. — pp. 811 — 820. — In. Education in Ceylon : a centenary volume : Part III\* — N.M.

The author traces the origin of the secondary schools, impact of nationalistic movement, and failure of the secondary education.

See also 341, 342, 343, 348, 368, 371, 375, 389, 390, 391, 393, 395, 405, 407, 408, 417, 420, 421, 434, 435, 442, 449, 678, 706, 731, 752, 998, 1001.

## C3. HIGHER EDUCATION

### 52. BASTIAN, Sunil

The Politics of Higher Education I: Social composition of the university and politics. — p. 17 — In. Lanka Guardian, Vol. 1, No. 21, March 1979. — NM.

Author examines the transformation of the relation between the state and the university and the impact

\* See 33.

of the altered composition of the campus population which expanded to the masses and brings to notice the nature of knowledge itself revealing its political conditioning.

53. BASTIAN, Sunil

The politics of higher education (II). p., 23 — In. Lanka Guardian, Vol. 1, No. 20 — 21, March 1979. — NM.

Author argues that there is politics in the very core of higher education.

54. CEYLON PARLIAMENT

Report of the Special Committee on the college of Fine Arts. — 1957. — iv, 60 p., (SP 1 of 1956).

Chaired by P. De S. Kularatne. Proposes the amalgamation of the four schools of fine arts into one institution called "Jathika Kala Ayathanaya" and details out its organisation, staffing etc,

55. CEYLON PARLIAMENT

Interim report of the Commission on Higher Education in National Languages, 1954. — 7 p., (SP 21 of 1954).

Chaired by E. A. L. Wijewardane.

56. CEYLON PARLIAMENT

Final report of the Commission on Higher Education in the National Languages (Sinhalese and Tamil) 218 p. (SP 10 of 1956). — ULP. — 365396.

Chaired by Sir Arthur Wijewardane. The Commission makes detailed recommendations on the change over in the medium of instruction in Technical Colleges, Teachers' Colleges, Senior Secondary Schools and the University. The teaching of English, Compilation of glossaries of technical terms and training in *Swabasha* are also dealt with.

C3.01

57. CHANDRASEGARAM, Pattacudy

Policies regarding higher education in Ceylon during the nineteenth and twentieth centuries, with special reference to the establishment of the University of Ceylon. vi, 413 p. ; tables ; biblio. — Thesis (M.A.) University of London, 1961. — ULP 240179.

Examines the policies regarding higher education in Ceylon in the 19th and 20th centuries and attempts to assess as to how they have been implemented and how they have influenced the social economic and cultural development of the country. First section of the thesis deals with the ancient indigenous higher educational traditions up to the end of the 18th century. Section II discusses in detail how a definite policy for higher education evolved within the first two decades of the 20th century. Section III discusses the inauguration of the University of Ceylon and the problems it had to face, changes in the patterns of the Vidyalankara and Vidyodaya Universities, and the scope and the future of university education in Sri Lanka.

C3.04

58. GUNAWARDENE, C. I. C.

Socio economic effectiveness of higher education in Sri Lanka. A study of a cohort of Arts Graduates. — 366 p., map, tables. — biblio. — Thesis (Ph. D) La Trobe University, School of Education Melbourne, 1980. — AA.

A research carried out on a stratified random sample of 599 students who graduated in 1976 from the selected districts of Colombo, Kegalle and Matale through questionnaire and interviews. The analysis revealed the absence of social equity both at the level of secondary schooling and in achieved socio-economic status. They confirmed that social origins continue

### C3.08

to influence the educational and occupational careers of the graduates. The findings indicated a high degree of ineffective gearing of higher education to economic development. The effectiveness in achieving the goal of political socialization was evaluated by examining the responses of graduates against the anticipated political outcomes of education. The findings revealed a higher degree of political alienation. Chapter III discusses the role of education in development.

#### 59. ROY, A. R.

Basic statistics on higher education in Sri Lanka Colombo ; Marga, 1981, 160 p., — tables. — MG.

136 tables of statistics obtained by Division of Planning-UGG are grouped under five major divisions in different universities and institutions of higher education from 1978, 79 and 80.

#### 60. SRI LANKA UNIVERSITY GRANTS COMMISSION : Division of Planning and Research.

Basic statistics on education in Sri Lanka, Colombo 1982, 147 p. tables, 136 of statistics. — MG.

#### 61. SRI LANKA UNIVERSITY GRANTS COMMISSION

University of Peradeniya, University Grants Commission Circulars. mimeo. — UPRO.

Vol., I Circulars 1 — 100, 1983 — V, 261 p., Vol. II, Circulars 100 — 200, 1983 — 356 p., Vol. III. Part I establishment Circular letters pp. 201 — 305 ; Part II Finance Circular letters pp. 306 — 380. Part III — Academic and admission circular letters pp.

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381 — 414. xv, 414 p. April 1979 — Dec. 1983 ; Vol. IV Part I Circular Nos. 201 — 300, pp. 001 — 187 ; Vol. IV, Part II Establishment Circular letters Nos. 01/1984/1985 ; pp. 188 — 275 ; Part III Finance Circular letters 01/1984 — 08/1984. Circular 01/1985. pp. 274 — 303. Part IV Academic and admission circular letters pp. 304 — x, 304 p.

62. SRI LANKA UNIVERSITY GRANTS  
COMMISSION

Establishment Code of the University Grants Commission and the Higher Educational Institutions.— Colombo : UG.C., 1984. — 547 p., UPRO.

C4. UNIVERSITY EDUCATION

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63. ATTYGALLE, Sir Nicholas

Sir Nicholas Attygalle's comment on the Sessional Paper XVI of 1963, the Report of the University Commission 1962 chaired by D. C. R. Gunawardene — 41 p., Mimeo. — 1964. — ULP C 378 — 356172.

64. ATUKORALE, Daya Rohana

1942 - 1972 දක්වා ශ්‍රී ලංකාවේ විශ්ව විද්‍යාල අධ්‍යාපනයේ ඓතිහාසික හා සමාජ විද්‍යාත්මක විමර්ශනයක්. [University education in Sri Lanka from 1942 — 1972 a historical and social study] v, 311 p., tables ; biblio. — Thesis (M.A. Ed.) University of Ceylon Colombo, 1977. — ULC — M 16-371539.

Historical analysis of university education of this period, and certain problems therein. Author makes suggestions mainly in the light of relating University

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education to the needs of the society. Includes a list of University acts and sessional papers.

65. CEYLON LEGISLATIVE COUNCIL

Papers relating to the Ceylon and the London University. — 10 p. — (SP 11 of 1904). — NM.

Proposals for remodelling the higher education of Ceylon so as to render it practically possible for students to take up in Ceylon the arts and the science courses of the University of London.

66. CEYLON LEGISLATIVE COUNCIL

Despatches relating to the establishment of a University College in Ceylon. — pp. 1311 — 1317. — (SP 16 of 1913 — 1915). — NM.

Contains the despatches of the Governor, Robert Charmers emphasising the necessity of a University College for the island, objectives of the catholic sector, approval of the Member of Parliament, England, Harcourt, and the curriculum suggested for the University College by the University of Oxford.

67. CEYLON LEGISLATIVE COUNCIL

The report of the Conference on the proposed University College (1916). (SP 14 of 1916). — NM.

Report consists of recommendations regarding staff and buildings with an estimate of the cost.

68. CEYLON LEGISLATIVE COUNCIL

Correspondence relating to the establishment of a University College in Ceylon — 16 p., (SP 9 of 1924). — ULP. 365341.

69. CEYLON LEGISLATIVE COUNCIL

University Buildings. — Colombo : Govt. Printer 1925. — (SP 10 of 1925).



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Includes a letter from R. R. Marrs, Principal of the University College to the Colonial Secretary, reporting on the recent deliberations regarding the Ceylon University giving figures of the cost of the University buildings in the other parts of the world and estimate for the Ceylon University.

70. CEYLON LEGISLATIVE COUNCIL

The report of the University Site Committee. — 1927 ; Colombo. — 64 p., (SP 5 of 1927).

Discusses the three questions (1) Whether it is desirable to establish a University in Ceylon (2) If so, the type of University most suitable to the conditions prevailing in Ceylon. (3) The most suitable site for the proposed University.

71. CEYLON LEGISLATIVE COUNCIL

Comments of the Principal, University College on the University Site Committee report. — 18 p., (SP 9 of 1927). NM.

Gives the comments of Marrs, Principal, University College to the Colonial Secretary.

72. CEYLON LEGISLATIVE COUNCIL

Proposed University for Ceylon : reports on alternative sites in the Dumbara valley. — 21 p., 1 chart-3 plans, (SP 28 of 1927). — NM.

Gives a detailed description of the proposed alternative sites in the Dumbara Valley and land value.

73. CEYLON LEGISLATIVE COUNCIL

Report of the University Commission 1925. — 134 p., biblio. — (SP 6 of 1929). — ULP — 35493. Chaired by Sir Walter Robert Buchanan Riddel.

74. CEYLON NATIONAL COUNCIL FOR HIGHER EDUCATION

The framework submitted by the working group to the NCHE, 1969, — 80 p. — mimeo. — NIE.

Chairman Dr. G. P. Malalasekara states that this is a “plan frame” for University development. It describes the situation of the University in late 60’s regarding the student demand for University education, manpower requirements and academic development and research. Projections for enrolment and recurrent costs are also included.

75. CEYLON PARLIAMENT

Report of the University Commission 1958 ; 370 p. (SP 23 of 1959). — ULP 138782.

Chaired by Prof. Joseph Needham. Analyses the operations of the University of Ceylon mainly in the light of eight allegations made against it. Absence of research and research traditions, isolation of teaching from research and the consequent reduction in the academic standards are dealt with in detail. Out of the 142 recommendations made 62 concern these two aspects of University Education in Sri Lanka.

76. THE CEYLON PARLIAMENT

Report of the Committee of Inquiry : University of Colombo 1968. — 55 p., tables (SP 8 of 1968). — Available in Sinhala, 49 p. ULP 365420.

Chaired by S. F. Amarasinghe. The Committee investigated the student unrest that had arisen due to the decision taken to name the University in Colombo as the University of Colombo and recommended that it be called the University of Ceylon, Colombo ;

## 77. CEYLON UNIVERSITY OF CEYLON

The Calendar of the University of Ceylon for the Session 1950 — 51. — Colombo : University of Ceylon, 1950. — 323 p. — GL 2/15 58 B.

Includes a list of officers, a review of the history of the University, the constitution and the aims of the institute, the University Ordinance, Statutes, Acts and regulations, prizes, medals, account of the University history, list of prescribed books, and a list of graduates of the University.

## 78. CEYLON UNIVERSITY COLLEGE

Administration reports of the University College 1921 — 1934. — In. Ceylon Administration Reports, part IV. — Colombo : Govt. Printer, 1922. — NM.

These reports were prepared by the principal of the University College. Each report includes the names of the members of the staff, number of students in residence, results of the scholarship examination, and the general examinations, reports of the Heads of the Departments of Study, names of the members of the University Council, report on the library and the hostels and papers published by the staff during the year. New development and policy changes can be inferred from these reports. The Principal of the University College was R. Marrs through out this period.

## 79. CRUZ, Hillary

Aims and ideals of university education. — pp. 88 — 91 ; biblio. — In. Marga, vol. 2, nos. 1 — 4. 1973 — 1975. — NM.

Author defines a university as fundamentally a place for teaching and research contributing to

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national productivity, and a place for creative interaction between science, and spiritual thought and insight. As a university should take up research and other matters pertaining to the country's goal of development, a person who has a vision of these objectives should be appointed as the Vice-Chancellor. University also has its role in national and international intergration, irrespective of language, race, religion and the campus should not be silent when important issues are at stake. Tension and conflict between the university and the government is natural and inevitable. Both parties should learn to accept it, manage it, and turn it into advantage.

80. DANANSOORIYA, Jinadasa

ලංකාවේ විශ්ව විද්‍යාල පරිනාමය උපත වෙනස් විය යුතු අධ්‍යාපන භර [Origin and development of the University in Sri Lanka — educational values which need change] pp. 62 — 69. — In. Vidya Shishya Sangarawa — 1970 — 71 (Sinhala). — NM.

81. JAYASOORIYA, D. L.

Development in University education : the growth of the University of Ceylon (1942 — 1965), pp. 83 — 145. — In. University of Ceylon Review, Vo. xxiii — xxiv 1965 — 66. — NM.

Reviews the history of the University for the period under the following topics : (i) Students, (ii) academic development, (iii) staff.

82. JAYASURIYA, John Ernest

The University of Ceylon : Department of Education. — pp. 99 — 101. — In. Bulletin of the UNESCO Regional Office for Education in Asia., Vol. 2, No. 2, March 1968. — ULP.

## 83. JENNINGS, Ivor

The foundation of the University of Ceylon. — In. University of Ceylon Review; pp. 147 — 162, Vol. IX, No. 3 July, 1951. — Colombo. — NM.

This paper deals with the battle of the University sites which began in 1926 ended in 1938, with the acceptance of the motion by George E. de Silva to establish the University at Kandy, after debating on 16 sites that came under discussion. The other point of controversy ended with the acceptance of a residential University.

## 84. LANGERD, M. J.

Universities and the education of citizens. — pp. 25 — 30. — In. The New Lanka, Vol. IV, No. I, Oct. 1952. — NM.

Author emphasizes that the University should participate in the construction of human life in agreement with human dignity, not merely to accumulate knowledge or acquisition of information and skilled intellectual labourers and become a slave to utility. The mission of the University is threefold: (i) It has to function in the search of truth and knowledge. (2) It has to serve mankind through truth and knowledge and their application. (3) University education should produce people who have a deep and sincere respect for human dignity. Study which lacks the inclusion of such values offers poor chances for the development of the socially healthy scholar, a good citizen.

## 85. MALALASEKERA, G. P.

Beginnings of University education: PP. 867 — 889. — In. Education in Ceylon: a centenary volume: Part III\* — NM.

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\* See 33

**C4.01**

Traces the beginnings of University education and examines the background to the establishment of Vidyodaya and Vidyānkara Universities.

**86. MALALASEKERA, G. P.**

Expansion of University Education. — pp. 883 — 902. — In. Education in Ceylon : a centenary volume, Part III\*. — NM.

Reviews the stage of expansion of the University of Ceylon emphasising the development in the sixties, Pirivena Universities, the establishment of the University of Colombo, University financing, Higher education Act and the reorganisation of the Universities.

**87. MOTWANI, Kewal**

Universities of Ceylon, its power and purpose. — Madras : Thompson and Company ; 1941. — (ii) 49 p. — GL 2/1568 B.

Author reviews the socioeconomic background of the country, the cultural conflict in which the University is established and its aims, objectives and functions.

**88. NESIAH, K.**

Freedom and Universities : Presidential address. — pp. 1 — 11. — In. Journal of the NESC, Vol. vii, No. 7, Nov. 1957. — NM.'

Author discusses the freedom of the Universities in other countries, the University Grants Commission in Great Britain and the responsibilities of a University. He concludes that for a nation to survive, its thinkers should be impartial and say what is right. Universities and university men have a responsibility to procure and disseminate knowledge and maintain dispassionate discussion.

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See 33.

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89. SARAVANAMUTTU, V.

A critical study of the growth of the concept of University education in Sri Lanka since independence. Thesis (M.A.) University of Colombo 1978 — M 66 — 373480.

Text in Tamil.

90. SCHENKMAN, Alfred, S.

Universities and their contribution to international understanding, PP. 5 — 25. — In. the New Lanka, Vol. iv, No. 2, Jan. 1953. — NM.

Author discusses two definitions of 'universities' and suggests that lecture method and cramming for examinations should be replaced with new methods of approach. Free exchange of thought and sharing of ideas and experience among students of different countries will lead on to an increase in international understanding. Real collaboration in human relations and in worthwhile projects between all members of a University will lead to international understanding, not as a by product but as a main product.

91. THISTLETHWAITE, Frank

Report on the establishment of the University of Colombo. — 59 p., diagrams. (SP 26 of 1967) ULP 378 — 334669.

Author surveys the existing situation of the Colombo Campus. Proposes the establishment of new faculties for education, Home Science and Nursing, Fine Arts, Extension studies and Plans out the curriculum, academic staff government, research and student welfare for the proposed University of Colombo. Memorandum on Research and a Library for this University are included in appendix IV and V.

C4.02

92. BOTEJU, W. E.

ශ්‍රී ලංකාවේ විශ්ව විද්‍යාල අධ්‍යාපන ඉඩ ප්‍රස්ථා [Opportunities for University education in Sri Lanka. V, 455 p., tables] biblio. — Thesis (M. Ed.) University of Peradeniya (1982). — ULP 364069.

Chapter I and II describes the evolution of Universities in Sri Lanka from 1948 — 1978. Chapter III reviews the socio-economic and geographical background of the student intake. Some accounts of the education leading to a degree apart from the full-time courses at the Universities and the admission policy to Universities are reviewed on pp. 323 — 430. The need for expansion of access to the Universities is discussed in the final chapter.

93. CEYLON PARLIAMENT

Final report of the Universities' Commission 1962, 232 p.; (SP 16 of 1963). Available in Sinhala — ULP 363350.

Chaired by D. C. R. Gunawardene. Comprehensive survey of the three existing Universities which concludes with a recommendation for the closure of Vidyodaya and Vidyalandara universities and the integration of the students of those Universities to Colombo Campus: suggests a reorganization of courses and the establishment of a new University in Jaffna. Other recommendations cover the whole field of the University administration and finances and courses of study.

C4.03

94. CEYLON PARLIAMENT

Report of the Commission of Inquiry on Peradeniya University students strike (Dec. 1965). — 35 p., a (Sp 3 of 1966). available in Sinhala — ULP C 378 — 200630.

Chaired by N. A. De S. Wijesekara. Identified over-crowding in the University as the main cause



**C4.03**

which precipitated the strike and other immediate causes where certain individual teachers and students too were involved.

**95. CEYLON STATE COUNCIL**

Report of the Committee on Ceylon Students Hostel in London ; 6 p., (SP 5 of 1929). — ULP 35493.

Chairman : M. T. Akbar, Acting Attorney General.

**96. DE SILVA, C. K.**

Weightage in University admission : standardization and district quotas in Sri Lanka 1970 — 75 ; pp. 151 — 178, tables. — In. Modern Ceylon Studies, Vol. 5, July 1974. — ULC.

Analyses the statistics relevant to these issues and proves that both standardization and district quota system in University admission have done more harm than good and suggests that it should be abandoned and better facilities for the under privileged should be provided.

**97. DAHANAYAKE, C.**

විශ්වවිද්‍යාලවලට ශිෂ්‍යයින් බඳවා ගැනීමේ පරිපාටි.  
[Principles of selection of students to the University]  
pp. 60 — 63 ; tables. In. Vidya Sishya Sangarawa, 1969 — 70. — NM.

The author suggests selection of students to the University on either the district basis or on the basis of the medium of instruction and describes the procedure to be adopted.

**98. GUNARATNE, D. et al**

Background characteristics of entrant population: University admission 1976 by D. Gunaratne, S. M. Hewage and S. B. Kulatunga. — Colombo : Planning

C4.03

and Programming Division, Ministry of Education  
1976. — NM.

An investigation carried out on 3616 (out of 3795) students who were selected for admission to the University in 1976 on the basis of their performance at the 1975 A/L examination; through a questionnaire. General conclusions arrived at, on analysis of data were : (1) majority did not secure admission at the first attempt. (2) Tamils were over represented in the Science stream and Sinhalese in the Arts stream. (3) The population in the upper income brackets were over represented in the science entrant population (4) They came from better educated parents with higher proficiency in English in the higher strata of the society from Colombo and Jaffna Districts. (5) The majority of the Arts students belonged to the rural sector and were less proficient in English. (6) Under representation of Muslims due to the gravitation of this community towards trades, commerce.

99. GUNAWARDENE, C.

Ethnic representation, regional imbalance and University admissions in Sri Lanka. pp. 301 — 312 ; tables. — In. Comparative Education, Vol. 15, No. 3 Oct. 1979. — ULC.

Author analyses the statistics for those main issues and traces their history.

100. GUNAWARDENE, Gamini

Aptitude tests for University admission in Sri Lanka ; pp. 30 — 32. — In. Economic Review, Jan. — Feb. 1981. — NM.

The author considers some issues related to the appropriateness of such tests, the type of tests to be conducted and precautions to be taken in planning, designing and administering them.

## 101. JAYAWEERA, Swarna

Access to University education : the social composition of University entrants, pp. 6 — 40, tables. —, In. University of Colombo Review, Vol. 1, No. 4, Dec. 1984. ULC

Author analyses the data collected by a survey carried out on 3572 University students in 1977, in comparison with two surveys done earlier and concludes that University education in Sri Lanka tend to reinforce socio-economic inequalities, educational mechanism cannot compensate adequately for environmental handicaps. A large proportion of the unemployed and under employed arts graduates come from relatively socially and economically disadvantaged families. Contemporary labour market situations demand for science graduates for the vacancies created by 'brain drain' and insist on a high standard of proficiency in English. Therefore, chances of non affluent and rural section of student population will be adversely affected by the limited access to professional and other science courses.

## 102. JAYAWEERA, Swarna

The University environment and pluralism, pp. 2 — 14, tables, biblio. — mimeo. — In. Marga Institute Seminar on education in a multi-ethnic society, 12 — 13, 1984 — MG.

A study of the socio-economic background of the University entrants in 1967, emphasising the ethnic problems, in University admission, interaction between the external environment and ethnic issues within the two Universities. Author discusses the pros and cons or arguments regarding the segregated Universities.

## 103. CEYLON LEGISLATIVE COUNCIL

Hostels for undergraduates ; 1925. — 4 p., (SP 3 of 1926) NM.

C4.03

Principal of the University College describes the beneficial influence of the existing University hostel on the College life and recommendations are made for another hostel.

104. GANESHALINGAM, V. K.

A comparative study of the socio-economic background of the bio-science and medical entrants of the University of Jaffna. A Paper presented at the 42nd session of the SLAAS. 1986. ULC.

This study was based on a questionnaire administered to the students concerned and were analysed statistically, 90% of the bio-science entrants and 65... of the medical entrants were from Jaffna District. The total monthly income of the parents of the Bio-science entrants were significantly lower than that of the parents of medical entrants.

105. GUNAWARDENE, G. I. C.

Changing composition of the University student population in Sri Lanka since 1942. (v) 252, (34) pp. diagrams, graphs, maps, tables, biblio. — Thesis (M. Ed.) University of Ceylon, Peradeniya, 1974. — ULP 321128.

This study is a survey of university population up to 1974. Changing concept of higher education and its impact on the development of Universities in Sri Lanka are discussed in Chapter I. Chapter II — IV deal with the three stages in the change of policy towards university admissions. The distribution of university students among faculties of study is analysed in Chapter V, and according to sex in Chapter VI. The ethnical and religious representation of university students and their geographical and socio-economic background are analysed in Chapter VII — X. Chapter X discusses the problem of access to the university and concludes that equal opportunity at university level is still a myth.

C4.03

106. HEMACHANDRA, H. L.

The nexus/ between socio-economic factors and the new Brahmins. — a social survey of University students, pp. 24 — 28 ; tables. — In Economic Review April 1980. — NM.

Attempts to analyses the extent to which free education has succeeded in providing equitable opportunity for all seeking education up to the university level. The study reveals that children from urban areas with higher income and parents in professions have greater access to science education, medical and engineering faculties. Parents of Arts students come from the agricultural and skilled labour groups.

107. RANAWAKA, D. S.

ශ්‍රී ලංකාවේ විශ්ව විද්‍යාල ශිෂ්‍යයින් තුළ පවත්නා කංසාවන් පිළිබඳ අධ්‍යයනයක් හා උපදේශක සේවය මාර්ගෝපදේශය සඳහා ඉන් ලද හැකි ප්‍රයෝජන [A study of the anxieties prevelant among university students in Sri Lanka and the utility of this sudy for quidance and counselling] xiii, 416 pp., biblio. — Thesis (M. Ed.) University of Colombo. — 1981, —ULC—M 117—379838.

A research carried out on a sample of 975 students selected according to the 'regular interval' system from students, at the Universities of Colombo, Peradeniya, Sri Jayawardenapura and Kelaniya. Findings reveals considerable anxiety and stress among students but a differentiation of causes and levels of anxiety among faculties and between men and women. In this light author suggests certain reforms of the University welfare system.

108. SENADHEERA, Sylvie

ශ්‍රී ලංකාවේ විශ්ව විද්‍යාල ශිෂ්‍යයන් අධ්‍යාපන කාර්යෙහිදී මුහුණ පාන බාධක සහ දුෂ්කරතා: ජේරාදෙණිය විශ්ව විද්‍යාලයේ කලා පීඨයේ උපාධි අපේක්ෂකයින් ඇසුරින් කරන ලද විමර්ශනයක්, [Obstacles and difficulties faced by the University students in Sri Lanka in relation to their education :

#### C4.03

a study of the undergraduates of the Arts Faculty of the University of Peradeniya] xi, 393 p., tables ; biblio. — Thesis (M.A. Ed.), University of Peradeniya, 1980. — ULP 347390.

Research based on a sample of 500 students, majority of whom are resident students. Also a majority of them came from families with income less than Rs. 400 per month. Data obtained from the students were verified with information from lecturers and administrators. The most acute difficulty as revealed by the analysis of data is financial. Second is learning English. Teachers, teaching methods, the curriculum and psychological problems do not appear to have affected their studies. Author's proposals to solve the problems of students are given in Chapter VI. Includes an extensive bibliography.

#### C4.05 UNIVERSITY FACULTIES

##### C4.05a

#### 109. LODOWYK, E. F. C.

English in the University. pp. 26 — 31. — In. Journal of NESAC, Vol. 5, No. 4, Nov. 1956. — NM.

Author discusses the advantages of study of English as a world language in the universities, the necessity of reference in English and naivete of those who confine to Sinhala literature and concludes that the standard of English among undergraduates in Ceylon should be the same as that demanded of the undergraduates in English in any English or European University.

##### C4.05b

#### 110. PONNAMPERUMA, G.

Teaching of science in the Universities with special reference to the Science faculties at Vidyodaya and Vidyalandara Universities. A report to the Chairman, National Council for Higher Education 9.6.1968. — pp. 191 — 211. — In. Vidyodaya Journal of Arts, Vol. I, 1968, NM.

C4.05a

111. ARMITHANAYAGAM, B. Mills

A pioneer in medical education. — pp. 32 — 35. — In. Ceylon Today Nov. — Dec. 1970. — NM. The origin of medical education is traced back to the year 1847 when Dr. Samuel Fiskel Green arrived in Ceylon and established his dispensary in Manipay. He started three courses for physicians and first batch of students graduated in 1850. Green Hospital and Friends-in-Need-Society Hospital were established as Teaching Hospitals, as a result of his efforts and there were 67 in his medical school, and they were taught both English and Tamil. Dr. Green left for America in 1873 after the Medical College was established in Colombo in 1870.

C4.05c

112. BOWLES, Lawrence, Thompson

History of medical education in Ceylon, 1942 — 67 ; 216 p., tables, Microform. — Thesis (Ph. D) New York University, 1971. — ULP 297186.

Traces the origin of medical education in Ceylon from its origin in Ayurvedic medicine in India, up to the development of post-graduate education and speciality training by 1967.

113. CEYLON LEGISLATIVE COUNCIL

Correspondence on the subject of a medical school ; pp. 233 — 339. — (SP 9 of 1869). — ULP 109677.

Includes a letter from W. P. Chocksy, Principal. Civil Medical Officer and Inspector General of Hospitals to the Colonial Secretary emphasising the urgency of setting up a medical school in Colombo and a letter from Mr. H. Dickson, Colonial Surgeon suprintending the Central Province, to the Principal Medical Officer.

C4.05c

114. CEYLON LEGISLATIVE COUNCIL

Summary of the report of the Committee appointed by the Medical College Council to inquire into and report on the system of medical education in Ceylon. — 1922, (SP 7 of 1922). — ULP.

The recommendations of the Committee are :  
(1) that it is desirable that the College Council should consider certain suggested alternatives in the courses of lectures and practical and clinical teaching.  
(2) That to provide for further and improved teaching, certain additional appointments to the staff of the Medical College and the Central Hospital, Colombo, were necessary. These additional appointments and the duties are also specified.

115. ROSENTIEM, Sir Max

Medical education : pp. 252 — 262. — In. Ceylon Association for the Advancement of Science, Part I — 2, 1967. — ULC.

The aim of the Medical School should be to train a good general doctor not one stuffed with facts. Original aim is to help the sick. Therefore, he must learn sociology, epidemiology, public health, preventive medicine etc. Thereafter continuing education through Seminars and group discussions and further research is necessary. Establishment of the Ceylon College of Physicians is a step in the right direction.

116. STOKES, J. F.

Post-graduate medical education in Sri Lanka : Assignment report, 24 September — 23 October 1979. WHO, 1980. — 17 p., — Photocopy. — ULP.

This is primarily a study to investigate postgraduate medical education in Sri Lanka and to recommend to the WHO the areas in which the post-graduate institute of Medicine needs assistance. The report makes a critical survey of the facilities available and makes a number of specific recommendations. (Pp. 10 — 11).



C4.05d

117. CEYLON LEGISLATIVE COUNCIL

Report of the University Engineering Committee, 4 p., (SP 10 of 1923). — ULP 365352.

C4.05e

118. DE SILVA, A. J. M.

Legal Studies in the Ceylon University. — Pp. 49 — 59. — In. The Ceylon Law Students' Magazine : New series. Vol. I, No. 4, December 1927. — NM.

The author discusses the question of transferring the course of legal studies from the Council for legal education to the University, retaining for the Council the right of giving a practical training for a short time at the termination of the University course. The report of the sub-committee appointed to report on this question too suggested the same, but the Ceylon Law College Students Union and the Law College House of Commons opposed. Author gives his own suggestions.

119. GUNASEKERA, R. K. W.

Legal education : Pp 856 — 865. — In. Education in Ceylon : a centenary volume, Part III.\* — N.M.

Traces the beginnings of legal education in this island and reviews the history emphasising the special events such as the early days of training in the form of apprenticeship, Council of legal education, establishment of the Law College, and the commencement of the University Degree Course in Law.

120. NADARAJAH, T.

Objectives in legal education. — Pp. 92 — 104. — In. University of Ceylon Review, Vol. 14 ; 1955. — ULC.

\* See 33.

C4.05c

Author defines the following three objectives of a University Law School (1) education in the qualities that should be found in a legal practitioner. (2) Education that will train a man not only in solving the problems of the client, but also of the society. (3) Act as a centre of research, criticism and contribution to better understanding of the laws by which society are held together. In general legal education has two related objectives : (i) Training of lawyers (ii) improvement of the law and for this encouragement and co-operation of lawyers is necessary.

121. PEREIRA, Makenzie C. E.

The aim of legal education, academic and professional. — Pp. 32 — 39. — In. The Ceylon Law students Magazine, 1949. — NM.

Author discusses the aims and functions of the two types of lawyers. The establishment of the Law Faculty in the university of Ceylon is an event of great significance in the history of legal education, which gives the opportunity to the practicing lawyer to obtain academic learning. Primary function of the academic lawyer is research in this field such as the origin and growth of legal institution in this island. There should be close cooperation between practicing lawyer and the academic lawyer.

122. THIRUCHELVAM, Neelan

The role of the law teacher in Sri Lanka. — Pp. 80 — 106. — In. Marga, Vol. 4, no. 2, 1977. — NM.

Author examines the role of the law teacher, reviews the history of the law teacher, compares those of the university and the Law College and discusses the deterioration of the standards of teaching and the role of the law teacher of the private colleges. He concludes with reappraisal of goals and objectives of legal education, and suggestions for structural and pedagogic changes necessary.

C4.05f  
123. WILLIAMS, D. W.

Agricultural programmes in a university. — Pp. 71 — 80. — In. Ceylon Association for the Advancement of Science : part 1 — 2, 1959. — ULC.

Author points out that in a country like Ceylon which is on the brink of agricultural changes, the university should provide leadership in the use of advanced methods of agriculture which ensures quality products. As agriculture is based not only on science but also on economics, sociology, engineering, marketing and management as well and the curriculum should incorporate all these. The problems of the University are lack of staff, increase in cost per student, lack of communication with the industry to have practical contact, and lack of personnel to undertake research. Includes suggestions for improvement.

C4.05g  
124. MARGA, Seminar on Nutrition Education

The need for undergraduate and postgraduate courses on nutrition in Sri Lanka. Colombo : Marga Institute, 1982, 30 p. — NIE.

The main objective of the seminar was to create an awareness among policy makers and University staff of the need for establishing courses on nutritional science at university level and to formulate guidelines for future action. Analysis of data, metric measurement of pre-school and primary school children indicate that the nutritional status is very low. Evaluates various programmes for improvement of nutritional status. The recommendations include introduction of nutrition education into the school curriculum.

C4.06  
125. HEMACHANDRA, H. L.

University Student participation in Sports. — Pp. 29 — 30., tables. — In. Economic Reviews, July 1982. — NM.

C4.06

Author points out that the ideal facilities for sports at the Peradeniya University are not utilized by students and examines the reasons, quoting a study done in 1976.

C4.08

126. CEYLON LEGISLATIVE COUNCIL

Correspondence on the subject of the English University Scholarships, Pp. 43 — 44. — (SP 3 of 1876) ULP 109677.

Correspondence regarding obtaining the medical degree at a Scottish University between the Colonial Secretary and the Principal of the Colombo Academy George Todd, E. A. Helps, Acting Director of Public Instruction Dept, and A. Young, Adams, Director Public Instruction.

127. CEYLON LEGISLATIVE COUNCIL

Memorandum by the Principal of the University College on the Govt. University scholarships. — 4 p., (SP 2 of 1925). — NM.

Examines the deficiencies of the existing scheme of scholarships and makes recommendations.

C4.09

128. FERNANDO, Sepalika

Social environment and the unemployment of Arts Graduates., Pp. 27 — 28., tables. — In. Economic Review July, 1982. — NM.

Author examines the nature of this problem and various programmes launched to solve the problems. The rate of unemployment is higher among females. Author suggests the diversification of the arts courses at the universities.

129. GREEN, T. L. and WICKRAMASOORIYA, Chitra

The vocational attitude of Ceylonese graduate teachers. In. University of Ceylon Review xi, 1, Jan., 1953, tables. — NM.

C4.09

The aim of this paper is to study the attitude towards the relative status of a number of common occupations in Ceylon among a group of graduate teachers, for the reward of success in educational attainment in Ceylon is individual social progress because education in Ceylon is a search for social status. But practical education has a low prestige. 48 teachers attending the Diploma in Education Course 1951 — 52 were selected for the survey. Vocational attitudes are more closely related to tradition. Findings prove the necessity of vocational guidance for school leavers. At present technical component in the work force is indispensable in order to keep pace with the expansion of technology.

130. KULARATNE, W. G.

Graduate employment and under employment in Sri Lanka : an analysis, 233 p., tables. — Thesis (M.A.) University of Colombo, May 1982. — ULC M 126 — 383877.

The objectives of this study is to analyse the state and extent of unemployment and under employment in Sri Lanka in order to provide an insight to educational planners and national policy makers to find a solution to their problem. Data was collected from 436 male and 114 female graduates through questionnaires. The analysis of data on human capital, growth of educated unemployment in developing countries and its situation in relation to the nature of the output of the Sri Lanka Universities revealed that, there exist discrimination against women, rural youth and the poor, regarding employment. According to the findings of the research the author suggests control of enrolment, vocationalization of University curriculum, provision of avenues of self employment and upheaval of the entire socio-economic-political system.

131. MARGA INSTITUTE

University education and graduate employment in Sri Lanka. — Colombo, Marga, sponsored by Inter-

C4.09

National Institute of Educational Planning, Sept. 1, 1981. — (350) p., tables. — NIE.

Objectives of the project is to relate the development of higher education within a country with the changing needs of the employment market, in both quantitative and qualitative terms so as to improve the basis for planning, the development of higher education and to reduce the mismatch between the type of skills needed by the labour market. General conclusion is that education must aim at changing the minds of the educated in to a style of thinking relevant to a developing nation. Courses of study should turn out agents who could bring about social and economic changes and thereby development.

132. USWATTEARACHCHI, G.

From highway to blind alley : a note on youth and higher education. — Pp. 74 — 92, tables. — In. Marga, Vol. I, No. 1, 1971 — 72. — MG.

Author points out that, prior to 1945, the highest certificate, a poor intelligent child receiving education in vernaculars could not extend beyond school leaving ; but the rich intelligent child in urban areas received instruction in English leading to professions in careers in the Public Service. With the free education scheme also the English educated ended up by getting better jobs. After Sinhala was made the State language higher educational opportunities opened up to the vernacular educated youth. The author uses statistics from 1967 in six tables to illustrate how the rural youth who entered University became teachers in secondary schools, joined public administration entered civil service and proceeded to higher professions, having graduated in humanities and social studies. However by 1970, employment opportunities for this sector of the educated became scarce and the highway became a blind alley.

## 05. OPEN UNIVERSITIES

C5.02

### 133. WIJETUNGE, A. L.

The concept of the Open University and its application to Sri Lanka ; 117 p., charts, tables, biblio.— Thesis (M.A. Ed.) University of Colombo, 1979 — ULC. M 68.

Investigations carried out on a sample of 100 teachers and 200 pupils of both state and private schools by administering a questionnaire. This is preceded by an explanation of the concept of the Open University, its function and university education in other countries. The findings revealed that majority of teachers were in favour of the Open University as the 2nd preference but the students preferred a full time internal course. The author concludes that this may be because the concept is still new and in due course it may become the first choice.

## C6. PROFESSIONAL EDUCATION

### 134. CEYLON LEGISLATIVE COUNCIL

Report of the Select Committee of the Finance Committee on the training of Ceylonese for higher posts in the Technical Department, (SP 11 of 1928). — ULP 365347.

Chaired by F. G. Tyrell. D. S. Senanayake was a member who dissented against certain suggestions.

### 135. DE SILVA, E. E.

The role of in-service training in social work education : Pp. 21 — 23. — In. The Ceylon Journal of Social Work, Vol. vi, No. 3, 1963. — NM.

Author examines the necessity of in-service training for social workers due to the shortage of trained social workers and inadequacy of training facilities for social workers. Primary purpose is to develop capabilities of all employees so that they can perform their jobs

## C6

with maximum efficiency for which best available methods of education should be used to increase workers' initiative, understanding, knowledge, capacity to make right decisions, well planned in-service programmes will improve skills of workers and also provide opportunities for continued learning.

### 136. GNANALINGAM, Dr. S.

The education and training of engineers for the developing countries. — Pp. 3 — 8. — In. Engineer, Journal of the Institution of Engineers, Sri Lanka, Vol. I, 1981/82.

Author discusses a programme to be launched for the secondary school level itself to train engineers.

### 137. WARNAPALA, Wishwa, A.

Triumph of competition in Ceylon Civil Services — Pp. 62 — 77 ; — In. the Journal of Historical and Social Studies, Vol. II, July. — Dec. 1972. — NM.

Traces the history of Civil Service Examination in Sri Lanka, its syllabuses and how various rules and regulations obstructed the local candidates and how they were discriminated in giving appointments.

## C7. TECHNICAL EDUCATION

### 138. CEYLON LEGISLATIVE COUNCIL

Report of a Commission appointed to inquire into and report upon various matters in connection with the Royal and the Technical Colleges. — Pp. 447 — 463. — (SP 94 of 1908). — ULP 365334.

Includes memorandum by the Governor Henry Macculum and several other reports and a subsidiary report of the Committee.

### 139. CEYLON PARLIAMENT

Report of the Commission of Inquiry on Technical Education : 1961 — 349 p., maps, tables. — (SP-10 of 1963). — ULP 365406.



C7.

Chaired by T. P. de S. Munasinghe. A comprehensive study of the subject. Recommends the establishment of a National Council of Technical Education to function under the Ministry of Education and upgrading of technical education and the training of teachers. In case of engineering and industry the trainees are to be provided with training at the technologists level, technicians level, and craft level. It also recommended the setting up of three levels of training in agricultural education — University agricultural Colleges and Farm Schools. A new College of Commerce should to be set up with the Department of Commerce of the Ceylon Technical College. Other adhoc training programmes should to be brought under the new Council of Technical Education.

140. CEYLON STATE COUNCIL

Report of a Committee appointed to inquire what facilities are at present available for apprenticeship training and to ascertain whether they are adequate and if not in what aspects they can be improved and make recommendations, 1947. — 57 p. — (SP 15 of 1947) ; ULP 365382.

Chaired by Mr. M. Rajanayagam. Examines the prevailing system of technical and vocational education and proposes the establishment of a central body called the Apprenticeship Board.

141. DE SILVA, S. L.

Technical education : early attempts and recent developments ; — Pp. 825 — 842. — In. Education in Ceylon : a centenary volume.\* — NM.

Author traces the origin of technical education to the establishment of the Govt. Technical School in 1859 followed by Agricultural Schools. Technical Schools were expanded in order to cater to the demand for trained skilled labour. Beginning of commercial education dates back to 1891. According to the

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\*see 33

recommendations of the Commission on Technical Education in 1961, a Dept. of Technical Education and Training was created in 1964.

142. FONSEKA, M. C. T.

Technical Education Today. — Pp. 85 — 104. — In Apprenticeship in Sri Lanka, Colombo : National Apprenticeship Board, 1981. — ULC.

Traces the historical background of Technical education in Sri Lanka, which began in 1893 with the opening of the Ceylon Technical College. Having surveyed the existing system of technical education and examined the recommendations of the Gnanalingam Committee (1978) and educational reforms of 1981 author contends that an integrated system of technical education will foster a steady supply of trained manpower for future needs of the country.

143. HUNTER, W. J. B.

Practical Education in Ceylon. — Pp. 14. — In Journal of NESC Vol. 3, No. 2, May 1954. — NM.

Author, the Colombo Plan Advisor on Technical Education, emphasises the significance of teaching handicrafts in schools, especially for the economic development of the country and the technical assistance given by the Colombo Plan.

144. JAYASOORIYA, J. E.

The teaching of technical subjects in secondary schools in Sri Lanka : an Evaluation, Sri Lanka Ministry of Education, 1983. — 52 p., tables. — NIE.

Author identifies the technical subjects and reviews the position of teaching of these subjects in schools. He makes several important recommendations, specially, regarding information obtained from schools on teaching programmes necessary for planning, the standard of teaching, supply of books and preparation of a bibliography, and policy on technical subjects.

## 145. KARUNATILAKA, B. G.

ශ්‍රී ලංකාවේ ජාතික ආධුනිකත්ව මණ්ඩලයේ පරිපාලනමය හා කුසලතා පුහුණුව පිළිබඳ විග්‍රහයක් [An analysis of the administrative activities and skills training programmes of National Apprenticeship Board in Sri Lanka], vi, 150 p., charts, tables. — Thesis (M. Ed.) University of Colombo 1978/79. — UIC M 39 — 375929.

The study surveys technical and vocational education in other countries and the relevance of this type of education in the current context as well as early efforts to formulate such educational programmes in Sri Lanka. Chapter IV, estimates the current needs for trained manpower in Sri Lanka while Chapter V evaluates the activities of the National Apprenticeship Board. Author discusses the law for establishing this board and makes suggestions for its reorganisation.

## 146. LEELANANDA, GALLELA, GAMACHCHIGE

ශ්‍රී ලංකාවේ වෘත්තීය පුහුණු ශිල්පී ක්‍රමයක් වශයෙන් ආධුනිකත්වයේ ව්‍යවහාරය පිළිබඳ විමර්ශනයක් (A study of apprenticeship as a method of professional training in Sri Lanka) xxiii, 462 p., tables, biblio. — Thesis (M. Phil.) University of Ceylon, Colombo, 1981. — ULC M 112 — 378052.

Author defines apprenticeship and traces the history of vocational education in Sri Lanka, identifies various vocations in the island and examines the training programmes of the National Apprenticeship Board and other institutions. He concludes that there is no correlation between vocational and professional training in Sri Lanka, and that there is lack of planning and makes suggestions for improvement.

## 147. NANAYAKKARA, D. J.

Apprenticeship in Sri Lanka. — Colombo : Asia and Pacific-skill Development Programme: Regional Seminar of Apprenticeship in Asia and the Pacific 13 — 20 July, 1981, 4 p., — NIE.

C7

Author reviews every aspect of apprenticeship in Sri Lanka. Main strength of apprenticeship lies in its effective function. An effective and productive worker must be both knowledgeable and skillful and also hold correct work attitudes. The future of apprenticeship in Sri Lanka lies in small establishments where there is more opportunity for apprentices to display creativeness and planning. Trade apprenticeship should not be regarded as terminal and the young blue collar worker with ability should be given opportunity to reach the executive status.

148. PREMAWARDENE, B. R. D.

නිදහසින් පසු ශ්‍රී ලංකාවේ කාර්මික අධ්‍යාපන අවස්ථා ව්‍යාප්තිය හා විෂය මාලා ප්‍රතිසංස්කරණ කටයුතු ආර්ථික සංවර්ධනයට අදාළ වූ ආකාරය පිළිබඳ ඓතිහාසික විවරණයක්. [A study of how the expansion in opportunities for technical education and the reforms in its curriculum contributed to the economic development of the country : a historical survey] (viii) 432, xxxiii, (vii) charts, maps, tables, biblio. (M.A.Ed.) University of Peradeniya ; 1983. — ULP 376215.

Technical education is defined in Chapter I and institutions of technical education are described in Chapter II. Next two chapters trace the evolution of technical education in Sri Lanka from 1948 — 1965. Chapter V relates the system of technical education to economic development in 1946 — 1965 and the changes of curriculum up to 1982. Chapter VI examines how the courses conducted in each technical institution is involved in the development of the country and critically analyses the proposals of the White Paper of 1981 and Chapter VII includes points to be considered in planning technical education suitable for a developing country like Sri Lanka.

149. SENARATNE, Phillip

Recent developments in technical and vocational training programmes for school leavers in Sri Lanka. —

C7

Pp. 53 — 65 ; tables ; photocopy. — In. Journal of Education ; Sri Lanka, 1980. — NIE.

Describes the need for technical training programmes, their objectives, and discussed their special features, the constraints, highlighting, the areas that need attention and future plans. In some schools there had been one hundred percent employment of trainees.

150. SRI LANKA MINISTRY OF PLAN IMPLEMENTATION

Technical and vocational education in Sri Lanka, — Colombo, Ministry of Plan Implementation, 1982 — 182 p. — chart, tables. — MG.

Research carried out by R. B. M. Korale, N. J. Silva, C. D. C. Gunapala, H. Banduratne, Mrs. A. P. T. B. de Vaas Gunawardene, Mrs. T. B. Ekanayake and E. Amunugama, for Asian Centre for Educational Innovation for Development — UNESCO Office in Bangkok to provide alternative approaches to planning and administration of technical and vocational education.

151. SRIYANANDA, S.

Some aspects of a strategy for technical education in Sri Lanka. — Pp. 26 — 27. — In. Economic Review, Vol. 2, No. 2, May 1976 (Sinhala translation available in Arthika Vimasuma. — ULC.

Argues that more attention should be paid to technical education and the distinction between technical and social studies should be indentified and if this is not done all reforms would end up in failure.

C8. VOCATIONAL EDUCATION

152. ALLES, Jinapala

A first step in the identification of learning opportunities : Paris : UNESCO, 1975. — 47 p., biblio. (Notes and comments No. 6). — Ep — (UNIK) WPF. — AA.

An effort to categorize those skills for children and adults which will be required in order to function successfully in the home environment and in occupations. These preliminary lists are aimed at increasing knowledge and greater efficiency in programme design.

153. ALLES, Jinapala et.at.

A field exploration directed to evolving a sample procedure for systematically eliciting the perception of village participants, relating to the distribution of learning opportunities for learning in the age range 5 — 15 for selected life skills, objectives in selected villages in Sri Lanka. A paper read at a seminar Colombo : SLAAS and Sri Lanka Institute of Chemistry, University of Sri Lanka, 1975.

154. DIYASENA, Wimal

Pre-vocational education in Sri Lanka — Paris: UNESCO, Asian Centre for Educational Innovation for Development, UNESCO Regional Officer of Education in Asia. 1976 (6) 50 p., (Experiments and innovations in education No. 28 Asian series). — NM.

Author analyses the curriculum changes of 1972 emphasising that it involved a fundamental and systematic change.

155. DORE, R. P.

Pre-vocational studies : a comment on recent developments in Ceylonese education : pp. 1 — 17. — In. Marga, Vol. 2, No. 2, 1973. — NM.

Author points out that the education system where the curriculum is not geared to solve the problems — is responsible for the problem of unemployment in Sri Lanka. Though the inclusion of pre-vocational subjects for grade 6 — 9 is intended to rectify this situation, it has not diminished the preference for white collar jobs. Intelligent children are not interested in agriculture and handicrafts. Solution lies in

selecting a percentage of the pupils through achievement tests and selection by exam at the end of special short courses in subjects outside the general curriculum. Producing a finished product which could be sold for a given sum should be a precondition for entry into senior secondary form for grade 9. The author discusses how certain objections against this could be removed.

156. **IDDAMALGODA, K. K.**

නිදහසින් පසු ශ්‍රී ලංකාවේ ද්විතීයික පාසල් විෂයමාලාවෙන් වෘත්තීය කෞශල්‍යතා ලබා දීමට දරා ඇති ප්‍රයත්නය හා ඒ ආශ්‍රීත ගැටළු හා පිළියම් [Attempts made since independence to promote vocational skills through the secondary school curriculum ; the problem therein and their solutions] vi, 279, xxxii p., charts, tables. — Thesis (M.A. Ed) University of Preadeniya, 1984. — ULP 399148.

Author defines secondary education : the importance of including vocational skills in its curriculum in the first chapter. Efforts to promote these skills in pupils, during the era of the State Council are analysed in Chapter II. The influence of this free system of rural education inaugurated during this period is reflected in each decade of later developments. Expansion of this subject after independence and the problems therein are discussed in detail in Chapter III and IV respectively. In Chapter V author lays down a plan including a syllabus for the subject 'professional' skills or life skills.'

157. **JAYASOORIYA, J. E.**

A study of vocational ambitions. — Pp. I — II. — In. Journal of the National Education Society of Ceylon, Vol. 10. No. 1, 1961. — ULC.

A research study on the vocational ambitions of school children in Sri Lanka. Author emphasises the urgent necesasity of educational and vocational guidance.

## 158. JAYASOORIYA, J. E.

The formation of occupational choice among pupils in Ceylon. — 43 p., (abstract). — In. Ceylon Association for the Advancement of Science, Proceedings of 16th annual sessions, Part I ; 1960. — ULC.

This research study revealed that no guidance has been given by teachers. Information available to pupils on employment opportunities, requirements and prospects is meagre, Occupational choice is also very limited and are unrelated to the courses of study except in the case of students of science. It shows a bias towards white collar jobs, drifting away from productive work. Author discusses the problem of employment for school leavers and manpower required for National Development.

## 159. LINGAM, S.

Factors associated with vocational choice of adolescents in Sri Lanka (based on author's thesis for Ph. D). — Pp. 1 — 35. — In. Journal of NESC Vol. XXII 1973. — NM.

## 160. MADAWELA, Patrick.

Some suggestions on the function of training centres — Pp. 12 — 13. — In. Adult Education News in Sri Lanka, June 1979. — NM.

Functions of the centre are (1) Training, (2) Communications & Coordination and (3) Research. In organising the training programmes priority should be given to school leavers and unemployment youth. Development of skills and training self employment, other than the traditional ones. This is the first pilot project under the Ministry of Education.

## 161. SEDERA, Mohottige, U.

Methods and techniques of evaluation in vocational training. Paper presented at the Trainer Training Programme Workshop on the design and administration of MCQS. Sri Lanka Construction Industry



training Project (1985/86), 14 p., biblio, photocopy.—  
NIE.

Author defines vocational training and discusses the purposes of evaluation, setting up behavioural objectives, the nature of training, validity and reliability of tests, types and methods of evaluation.

**162. SRI LANKA MINISTRY OF EDUCATION**

Instructions on the conducting of surveys to assess the needs for vocational studies in schools. — 50 p. —  
CLME — REP/16.

Contains instructions to all regional officers.  
Specimen reports available in Sinhala and Tamil.

**163. SRI LANKA MINISTRY OF EDUCATION**

Management of In-Service Education in the area of pre-vocational studies in Sri Lanka. — Colombo: ME, 1975. — (10) 77 p., charts. — CDC.

This project area which was selected for indepth study has large implications for 1972 — Educational reforms. All those involved in the area of pre-vocational studies are attempting to evolve meaningful and effective teaching techniques. The main objective of the project is to find out the impact of the present inservice educational programme or teaching in schools ; to find ways of reducing the existing deficiencies and means of bringing about improvement in the management aspect.

**164. SRI LANKA MINISTRY OF YOUTH AFFAIRS AND EMPLOYMENT**

Directory of vocational training programmes in Sri Lanka. Level II : Craft training, issue 1982 Government sector. — Colombo 1982. — 150 p. — Mimeo. — CIME — REP 91.

This is a guide to those who want to qualify for employment and step on to better jobs. Includes a

C8

classification of occupations within the economy. Training Programmes are listed in alphabetical order and according to occupational groups and include brief descriptions of occupations.

C8.01

165. ALLES, Jinapala

An inventory of categories of life skills, objectives for adult and young persons. Pp 170 — 190, tables. — In. Basic Services for Children : UNESCO, 1978. (International Bureau of Education, Experiments and Innovation in education 36). — NIE.

Categories of life skills objectives for adults and young persons, as individuals preparing for or in occupational living, are listed : these are classified systematically so as to make possible the use of the inventory in the design of learning modules or sequences.

166. BANDARANAYAKE, B. M.

කුරුණෑගල දිස්ත්‍රික්කයේ පැරණි ගමක වී වගාව ආශ්‍රීත තාක්ෂණයේ ඉගෙනුම . ඉගැන්වීම් රටාව. [The educational pattern of teaching and learning agricultural technology in relation to paddy cultivation in an ancient village in the Kurunegala District] xi, 438 p., biblio. — Thesis (M. Phil.) University of Colombo 1982. — ULC M 141 — 386060.

Researcher has done an indepth study of a one third sample ie. 137 adults of the village. The study reveals the informal methods by which farmers learn their craft and argues that though technically, under developed the methods are basically in accord with the environment. Author suggests that the role of education in these village should be one of gradual peacemeal improvement in existing technology.

## 167. CEYLON STATE COUNCIL

Report of the Committee appointed by the Hon. Minister of Agriculture and Lands to draw up a scheme for settlement of educated young men on the land through the medium of existing schools. — p. 22., tables (SP 5 of 1943). — ULP 35505.

Chaired by C. C. Wickramasinghe. Includes design for a central farm to provide instruction to the students.

## 168. DE SILVA, M. S.

School agricultural education in Ceylon : a survey of the present position and suggestions for improvement, 200 p. (8) diag. tables. — Thesis (M. Ed.) University of Ceylon, Peradeniya, 1964. — ULP 255286.

Examines the importance of agricultural education for Ceylon and lays down its objectives. Chapter III gives a short historical account of the agricultural education and describes agricultural education at primary, junior and senior school levels and higher levels. Chapter IV analyses critically the teaching of agriculture in the ordinary Training College based on a questionnaire sent to the Training Colleges, and also analyses the system of training of the vocationally trained teachers in agriculture. Shortcomings of the present system of agricultural education and the defects in the teaching of agriculture in ordinary training colleges are discussed in Chapter V. The system of agricultural education in other countries are described and compared with those of Ceylon. Chapter VII and VIII contain suggestions for the teaching of agriculture at junior level and establishment of colleges for agricultural studies for teaching agriculture at higher levels and for the improvement of the teaching of agriculture at ordinary Training Colleges and for the establishment of two types of training colleges for the training of teachers for pre-vocational and vocational agricultural education.

## 169. KODIKARA, K. A. K. P.

ශ්‍රී ලංකාවේ නොවිධිමත් අධ්‍යාපන අවස්ථා තුළින් ලබා දෙන කෘෂි අධ්‍යාපනය රටේ වී ගොවිතැනෙහි ප්‍රගතියට දැව වේදැයි එක් කෘෂිකාර්මික ප්‍රදේශයක් ඇසුරින් කරන ලද අධ්‍යයනයක්. [A study based on a single agricultural district to investigate if the agricultural education imparted through non-formal educational opportunities contribute towards the development of paddy cultivation in the country] 198 p., charts, maps, tables, biblio. - Thesis (M. Phil.) University of Colombo, 1985. — ULC M 200 — 400719.

This is an investigation carried out on a sample of 250 farmers in the Hewapitigama Korale, in the Colombo District through a questionnaire, interviews and observation. Although much research is carried out to increase the production of paddy, researcher does not know whether the farmers use the new knowledge produced by them. The findings of the study reveal that even if the researcher gives the information on new technology, economic difficulties prevent him from using them. Author suggests that farmers should be given the know how of machinery and fertilizers earning additional income from home gardens and animal rearing. Mass Media can be used for this.

## 170. THEVARATNAM, M. G.

Development of agriculture as a prevocational subject. — 77 p.; maps, biblio. — Thesis (M.A.) University of Sri Lanka, Colombo Campus, 1978. — ULC M 52/53.

Research carried out on a sample of 100 pupils from schools in Point Pedro, to find out their attitude towards agriculture as a pre-vocational subject. Out of the sample only 16 preferred agriculture for higher studies. Author makes suggestions for improvement.

## 171. CEYLON LEGISLATIVE COUNCIL

Report of a sub-committee appointed to report upon the question of taking over the Industrial School by the Government. — Pp. 37 — 52 ; tables (SP 5 of 1866). — NM.

Consists of the report of the sub-committee, reports of the Acting Inspector of Schools and Rev. J. Thurstan, the Principal of the Industrial School. Discusses its merits not as an educational establishment but as an industrial institution. The Principal reports the attitude of the caste conscious native community towards the school.

## 172. WIMALASENA, A. P. C.

නිදහසින් පසු ශ්‍රී ලංකාවේ කණිෂ්ඨ ද්විතීයික අධ්‍යාපන විෂය මාලා පරිපාටිය තුළින් වැඩ ලෝකය පිළිබඳ සංකල්පය ක්‍රියාත්මක කිරීමට ගෙන ඇති ප්‍රයත්න පිළිබඳ විමර්ශනයක්. [Investigation of the attempts made to implement the 'Concept of the vocational World' through the secondary school curriculum] (x) 293 p ; tables. — Thesis (M.A. Ed.) University of Colombo, 1984. — M 209 — 389139.

The research study consists of two phases. In the first phase the author makes a comparative study of the polytechnical system of education in Soviet Russia, system of technical education in Great Britain and system of education based on education for self confidence in Tanzania. Next phase of the study is based on a representative sample of 100 pupils from 50 schools representing urban, sub-urban and rural schools in the Colombo District through questionnaire and interviews to investigate, how far has the project work introduced into the school curriculum in reforms of 1972, influenced in the selection of a career. The findings reveal that a great percentage of the sample find the project work in the school curriculum useful in some way or other in later life.

## 173. ALLES, Jinapala et al

Villagers reflect on the distribution of learning opportunities for the young : an exploratory study from Sri Lanka; by Jinapala Alles with D. Arampatta, W. D. Fernando, D. Gunaratne. C. Hettiarachchi. J. K. D. A. D. Jayawardene, T. B. Karunaratne, D. A. Perera, B. Premaratne, A. M. Ranaweera, P. Samaranyake. N. Seneviratne, E. L. Wijemanne. — Pp. 161 — 170 ; tables. In. Basic Services for children a continuing search for learning priorities. — Paris : UNESCO 1978 (International Bureau of Education. — Experiments and Innovation in Education 36). — NIE.

The study examines the perception of parents in villages in Sri Lanka of the distribution of learning opportunities for selected priority life skills for young children in the age range 5 — 15 years, as these learning opportunities occur in their respective villages.

## 174. ATHPUTHANATHAN, M.

Out of school activity as a supplementary structure to formal education in Sri Lanka. Pp. 97 — 105. — photocopy. — In. Journal of Education Sri Lanka, 1980. — NIE.

Author describes four programmes carried out as out-of-school activities viz. (1) Field Work Centre (2) Holiday Camps and Adventure Clubs (3) Popularization of Science wing of SLASS. (4) Project work in schools. These activities cannot succeed without a firm base of equal access to good secondary education, but they have a permanent place as a supplement to formal education in developing countries.

## 175. BEGERT, Willy

The educational contribution of work camping in the newly developing countries. — Pp. 32 — 37. — In. the Ceylon Journal of Social Work, Vol. IV, No. 2, 1962. — NM.

#### C8.04

Author examines how the society in the third world went through rapid changes with the advent of the white man, resulting in revolution in life - habits and customs, weakening or killing traditional concepts without replacing them. The school education based on foreign model put the student out of harmony. Work camps must be planned and carried out in the framework of the local development plans of those countries. Long learning work camps can be conducted by foreign volunteers to improve economic situation of rural population, improvement of agriculture and health standards, education in health practices, diets, baby care and house-hold activity for women, manual skills for men and cultural, social and sports activities for youth. Difficulties to be faced are also discussed.

#### 176. EKANAYAKE, S. B.

The school community and life long learning : paper presented at the workshop on "Community and the School" for teacher educators in Sri Lanka. — 1 — 5 Sept. 1986, Colombo ; Curriculum Development Centre, 1986. — 8 p., biblio. — NIE.

Author suggests that the whole structure covering all the activities of the school should be restructured in order to prevent educational wastage, high dropout rate, and ratrace for examinations. In the new structure the activities of the school will consist of analysing the improvement of living related to its functional elements, define the community as its service area, create awareness of the need to know the different levels of its culture, study the interrelationship between social processes and social problems etc. planning of community experiences. Author suggests the use of appropriate techniques each year to relate the school to the community and make its direct personal loyalties toward first traditions, moral and spiritual values.

C8.04

177. **EKANAYAKE, S. B.**

A life skills approach to learning and teaching : case study. Sri Lanka : (Paris : UNESCO). — 1987. — Pp. 130 — 132. — diags, tables ; photocopy. In. Prospects Vol. xvii, No. 1, 1987. — NIE.

This is a longitudinal survey of the rural technology of the village Illukwewe in the Polonnaruwa District, carried out by a team of the Teachers' College, Hingurakgoda, mainly through the method of observation and discussion in addition to the use of a questionnaire. Findings revealed that years of formal education had been totally ineffective in solving urgent problems of the technologies of the village. The author analyses according to the three domains of learning ; cognitive affective, and psychomotor, the process of learning the technology of ploughing and grinding kurakkan and attempts to develop a module for a formal learning programme, which will also help to develop the village technology.

178. **HIRSH, Abraham M.**

The role of work camps in community development. Pp. 19 — 24. — In. Ceylon Journal of Social Work, Vol. IV, No. 2, 1962. — NM.

Author argues that community development is an intrusion on a traditional society and economy which has achieved internal balance, and will be successful only if it forms new constructive forces either in rural or urban areas. Work Camp volunteers should be able to teach by demonstration, generate enthusiasm without becoming authoritative. Two way educational impact on the sub-society is seen in two aspects.

179. **KANAGARATNAM, Y.**

Project work in the senior secondary schools in the Jaffna District. 163 p., — Thesis (M.A.) University.



C8.04

of Colombo 1981 ; — ULC — M — 116 — 379815

An intensive study of the project work in the H.N C.E. classes in this district, which examines how far project work could make education socially and economically relevant and mobilize human resources for development. Author concludes that if this programme continued for about 10 years ; it might have been successful.

180. PERERA, D. A. and EKANAYAKE, S. B.

Report on the first phase of the finalization meeting of the joint innovative project on raising the achievement level of children in primary education, Sri Lanka. — Jakarta Dec. 1986. — Colombo : Ministry of Education, CDC., 1986. — 56 (8) p., diags. maps, tables. — NIE.

Project covered 40 schools in 5 of the most disadvantaged districts in the island. Socio-economic survey and an evaluation of the level of achievement in language and mathematics revealed the felt needs of the community. Accordingly a national workshop was held for educators in 1985, from which emerged the sub-projects, "Self Reliance Principals monthly Workshop" held in each area in rotation, which became the pivot of activities of moral development, professional growth and community participation. Resultant specially designed training programmes aptly fitted into the needs. Major findings reveal that this innovative project enhanced the school community relationship and improved health, agriculture, education and religious practices, principals' indepth awareness of the socio-economic background of the children and intergration of resources. Analysis of the results of the achievement tests made the principals and teachers aware of the weakness of the pupils and also their own professional inadequacies and correlation of this data with socio-economic levels of the parents convinced that teachers had to make a concerted effort to counteract these unfavourable factors. Includes plans to extend the project to 1987.

C8.04

181. THURAISINGHAM, V.

A new orientation — work experience. — Pp. 1001 — 1007. — In. Education in Ceylon : a centenary volume : Part III.\* — NM.

Describes the origin and development of work experience programmes in schools and evaluates their contribution to the economy of the country.

182. WIJEMANNE, E. L. and SINCLAIR, M. E.

Teaching occupational skills in the secondary school curriculum. (3). — In. Teaching Forum, No. 25, Jan. 1973. — MG.

Author examines measures to make the education in Sri Lanka relevant to the life outside school.

C9

183. VIR, DHARM and HERATH, L. B.

A plan for co-operative member education in Sri Lanka Colombo, Co-operative Management Service Centre, 1976. 21 p., Mimeo. — SCP.

C10.02

184. HEWAGE, L. G.

Community education for Universities : report of a pilot project in continuing education sponsored by the UNESCO National Commission of Ceylon. — Nugegoda : UNESCO — Vidyodaya university Community Education Service, 1971. — xi, 42 p., — NIE.

Contains the report of a pilot project, in continuing education commenced in 1966, proposals for a project to develop a national peoples university movement ; The case for community development work for

\* See 33

C10.02

University students ; the need for a course on community education for all University personnel : includes a brief review of the literature on community education and related fields.

C10.03

185. ARAMPATTA, D.

Education in rural Ceylon. — Pp. 12 — 22. — In. the Journal of the National Education Society of Ceylon, Vol. II, No. 3, Nov. 1953. — NM.

The author examines the obstacles confronting the development of rural education and observes that emphasis should be placed on educating the rural child in his own surroundings so that he becomes familiar with all the aspects of rural life, which would enable him to participate in the development of the agricultural economy of the country. The solution lies in providing science education in all activities necessary for a rural community.

186. DE SILVA, M. S.

An experiment in education. — Pp. 92 — 932. — In. Education in Ceylon : a centenary volume. Part III.x — NM.

Innovation project of rural education scheme launched in 1932 with a vernacular school in Handessa was a departure from the literary type of education and concentrated on the four H's "learning by doing." By 1939 schools in the scheme increased to 256. Owing to certain weaknesses in the scheme it was abandoned prematurely. Yet it has left its impact on the educational thought and practice during subsequent years.

187. EKANAYAKE, S. B.

Study on disadvantaged primary schools in rural areas of Sri Lanka : Paris : UNESCO, 1983. — 28 p., tables. — NIE.

C10.03

Survey conducted on 20 schools in Polonnaruwa and Kandy Districts, including 20 Principals, 44 teachers, and 256 parents, data collected through questionnaire, observations according to certain guidelines. Every aspect of the schools were surveyed and the report gives the reasons for the low attainment of students, who are in the category of the deprived.

188. EKANAYAKE, S. B.

Evaluation of the World Bank assisted programmes of development in system H of the accelerated Mahaweli Development Programme, Part 7, facilities in education : 1983. — 31 p., map, tables ; photocopy. — NIE.

Survey carried out on a selected sample of 129 students in grades 11 and 12 from different streams of curricula, from 17 schools and all the Principals and 2 teachers from each school, and 15 parents from each school, by administering a guided questionnaire, through discussions and observations. The findings revealed that professional competence of teachers and principals are low and less experienced, curriculum is irrelevant, lacks supervision, dropout rate is high, parental aspirations are low. Author makes suggestions for improvement.

189. JAYASOORIYA, Justin

ගැමි සමාජය හා අධ්‍යාපනය අතර පවතින සම්බන්ධකම් පිළිබඳ නාලල ශ්‍රී නාග මහා විද්‍යාලයේ ශිෂ්‍යයින් ආශ්‍රිතව කෙරෙන විමර්ශනයක් [An inquiry into the relationship between rural society and education] ii, 199 p., graphs, maps. — Thesis (M.A. Ed.) University of Colombo, 1972-'73. — ULC — M 07 - 379900.

Having examined the educational standard of the parent, motivation by parents and the economic

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conditions of the parents author concludes that there is a close relationship between the standard of education and economic conditions of the parents, and plays a significant role in motivating the children for education, and the administration of the school too has a considerable effect on the child's education.

190. KULARATNE, Kumarage, Jayantha

ශ්‍රී ලංකාවේ ග්‍රාමීය ප්‍රදේශයක අධ්‍යාපන සම්පත් සංවර්ධන සැලැස්මක් [A plan for the development of educational resources for a rural area in Sri Lanka] (XI) 417 p., diagrams, maps, tables. — Thesis (M. Phil.) University of Colombo, 1980. — ULC M — 88 — 375743.

Analyses in detail the socio-economic and population conditions in the homes of the pupils of the selected schools in the selected area of Middeniya. Analyses causes for dropouts from school, GCE O/L results for 1979, statistics of teachers and other resources of the area and finally gives suggestions and draws up a plan for educational development of the area.

191. MENDIS, George

Education in the process of village development Pp. 24 — 28. — In. Economic Review, March, 1981. — NM.

The 24,000 villages in Sri Lanka should be given priority in the process of development. So far only 10 — 15 percent have benefitted. Author plans out the educational activities in the process of village development and discusses the pre-requisites for their success.

192. RURAL school and Development. — Pp. 17 — 18., tables. — In. Economic Review, Vol. 4, May — June 1978. — MG.

Thirty percent of the schools are located in rural areas and they are small in size and suffer acute shortage

C10.03

of facilities. A small schools development unit is established at the Ministry of Education in order to counteract the bias against these schools. Author examines the causes for them to remain so. The solution to the problem of small schools can come only with the total development of the community. Author makes suggestions to promote such development.

193. SEDERA, Mohottige, U.

Rural educational policies and performance 1975 — 1982 : a progress report submitted to the Food and Agriculture Organisation of the United Nations. — Rome : FAO, Jan. 1984. — 48 p., tables, biblio ; (Contract No. 7. — 10759) photocopy. — NIE.

Educational policies in developing countries are governed by the problems prevalent therein. The implementation is constrained by several factors. In this context author evaluates the progress in literary achievement in basic education, secondary and higher education, wastage in education and attempts to prevent it in formal and non-formal education.

194. SRI LANKA MINISTRY OF EDUCATION,  
Regional Education Office, Matara.

District Integrated Rural Development Project : education section : Reports of preliminary surveys of three estates regarding the need for schools, 1975. — 7 p. — mimeo. — REOM.

A detailed study of social and economic aspects of the families living in the three estates, Beligalhena, Menikwatta and Kapila emphasising their need for schools.

195. SRI LANKA MINISTRY OF PLAN IMPLEMENTATION,  
Regional Development Division. District

C10.03

Intergated Rural Development Programme, 1981, Karandeniya Rural Development project. — Colombo. Ministry of Plan Implementation. — 101 p., maps, tables. — PIOG.

Detailed report on the Karandeniya area under the following heads : (i) sectoral review, (ii) Intergrated rural development and planning, aims and objectives, selection of the project areas, planning methods, sectoral problem analysis, economic background and a seven page report on educational development of the area.

196. **SRI LANKA MINISTRY OF PLAN IMPLEMENTATION**

ඒකාබද්ධ -ග්‍රාමීය සංවර්ධන සැලැස්ම: ගාලු දිස්ත්‍රික්කය 1981 [Integrated Rural Development Project: Galle 1985] District : 1981. — 206 p. — mimeo. — PIOG.

Briefly describes the geographical distribution of population and settlements, industrial products, agriculture and educational situation and makes proposals for development.

**C11. EDUCATIONAL GUIDANCE AND COUNSELLING**

197. **DE ZOYSA, T. P.**

An analytical and comparative study of the guidance services in Queensland and in Ceylon. 170 xxxi pp., charts, tables ; biblio. (A study project prepared in partial fulfilment of the requirements for the Certificate in Education for Overseas Teachers) University of Queensland, 1966. — ULP 272116.

Main theme of this work is the vocational guidance services in Queensland which is described in detail. Chapter I defines vocational guidance and chapter II

traces the history of vocational guidance in Ceylon. In chapter VIII the author makes suggestions for provision of special education by the Department of Education in Ceylon.

198. PARARAJASINGHAM, O. G.

The formulation of guidance objectives for secondary schools in Sri Lanka based on a survey of the guidance needs of children in selected schools in the Kandy region, 113 p., tables. — Thesis (M.A.) University of Sri Lanka, Colombo Campus, 1978. — ULC M — 43 — 367393.

A study of the guidance needs of school children in Sri Lanka for the purpose of formulating a guidance programme for Sri Lanka schools. Data was collected through a questionnaire designed according to the findings of a pilot study. The problems of children written in the form of letters, by them were classified into 4 categories : friendships, personal, home, school. Chapter VI includes a discussion of the findings ; and chapter VII, formulation of guidance, objectives, professional training for counsellors, guidance programme, preven-tive guidance and the nature of assistance from the Govt.

199. VEDANAYAGAM, C. W.

Future employment prospects and vocational guidance in Ceylon. Pp. 155 — 168. — In. Ceylon Association for the Advancement of Science Part I — II, 1960. — ULC.

Explains why vocational guidance is necessary and how it could and should be done in Ceylon.



## C11

### 200. WEERAKOON, Chandradasa

ද්විතීය පාසැල් සිසුන් සඳහා වෘත්තීය මාර්ගෝපදේශක සේවාවක අවශ්‍යතාවය [The necessity of vocational guidance for pupils of senior secondary level] vii, 323 p., tables. — Thesis (M. Phil.) University of Colombo, 1985. — ULC — M196 — 398718.

Research carried out on a sample of 600 pupils and 200 teachers from Kalutara and Ratnapura Districts and 12 education officers from the Ministry of Education ; through questionnaire and interviews. Results reveal that : (i) social attitude towards a profession had great influence on the selection of a profession. (ii) Professional literature is non-existent in Sri Lanka, (iii) the children had little information of the various vocations, (iv) the school does not maintain any relationship with the vocational world ; (v) pupils are not aware of their aptitudes and capacities, (vi) due to the non-availability of organisations for vocational guidance, pupils seek informal sources, chief of whom are teachers and parents. As they have no orientation towards a vocation they are unable to select the most suitable vocation. Author makes 15 suggestions to remedy this situation. Includes and examination of the vocational guidance services in Great Britain, India and Soviet Russia in Chapter II, and their evaluation in Chapter III.

## C12. NON-FORMAL EDUCATION

### 201. ASIAN SOUTH PACIFIC BUREAU OF ADULT EDUCATION REGION I.

The role and performance of non-government organisations in adult education in South Asia : A report of the proceedings of regional seminar July 1983. Sri Lanka. — 126 p., mimeo. — MENFB. NGO's in Adult Education in Sri Lanka (Pp. 62 — 91) by W. A. Jayawardene, Sarvodaya Education

C12

Programmes by K. P. A. Perera (Pp. 109 — 118).  
Four recommendations of the seminar are given in  
p. 121.

202. DE SILVA, Dayawathie

Further education. — Pp. 903 — 911. — In.  
Education in Ceylon ; a centenary volume Part III. —  
NM.

Author examines the provision made for further  
education in law, medical services, teacher training,  
Cooperative Rural Development, Technical, Commer-  
cial and Vocational educational and training, adult  
education in the wider and narrower context.

203. IDDAMALGODA, D. S.

Spotlight on two years of Non-Formal Education.—  
Pp. 17 — 18. — In. Adult Education News in Sri  
Lanka, June 1979. — NM.

First Adult Education Centre was opened in Feb.  
1977 in Narangoda Maha Vidyalaya. These centres  
have increased to 65 full time Technical Units ;  
143 adult education officers are conducting various  
programmes. Weekend English schools have topped  
170.

204. JAYASEKERA, Berti Wijeratna. Illangatilaka.

The history and the present status of adult education  
in Ceylon with some suggestions for future develop-  
ment (1) V, 232 p., biblio. — Thesis (M. ed) University  
of Ceylon 1964. — ULP 255215.

A study of the progress of adult education in Ceylon  
from the inception of the movement. Chapters I — II  
examine the scope and nature of adult education and  
the need for it. Chapter III gives a historical review

of adult education in Ceylon. Examines its structure and organization in Chapter IV. A special UNESCO project is analysed in Chapter V. Methods of adult education adopted in Sri Lanka are described in Chapter VI and VII, includes suggestions for future development.

205. JAYASURIYA, John Ernest

University and adult education : a pilot project in Ceylon, Pp. 5 — 6. — In. Indian Journal of Adult Education, Vol. 31, No. 12, Dec. 1970. — ULP.

206. JAYASOORIYA, J. E.

A life long education perspective for Sri Lanka : the planning of long term educational futures in Sri Lanka. — Maharagama : NIE, 1986. — 12 p ;. — NIE.

207. KARUNARATNE, A. H.

Non Formal education through multi-agency participation. — Pp. 66 — 75, tables ; photocopy. — In. Journal of Education, Sri Lanka, 1980. — NIE.

Adult education provides learning experience relevant to national objectives and felt needs, personal, social and political needs of all above school going age in the community with the participation of all agencies, organisations, and institutions in the country both formal and informal. An adult Education Officer is appointed to each electorate who with the help of the co-ordinating committee identifies the needs and the problems of the people of the area and organise educational programmes so as to cover the entire electorate within a specific period utilizing traditional knowledge and the time tested techniques available in the community. They are conducted in schools, temples, church premises, and communtiy centres etc. Most popular of these are those organised for unemployed youth.

## 208. NANDAWATHIE, U. L.

කෑගල්ල දිස්ත්‍රික්කයේ අසංවිධිත අධ්‍යාපන අවස්ථා විලිඛිත අධ්‍යයනයක් [A study of opportunities for non formal education in the district of Kegalle and the role played by various institutions offering these opportunities] iii, 224 p., biblio. — Thesis (M. Ed.) University of Colombo 1981. — ULC M 115 — 375922.

Defines 'education' and 'development' and describes the four ways of obtaining non formal education. Having examined the historical, geographical and socio-economic background of the Kegalle District and the opportunities for non formal education. The author arrives at certain conclusions, some of which are : opportunities for non-formal education in the district are insufficient ; maximum benefits are not obtained from natural resources and human resources, instructors are not given sufficient hearing and the govt. institutions do not have any co-ordination with the private institutions in these programmes.

## 209. NAYAGAM Xavier S. Thani

The scope of adult education : Pp. 148 — 149. In. Ceylon Journal of Historical and social studies, Vol. 2, 1959. — NM.

Education does not terminate with formal schooling. Formal adult education originated during the early part of 19 century. Entire knowledge of life cannot be packed into 10 or 12 years of teaching in schools or even 4 or 5 years. University and facts would not be understood either. Self realization, improved human relationships, economic efficiency and civic responsibility have to be studied and worked out in adult life. It is not the capacity to learn that declines in the adult but the rate of learning. Author examines these in detail.

210. **PROBLEMS OF SCHOOLING AND COMMUNITY EDUCATION PROGRAMME.** — pp. 12— 14. — In. Sarathi, Vol. 1, June — December 1986. — available in Sinhala also. — NIE.

A study of the literacy project of the Ministry of Education commenced in 1981 which subsequently necessitated supporting community education programmes such as monitoring, nutrition and health, status of school children, guiding and assisting the parents of school dropouts and assisting the non-schoolers. Includes relevant findings of two baseline surveys.

211. **SEDERA, Mohottige, U.**

Formal, Non-Formal and Informal education : a classification. — Pp. 73 — 78 ; biblio. — In. New Frontiers in Education, 1981. — photocopy. — NIE.

This paper attempts to clarify Formal, Non-formal, and Informal education from the point of view of human abilities. The learning process and the development of human abilities are examined to clarify the three concepts.

212. **SRI LANKA MINISTRY OF EDUCATION**

Sub regional training workshop on Distance Learning systems and structure. — 5 — 18 July, Colombo.

Training Manual Vol. II, Colombo, Ministry of Education, Distance Education Branch, 1984. — (140 p.) CLME — REP 222.

Deals with principles of distance education. Training resources modules and supply supplementary training modules.

213. SRI LANKA MINISTRY OF EDUCATION : Non-Formal Education Branch.

National directory of out of school and adult education in Sri Lanka — Colombo 2 : Ministry of Education ; 1981. — p. 220. — ME NFB.

This project was sponsored by the Division of Statistics, UNESCO : Paris. The directory consists of two parts. Part A contains programmes opened by the public sector institutions and the Part B all non-govt. agencies. In the introductory chapter it gives literacy situation in Sri Lanka, how the rate of drop-outs increase year by year, the population suffer incomplete schooling and lack of employable skills cause a grave economic problem.

214. SRI LANKA MINISTRY OF EDUCATION, Non-Formal Education Branch.

Report of an evaluation study of six development oriented educational programmes in rural areas in Sri Lanka. — Battaramulla, Ministry of Education, 1987. — p. 79. — CLME.

This project was sponsored by UNESCO Office.

215. UDAGAMA, Premadasa

Non-traditional forms of education. — Pp. 24 — 29. — In. Economic Review Vol. 2, No. 5, Aug. 1976. Sinhala translation is available in Arthika Vimasuma. — ULC. (Vol. 2, No. 5).

Author argues that it is necessary to break away from the traditional concept of education and that non-formal types of education should be developed.

216. UNESCO

Report of a Regional Seminar on Development in Asia and Oceania. — 21 Nov. — Dec. 1980. Bangkok.

C12

Case study in Sri Lanka : Bangkok, UNESCO, 1980. — p 5. — NIE.

Describes the innovative adult education programmes in Sri Lanka highlighting their special features.

217. WEERAKOON, W. T.

Enrichment of opportunities for life long education in Sri Lanka utilising new information/communication technologies : the long term planning of educational future in Sri Lanka : Maharagama : NIE. — 1986. — 13 p. — biblio. — NIE.

218. WIJEDASA, R.

Curricular Reforms and research. — Pp. 14 — 15. — In. Adult Education News : Sri Lanka, Vol. 1, No. 2. 1979 — NM.

The Technical adaptive Centre has yet to develop and disseminate suitable technology to suit our needs. It will also help to develop curricular content of non-formal education. Author suggests that new technology should be introduced to the working classes; research should be undertaken on evaluating the suitability of various forms of adult education ; use of mass media as teaching strategies, methodology of instruction ; Television, sandwich inservice training courses could be experimented upon and evaluation instruments be developed.

219. WIJEGOONASEKERA, D. P.

Open education in the region of Asia and Oceania : Sri Lanka. — Pp. 86 — 94. — In. Bulletin of UNESCO Regional Office for Education in Asia, Nov. 19 — 20, 1977 — 79, Bangkok. — MENFB.

Discusses the need to provide learning opportunities to those who do not have the opportunity to pursue any programmes of formal education, problems encountered by the open education programme and the programmes organised by the Ministry of Education.

C12.02

220. SRI LANKA MINISTRY OF EDUCATION, Distance Education Branch. Distance learning systems and structures: Training of Distance Educators—Sub-Regional Training Workshop on Distance learning systems and structures, 5—18 July, 1984, Colombo, Sri Lanka Mimeography Vol. I : Training of distance education, 106 p., Vol II : Training manual.—CLME—Rep/221, 222.

Sub regional training workshop which was attended by nine countries, conducted an indepth study of the following (i) Priority Training needs for different categories of distant educators, (ii) Critical aspects of training (iii) Development of the Training Manual including introductory principles and training resources modules. Consists of 9 country papers.

C12.03

221. RANAWEERA, E. D.

ශ්‍රී ලංකාවේ 1978 පිහිටුවන ලද වැඩිහිටි අධ්‍යාපන ඒකකය හා ප්‍රජා සංවර්ධනය [The adult education unit established in Sri Lanka and its role in community development.] (iii) V, 371 p. graphs maps, tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya 1983. — ULP 385785.

A study of the operational services of Adult Education Branch of Ministry of Education set up in 1978, 160 adult education officers were appointed on an electorate basis. This is an attempt to evaluate programme and its progress up to 1983. Chapter I discusses the nature and the scope of adult education. Chapter II examines its historical development in Sri Lanka. The administrative structure of the present system of adult education is described in Chapter III. Chapter IV and V include an exhaustive survey of the three major areas of adult education and



### C12.03

the present programmes of work of the Adult Education Unit and those of other non-Government Organisations. Chapter VI examines the services that can be rendered by adult education and the last Chapter reviews the achievements of the Adult Education Unit and discusses the necessity for a national policy on Adult Education with special reference to the White Paper of 1981.

### C12.04

#### 222. GAJANAYAKA, JAYA

Non Formal education for rural youth : an inquiry into planning issues on NFE skill training programmes in Sri Lanka. — xii, 296 p., tables, biblio. — Thesis (Ph.D) University of Massachusettes 1983. — AA.

The study discusses the strategies aimed at improving the living conditions of rural youth in Sri Lanka. The review of literature which provides a theoretical framework for this study (Chapter I) gives prime preference to literature on the needs and issues of rural youth. Chapter III examines the impact which the formal education system had on them. Chapter IV, V and VI analyses non formal education as a solution to the existing conditions. Chapter VII includes an assessment of the three on-going NFE skill training programmes for rural youth in Sri Lanka. Guidelines formulated for the policy makers, planners, and programme discussions are laid out in the final chapter.

#### 223. GAJANAYAKE, B. K. J.

Youth and education in Sri Lanka : a programme of action for employment and development of out of school youth : (vii) 221, (xviii) p. maps, tables ; biblio. — Thesis (M.A. Ed.) University of Sri Lanka, Peradeniya Campus, 1975. — ULP 321123.

## CI2.04

A study of youth unemployment. Section I defines the concept of youth and discusses the problem of youth unemployment. Section II examines the relations between education and youth unemployment, manpower needs of the country, reforms in the education system and the role of out of school education and the employment and development of youth. Sections III and IV evaluates the form of youth settlement schemes in the island, the farm complex in the UdaWalawe area. Section V gives guidelines for programmes of a for a school of agricultural training for out of school youth.

### 224. JAYASOORIYA, J. E.

Peradeniya University. Report on UNESCO National Commission (Ceylon) pilot project in Youth and Adult Education (UP) Peradeniya, University of Ceylon, 1967. — NIE.

Report of the pilot projects carried out at Doluwa and Hindagala. The authors assess the project and suggests that it would be uneconomic to use University personnel and other material prepared by them in repeat programmes in other locations. They can be used to train educators.

## CI2.05

### 225. PEIRIS, A. K.

යාවර්ත අධ්‍යාපන මාර්ගයක් වශයෙන් ශ්‍රී ලංකාවේ අසංවිධිත අධ්‍යාපන ක්ෂේත්‍රයෙහි ඇති අවස්ථා පිළිබඳ විමර්ශනයක් [A study of the opportunities for life long education provided by non formal education in Sri Lanka] 167 p., — Thesis (M. Ed.) University of Colombo, 1979/80. — ULC, M 75. — 376653.

## CI2.06

### 226. PEIRIS, Shirley, J. S.

Educate our workers. Pp. 12 — 13. — In. the Ceylon Teacher. Vol. 29, No. 42, July 1960. — NM.

C12.06

Author discusses the need for worker education in Ceylon in the context of the invitation of the Govt. of Ceylon to an expert from ILO to set up a Workers Education Centre in Ceylon.

C12.07

227. ARAMPATTA, D.

Strategies for out-of-school literacy and post literacy education in Sri Lanka. Pp. 64 — 72., tables. — In. NESSL Vol. XXIV, 1985. — NIE.

Author identifies 15 categories of illiterates, need for literacy and lays down eight distinct principles of a functional literacy programme to be launched with the specific objective of the total development of the people of the island, strong enough to break the vicious circle of mal-development consisting of poverty, ignorance, ill-health, malnutrition, over population and non-population and a non-participation on the part of the people in the decision making and implementation process.

228. HEMACHANDRA, H. L.

Some implications of the recent declining tendency in Sri Lanka's literacy rate. — paper presented at the 42nd Annual Sessions of SLAAS Dec. 1985. SLAAS.

The findings of the Consumer Finance and Socio-Economic Surveys of the Central Bank of Sri Lanka reveal that between 1978/79 and 1981/82 the literacy rate of those over 5 years of age has decreased by 0.8 percent. This study attempts to identify the most affected groups where the reversal in literacy has been more pronounced, and identifies 8 such groups, which was mainly due to the increase of non-school admittance of these groups which are among the largest sections of the population pyramid. Author

C12.07

names the six districts which should be given more attention in future attempts to increase the literacy level.

229. MATHUR, R. S.

Nonformal Education programme in Sri Lanka : proposals for monitoring the literacy component ; a consultancy mission report. 24th Sept. — 4 Oct. 1984. — NIE — 213.

This consultancy report gives the (i) programme dimension for literacy, schoolleavers, adult education ; weekend English course ; over view of the non formal education efforts and monitoring the literacy programme.

230. SIRISENA, U. D. I.

Promotion of literacy — Pp. 525 — 532 ; graphs, tables ; In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Success of the education policy, particularly the progress of elementary education can be measured in terms of literacy, which gives some qualitative and quantitative assessment. Having defined literacy, the author examines the level of literacy before and after the introduction of compulsory education. Statistics on the increase of rate of literacy among males and females, literacy by religion and also in English during the period from 1901 — 1946 are included.

231. SRI LANKA MINISTRY OF EDUCATION : Non Formal Education Branch.

සාක්ෂරභාවය නොමැති සහ අර්ධ සාක්ෂරභාවයක් ඇති පාසැල් නොයන ළමුන් සඳහා සැලසුම් කර ක්‍රියාත්මක වන අධ්‍යාපන වැඩ සටහන් ශක්තිමත් කිරීම සඳහා පැවැත්වෙන වැඩ මුළුවේ වාර්තාව 1982 — නයිවල [Workshop for strengthening]

\* See 33

C12.07

the present scheme of work for illiterates and semi literates, Nawala/ Colombo : MOE 1982. — 54 p. ; tables, typescript. — NIE.

Includes the following summaries of the lectures, a syllabus for the literacy classes. Pp. 25 — 46. (1) Needs and problems of deprived children by Dr. T. Kariyawasam. (2) Concepts of literacy and non-formal education by A. H. Karunaratna, Pp. 10 — 11. (3) Life skills — centred system of education by U. S. P. Senaratna. Pp. 10 — 11. (4) Language and Mathematics syllabus for the promotion of literacy by Chitranganie Abeydewa. (5) Curriculum to suit social needs by R. S. Meedagama. (6) Methods of teaching for promotion of literacy by Chandralatha Liyanage, Pp. 16 — 18. (7) Use of Community resources for the success of literacy classes by W. A. D. Narangoda. Pp. 18 — 21. (8) Experiences in using community resources by Tirrel Cooray. Pp. 22 — 24.

C12.08

232. Lanka, Tilakasiri Gilbert

සර්වෝදය සේවාවෙන් ඉටුවන ශ්‍රී ලංකාවේ නොවිධිමත් අධ්‍යාපන සේවාව [The contribution of Sarvodaya to non formal education of Sri Lanka] (vii) 480 p., charts, diagrams. — Thesis (M.A.) University Peradeniya 1982. — ULP 367472.

Exhaustive study of the Sarvodaya Movement. The concept of non-formal education and need for it in Sri Lanka is discussed in Chapter I, aims and structures of Sarvodaya in Chapter III. Describes the educational efforts of Sarvodaya to promote the concept of Dhanyagara and Dharmadvipa. Chapter VI critically assesses the role, the Sarvodaya movement plays in non formal education.

### C13. PIRIVENA EDUCATION

233. HERATH, H. M. T. B.

මූලික පිරිවෙනේ දැනට ඉගැන්වෙන විෂය මාලාව පිළිබඳ විමර්ශනාත්මක අධ්‍යයනයක්. [A research study of the present curriculum, of the Mulika Pirivenas] Thesis (M.A.) University of Colombo, 1983. — ULC — M 208 — 388303.

234. JAYASOORIYA, John Earnest

Some thoughts on Pirivena Universities. — Journal of the National Education Society of Ceylon, Vol VII, No. 4, Nov. 1958. (offprint 59).

A plea that the new Universities should not be 'shackled' by the British Tradition.

235. PREMATILAKE, W. M. D.

ශ්‍රී ලංකාවේ පිරිවෙන් අධ්‍යාපනය, අනුරාධපුර යුගයේ සිට කෝට්ටේ යුගය දක්වා [The pirivena education in Sri Lanka from Anuradhapura to Kotte period] viii, 171 — Thesis (M. Phil.) University of Colombo, 1982. — ULC — M 147 — 386270.

A historical review of Pirivena education.

236. PANNASEKARE, Maha Nayaka Thero, Kalukondayawe  
The Pirivenas. — Pp. 745 — 751. — In. Education in Ceylon : a centenary volume : Part II. — — NM.

Traces the origin of Pirivenas and reviews the history highlighting the main events as granting state aid and finally rise of the foremost Pirivenas to the status of universities.

### C14.02 SPECIAL EDUCATION

237. KARUNARATNA, G. R. M.

Gifted adolescents in Sri Lanka ; viii, 188 ; tables. — Thesis (M. Phil.) University of Colombo, 1980. — ULC. M — 86 375925.

#### CI4.02

This is a research study carried out on a sample of 50 gifted children picked out from a group of 1008 students in Colombo North and South Education regions. On comparing the achievement of these children with a control group of 50 other children, it was found that the gifted children were slightly better built physically, started talking and reading early and had fewer behavioural problems, security at home also helped. However, as the gifted children were not identified early there were many under achievers among them. The special needs of the gifted are discussed in Pp. 106 — 147. Author makes 8 specific recommendations in this regard.

#### CI4.03

#### 238. BAKER, Victoria, J.

Going to school in a black thicket jungle : education in a disadvantaged Sri Lanka — Netherlands : Universities Foundation for International Co-operation (NUFFIC) 1986 — (5) 331 p., map, pictures, tables ; biblio. — CDC/NIE.

A research study carried out under the auspices of NUFFIC project. The sample consisted of a detailed case study of Kulugolla village and shorter case studies of different types of villages by means of interviews and observations. The objective of the study was to get an inside picture of the educational situation in this area and provide insights particularly regarding constraints to education in a backward rural district and why school community reciprocal development is not being achieved. This study for which a combination of the ideal types of theoretical approaches incrementalist and structuralist was taken, can also said to be research — than theory sequence. On analysing the findings (Chapter VI) the author concludes (Chapter VII) that many educational

CI4.03

problems of Sri Lanka are structural problems which cannot be solved with patch-work reforms and incremental solutions. They are deeply rooted in the political economic and social structure of the country. The causes are discussed and author makes recommendations for improvement.

239. CEYLON LEGISLATIVE COUNCIL

Papers relating to the education of the Rodyas of Ceylon — (SP3 of 1905). — NM.

An inquiry and report on the measures which should be taken for the education of the Rodyas of Ceylon.

240. CEYLON PARLIAMENT, KANDYAN  
PEASANTRY COMMISSION

Report of the Kandyan Peasantry Commission — Chapter XI, Pp. 158 — 171 (SP 18 of 1951). — NM.

Summary of the recommendations : establishment of new schools ; children of the Sinhalese labourers resident on estates should be provided with educational facilities ; and counterpart collegiate schools in Colombo and municipalities, the curriculum of the rural schools be so adapted as to provide practical training with an agricultural and industrial bias ; establishment of teacher training colleges in these areas and reducing the admission requirements from residents of these areas and promotion of adult education.

241. JAYASOORIYA, J. E.

Children of the slums. — Pp. 21 — 28. — In. Journal of NESAC, Vol. IV, No. 3, Aug. 1955. — ULP.

Includes the results of a research carried out with 12 boys between ages of 10 and 12, in — examines the justifiability of the prejudiced attitude of the other



C14.03

sections of the society towards them, their needs and remedial action to better their living conditions are discussed.

242. MANATUNGA, P. W.

කොළඹ නගරයෙහි මුඩුක්කු ප්‍රදේශයක ජීවත් වන පැල්පත් වාසීන් විධිමත් අධ්‍යාපනයට සහභාගිවන අයුරු [Participation of shanty-dwellers in a certain slum area in Colombo in formal education] xiv, 310 p., diagrams, graphs, maps, tables. — Thesis (M. Phil.) University of Colombo, 1982. — ULC M 28 — 3 384680.

Author examines the causes for the occurrence of slums. The most conspicuous feature in the area is the low income of the residents. More than half the number of parents are uneducated and do not have the habit of reading. They are unable to keep the children in school. Suggestions for improvement ;: (1) Launch a development programme, (2) a programme for informal education, (3) programme for school leavers, (4) views of teachers, parents and pupils should be given necessary attention, (5) education should be looked upon as a situation for living and organised accordingly, (6) curriculum should have a practical trend, (7) examinations should be evaluation of talents and skills, (8) teacher pupil relationship should be closer, (9) teacher should be aware of the socio-economic environment of the region.

E14.03.01

243. BALASOORIYA, Stanislaus, Tissa

Education of estate population of Indian origin. p.p. 28 — 55 ; tables. — In. Logos, Vol. 17, No. 1, July 1978. — MG.

Historical review of the education of the estate workers in the present century.

244. CEYLON LEGISLATIVE COUNCIL

Papers relating to the education of immigrant Tamil coolie children employed in the estates. — 1905. — 20 p., (SP 4 of 1905). — NM.

Examines the existing educational facilities afforded to immigrant Tamil labourers in the estates.

245. GNANAMUTTU, G. A.

The State intervention in education. — Pp. 6 — 10. — In. Ceylon Tea Worker, Vol. 3, issue 12 June, 1983. — Navalapitiya. — ULC.

Reviews the development of estate schools with special reference to State intervention.

246. LEELAWATHIE, Manage

ශ්‍රී ලංකාවේ වතු අධ්‍යාපනය පිළිබඳව දෙනියාය ප්‍රදේශය ඇසුරෙන් කෙරෙන සමීක්ෂණයක් [A study of estate education in the region of Deniyaya] xiii, 208 p., graphs, maps, tables, biblio. — Thesis (M. Phil.) University of Colombo, 1982. — ULC M 127 — 384735.

This work is a historical analysis of the estate schools system including the services of various welfare organizations. Author makes suggestions to raise the standard of education in the estates.

247. SANKARALINGAM, K.

Estate Schools. — Pp. 753 — 761. — In. Education in Ceylon : a centenary volume : Part II\* — NM.

Legislation on Estate Schools is the main concern of this study.

\* See 33

## CI4.04 EDUCATION OF THE HANDICAPPED

### CI4.04.01

248. MAXLAND, Edgar

Welfare of the physically handicapped. Pp 4 — 15. —  
In. Ceylon Journal of Social Work, Vol. I, No. 2  
Oct. 1956. — NM.

Author points out that the programme for the handicapped are based on the principles of economic and social council, 1952 of the UNO. Legislation is necessary to ensure their basic rights, and coordination of Govt. and voluntary organisations and recruitment and training of non-medical social workers is another necessity.

### CI4.04.02

249. ANASTASIA, Rev. Sister

The special child and the family. — Pp. 8 — 10. —  
In. Journal of the Ceylon Association for the Mentally  
Retracted, 1976 — 77. — NM.

Author discusses how the family members of the special child should cope with the painful situation. The parents have to modify their original expectations of the child who now cannot fulfil them. Parents should be given guidance and counselling and provided with factual information about the mental handicap, causes, different degrees of handicap and methods of training. Education of the community at large is also essential.

250. DEVENDRA, T. O.

Education of the handicapped. — Pp. 913 — 922. —  
In. Education in Ceylon: centenary volume, Part  
III.\* — NM.

Author examines the tradition of caring for the disabled, statutory provision for the education and

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\* See 33

rehabilitation of the handicapped children, special education related to different disabilities including mentally handicapped and the recommendations of the National Education Commission of 1961.

251. DEVENDRA, T. O.

The rehabilitation of the special child. — Pp. 11—14. In. Journal of the Ceylon Association for the Mentally Retarded, No. 2, 1976 — 77. — NM.

Author points out that, after the presence of mental retardation, which is not answerable to treatment is established, the only alternative is to find the category of the degree of retardation and rehabilitate the child accordingly. Though no survey has been conducted like in other countries, the Social Services Dept. has estimated the percentage of the 4 categories of retardation in Sri Lanka. Kannangara Special Committee report too recognised the handicapped child. Presenting such a child for medical examinations is not made compulsory in this island. The author gives his own suggestions and also those of the W.H.P.

252. MADIGASEKARA, S.

ශ්‍රී ලංකාවේ ආබාධිත ළමුන්ගේ අධ්‍යාපනය [The education of the disabled in Sri Lanka charts,] graphs, maps, tables, (IV) 452 (vi) p., charts, biblio. — Thesis (M.A.Ed.) University of Peradeniya, 1982. — ULP 366134.

“Disabled” is defined and the significance of the ‘International Year of the Disabled’ is discussed in the first two chapters. Author surveys the educational facilities provided for the disabled in this island, institutions, pupils, and teachers and methods of teaching and curriculum in Chapter III. Chapter IV includes detailed study of the Institution at Dodanwela (Kandy) and the programme of work in Sri Lanka for the

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International Year for the Disabled. Author's suggestions for improvement are discussed in the Chapter VI.

253. MATHEWS, Walter, M.

Education of the special child. — Pp. 24 — 26. — In. Journal of the Ceylon Association for the mentally retarded, No. 2, 1976 — 77. — NM.

This is a general survey of the development of special education and the facilities available: for handicapped and backward children in Sri Lanka. Ancient tradition regarding the treatment of the handicapped is reviewed.

254. MATHEWS, Walter, M. et al.

Special Education in Sri Lanka : Development in Sri Lanka are traced by Prof. Walter Mathews, Tudor O. Devendra, and K. Piyasena. — Pp. 22 — 24, photocopy. — In. Special Education: Forward Trends, Journal of the National Council for Special Education, Vol. 4, No. 4 1976 — 1977. — NIE.

Traces the origins of special education and developments, highlighting the statutory provisions made by the recommendations of the National Education Commission 1961 and the developments that resulted.

255. MCGREGOR, G. P.

Report of assignment in Sri Lanka on behalf of the Commonwealth Fund for Technical Cooperation to advise on the education of the mentally retarded. — Pp. 36 — 39. In. Journal of the Ceylon Association for the Mentally Retarded, No. 2, 1976 — 77. — NM.

The purpose of this assignment was to train teachers for the mentally retarded children which involves the

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following : (1) Preliminary reconnaissance to define scope and nature of project. (2) Assessing in conjunction with Minister of Planning and Education, the Dept. of Social Services and the Ceylon Association for the Mentally Retarded, the requirements of the training courses, (3) Ascertaining further role if any to be played by Commonwealth Fund for Technical Cooperation, (4) If need for experts be identified, drafting terms of reference. Report gives several recommendations.

256. PIYASENA, K.

ආබාධිත ළමුන් සඳහා පැවැත්වෙන ආධාර ලබන නේවාසික විශේෂ පාසැල් සමීක්ෂණ වාර්තාව. [Survey of residential special schools supported by the Govt. for handicapped children] — Ministry of Education, 1972. — 9 p., — typescript. — NIE.

Author states that this is the first survey of such schools in Sri Lanka. Recommendations are made for the improvement of special education in the island.

257. PIYASENA, K.

Reports of studies in U.K. and proposals in Special Education submitted to the Ministry of Education, 1974. — p. 13. — typescript. — NIE.

Latter parts of the report Pp. 3 — 19 contains the proposals made by the author for the improvement of special education in Sri Lanka.

258. PIYASENA, K.

Education Committee report — some observations on the chapter on special education and education of gifted children, (Pp. 182 — 192) Sri Lanka Ministry of Education, Special Education Unit, 1979. — 7 p., typescript. — NIE.

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Author being the officer in charge of the Special Education Unit, addresses this memorandum emphasising that the chapter of the report of the Education Reforms Committee on Special Education, does not include any of the activities carried out by the special education unit of the Ministry of Education and requests the Chairman of the Committee to review the entire situation of special education in the country and make suitable recommendations.

259. PIYASENA, K.

The health education and welfare system in Sri Lanka with a short sketch of administrative policies and a statement of national needs in the field of special education. Special education Workshop Monash University, Melbourne, 27 October — 14 November, 1980 m 18 p., — NIE.

National needs in the field of Special Education are identified in pp. 14 — 18.

260. SATKUNANAYAGAM, Dr. V.

First Asian Conference on mental retardation in 1973, Manila, Phillippines : Hope for the retarded in Asia. — Pp. 29 — 30. — In. Journal of Ceylon Association for the Mentally Retarded, No. 2. — NM.

Eighty foreign and 300 local delegates participated in this Conference organised by the UNESCO National Commission of the Philippines and the Philippines Association for the Mentally Retarded. The main theme of discussion was the prevailing situation of services for mentally retarded in Asia and the need for development. Five study groups were formed to study the following themes : (1) Education (2) Vocational rehabilitation (3) Medical and psychiatric services. (4) personnel training, (5) Community organisation.

261. THAMBER, J. V.

The special child and the community. — Pp. 11 — 14. — In. Journal of the Ceylon Association for Mentally Retarded ; No. 2, 1976 — 77. — NM.

Author points out that three out of the ten principles included in the UN Declaration of the Rights of the Child deal with the education of the children and that of the special child. In Sri Lanka services for the handicapped child is minimal. Current law in Sri Lanka is the Mental Disease Ordinance. Appointment of the Committee of Inquiry on the recognition of the mental health services in Ceylon in 1966 and the Advisory Committee in 1972 were remarkable events. Author makes many suggestions for improvement.

262. WEERASINGHE, Dr. Mrs. Rene

The special child. — Pp. 24 — 26. — In. Journal of the Ceylon Association for the Mentally Retarded, 1976 — 77. NM.

Author emphasises that each mentally sub-normal child is unique in its own family setting and has to be diagnosed, evaluated and assessed on its own merits, which necessitates team work of a paediatrician, psychiatrist, social worker, speech and hearing consultant and a public health nurse. Author gives 19 headings under which the team should report on the child and prepare comprehensive programme for the care of the child, for prevention, treatment, education habitation, treatment and training. Author suggests that institutes for training personnel in this field should be given priority.

263. WELIKALA, Mrs. C. V.

A historical perspective of services for the Mentally retarded and the present services. — Pp. 1 — 8. — In. Journal of the Ceylon Association for the Mentally Retarded, 1976 — 77. — NM.



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Difference between the mentally retarded and mentally ill was first recognised also during the reign of King Edward II, for the purpose of safeguarding property. In the 10th century units of detention were opened after passing the Idiot Act. In Ceylon Kings undertook this task and built homes and hospitals. The new Mental Health Act was passed in 1958 in U.K. In 1971 UNO proclaimed the Declaration on the rights of the mentally retarded and called for national and international action to ensure the protection of rights. Service to the M.R. in Ceylon began with the foundation of the National Council for Child and Youth in 1958. First day centre was opened in 1962 and Ceylon Association for the Mentally Retarded was formed in 1968. Suggestions of this association are given.

#### 264. WELIKALA, Mrs. C. V.

Some impression on the fifth International Congress on Mental Retardation held in Montreal, Canada, October 1 — 6, 1972. In. Journal of Ceylon Association for the Mentally Retarded. No. 2, 1976 — 77. — NM.

This Congress in which 200 delegates from 35 countries participated, had four plenary sessions in (1) successful action programmes, (2) stages in evolution of voluntary action groups, (3) Improving the capacity of the individual, (4) Improving the environment for retarded persons. After participation in this conference the author felt the inadequacy of our services for the mentally retarded and the need for a consultant to train personnel in this field.

#### C14.04.03 BACKWARDNESS

#### 265. ABEYRATNE, Chitra Kumari

A study of backwardness in three Ceylon schools., 89 (51) p., tables, biblio. — Thesies (M. Ed.) University of Peradeniya, 1963. — ULP 255191.

Identifies backwardness and the problem of backwardness in Ceylon. A comparative study (1) of low achievers and high achievers in the eight standard are matched for intelligence and (2) of children selected from three schools situated in different types of environment, urban, semi-urban, and rural. Investigates into the distinguishing characteristics based on a limited number of hypotheses suggested by earlier researchers some of which are not supported by the findings of this study. The treatment for backwardness in Ceylon at present is streaming and non-promotion. The inherent shortcomings of the former are aggravated by the unstandardized tests used in Ceylon. Author suggests 'setting' as an alternative method of grouping and programmed instruction. No final conclusion can be arrived at from the evidence of this study, but it raises various issues for further investigation.

266. GREEN, George, H.

The backward pupil in the Craft Room. — Pp. 37 — 43, and 47. — In. Ceylon Teacher No. 4, Nov. — Dec. 1939. — NM.

The author argues against the falacy that intelligence in writing speech and calculation and craftsmanship do not go together and that there are two categories of boys, (1) with good brains, (2) those with good hands. Those classified as grade 'A' boys did the best work in work shops. He quotes Spearman's two factor theory.

267. KARALAKULASINGHAM, T. A.

The problem of the backward child. — Pp. 3 — 6. — In. The Ceylon Teacher, Vol. VII, No. 4, July — Aug. 1944. — NM.

In Ceylon backward children are relegated to 'B' forms though they are also taught on the same lines as 'A' children. Studies prove that 70% of the

incipient examined came from the 'dull' group of children. A comprehensive scale of the Binet's test should be used to classify children as 'backward' and suitable remedial measures be taken. Removing the inferiority feeling and building up the child's confidence according to a planned curriculum with a wider range of human activities is the solution.

268. JAYASEKERA, Chulanganie, Wickramasekera

අටවන ශ්‍රේණියේ ශිෂ්‍ය ශිෂ්‍යාවන්ගේ අධ්‍යාපනික පසුබටතාවය කෙරෙහි බලපාන සාමාජික හා ආර්ථික සාධක පිළිබඳව ගාලු අධ්‍යාපනය මණ්ඩලය ඇසුරින් කෙරෙන විමර්ශනයක්.

[A study of the socio-economic factors that influence the educational backwardness in pupils in grade 8, based on the education circuit of Galle] V, 450, p., graphs, tables. — Thesis (N. Phil.) University of Colombo 1981. — ULC — M — 108 — 376908.

A selected sample of 450 pupils were tested in Maths, Science, Social Studies and Sinhala. Those who scored lower marks were given another test and a questionnaire. On the results of this test and information collected they were grouped into five according to the causes for backwardness. (1) School conditions (2) physical and economic conditions of the home, (3) Intellectual and cultural environment at homes (4) Emotional set up of the home. (5) Peer groups Interviews with parents revealed that additional cause — lack of encouragement from the parents Classification or backwardness showed that low I.Q. was another cause. Teachers should find out the cause of indifference on the part of the pupil, study the emotional conditions of the child and take necessary steps to remedy them.

269. JAYASUNDERA, Manel

ඉගෙනීමේ පසුබටතාවය කෙරෙහි බලපාන සාමාජික ආර්ථික කරුණු (ගම්පහ අධ්‍යාපන මණ්ඩලය ඇසුරින් කෙරෙන විමර්ශනයක්.)

CI4.04.03

(Socio-economic factors which causes backwardness in pupils : a survey in the Education Circuit of Gampaha) (18) 104 (58), Thesis (M.A. Ed. University of Peradeniya 198/182. — ULP 400615.

Research carried out on a sample of backward pupils selected on the basis of marks scored in the main subjects in Grade 8 from 10 schools in the Gampaha Education Circuit. Their intelligence was also tested and data regarding the social and economic factors that affected them were collected through a questionnaire administered to their parents. Data was analysed on the basis of 12 concepts. The findings reveal that eleven out of the 12 had acute influence on backwardness of pupils.

270. PIYASENA, K.

A survey of slow learners in our primary schools — unpublished mimeo. Special Education Unit, Ministry of Education 1983. — 36 p., tables. — NIE.

Research carried out in two phases in a selected number of schools in Colombo, Kalutara and Homagama districts ; the objective of the 1st phase was to highlight the problem of slow learners in our schools ; that of the second was to detect the rate of dropouts among slow learners and suggest measures to minimize this after analysing the results and conclusions. The author makes several recommendations including the introduction of remedial teaching into our primary schools and training of special personnel to teach and supervise slow learners and handicapped children.

CI4.05

271. WICKRAMARATNE, P. P. K.

පස්වන ශ්‍රේණියේ ඉගෙනුම ලබන සිසුන් අතරින් භාෂාමය දැනීම පිළිබඳ දුර්වල ළමයින් 29 දෙනෙකු තෝරා ඔවුන්ට මනෝ-විද්‍යානුකූලව සකස් කළ පාඩම් මගින් විශේෂ දැනුමක් ලබාදී

C14. 05

ඔවුන් වසර අවසානයේදී ලබාගත් සාධනය මැනීම.  
[Measuring the achievement at the end of the year of a sample of 29 of students with language difficulties, selected from grade 5 students after giving a special knowledge through lessons prepared according to the principles of (psychology) diags., tables ; biblio. — Thesis M.A.] Ed. University of Ceylon, Colombo 1978. — ULC — M — 386059.

Researcher uses the final lists of marks scored by these children, at the year end, which showed an increase, after special lessons were given to them, to prove that teaching should be adjusted to suit the needs of the child. Reasons for their disability such as economic problems of the family, uneducated parents absenteeism from school, unpleasant home environment, were studied in detail and remedial measure were taken. It also proved that teachers should take a greater interest in the needs of the pupils and give the opportunity of speech, cultivate the habit of reading through picture books, cartoons, paying necessary attention to grammar.

C14.06

272. ARUMUGAM, Pathmasary

The education of girls in Ceylon during the first half of the British period (1796 — 1867) 271 p., tables ; bioblio. — Thesis (M.A. Ed.) University of Ceylon, Peradeniya, 1965. — ULP — 250007.

Author reviews the history of the education of women in Ceylon. Chapter I, examines the position of female education in the West, and the opportunities available for the education of women, the changes brought about by the Dutch who made education compulsory. Chapter II examines the contribution made by individual governors since occupation by the British

C14.06

up to 1831 — for the education of girls and Chapter IV the efforts of missionaries in this regard, Girls education under the scholarchial Commission in Chapter IV and the expansion of the education of girls with that of missionary education. Chapter VI examines the impact of education on the progress of women.

C14.06.06

273. CASTILLO, Gellias, T.

The woman of Ceylon, Some vital statistics. — Pp. 67 — 100. tables. — In. Asia, Journal of Asian Society, New York, No. 24, Winter 1971/72. — MG. Tables 3 — 6 give educational statistics of women.

274. CEYLON LEGISLATIVE COUNCIL

College for higher education of girls. Report of a Sub-Committee of the Legislative Council of Ceylon to whom was referred a memorandum praying for the establishment of a College for the higher education of girls. — Pp. 403 — 407. — (SP 18 of 1895). — ULP 365325.

275. DIAS ABEYGOONAWARDENA, Hema

Participation of girls and women in formal educational programmes in the Nuwara Eliya educational region., 202 p., maps, tables. — Thesis (M.A.) University of Colombo 1980. — ULC — M 75 — 375931.

This research study highlights the need for provision of more and more educational opportunities for female population in order to raise the status of women. Chapter IV, describes the participation of girls and women in formal education programmes in the Nuwara Eliya District while pages 138 — 177 examine the

non-formal education programmes for women in the area. Author makes suggestions for improvement in the last chapter.

276. ENDAGAMA, Malinee.

Impact of the U.N Decade for Women in Sri Lanka. (Background information for National Paper to be presented at the World Conference to review and appraise the achievements of the United Nation's Decade for the Women's Bureau of Sri Lanka. — 109 p., tables. — ULC.

Author reviews the significant developments in the field of Women's Affairs in the island. Chapter two examines the education and various training programmes for women.

277. FERNANDO, Sepalika

Improvement in education among women in Sri Lanka over the 1971 — 1981 decade. — Pp. 27 — 30. — In. Economic Review, Vol. 9, No. 7, 1983. — MG. This paper analyses the trends in educational attainment in Sri Lanka with special reference to education of women.

278. GUNAWARDENE, G. B.

The Women's place in Management. — Pp. 54 — 64 ; biblio. — In. NESSL, Vol. xxiii, 1983. — NIE.

Author emphasizes that women constitute the greatest untapped source of managerial professional and technical talent, though discrimination against women, both justified and considered unjust is alleged to persist. A break-through has been made in many areas due to the actions of women's liberation movements. More difficult to eliminate are the psychological barriers, the self concepts of women's sex role, stereotypes and sex characteristic stereotypes that prevail in society

C14.06.06

in general and also in any woman. These negative attitudes persist because they accepted their exclusion from management without protest. It is necessary to attempt a structural role re-definition as it would be the best strategy which can resolve the role conflict in certain women engaging in the managerial careers.

279. JAYAWEERA, Swarna

A study on educational opportunities and employment opportunities open to women in Sri Lanka ; a report on an investigation. Paris : UNESCO 1974 — 75, diagrams. — ULC.

This is an edited version of a report on an investigation conducted by a UNESCO Committee consisting of P. Udagama, S. Jayaweera, E. L. Wijemanna, D. Gunaratne, T. O. P. Fernando, M. G. Abeynayake and T. Velayuthan.

280. JAYAWEERA, Swarna

Women and education : UN Decade for women, progress and achievement of women in Sri Lanka. — Colombo Centre for Women's Research in Sri Lanka 1985. — 68 p., tables ; biblio. — NIE.

In this paper author analyses the educational achievements of women during the decade 1971 — 81. Women in Sri Lanka have highly participated in University education, minis-cule representation in decision making positions in the public sphere. Participation in general education has increased and disparities in literacy rates have also decreased. Author also points out that gender differences do not correlate with the difference in perormance in languages and Maths, but it manifests in the performance in Science, and specially in practical in technical subjects ; gap is widest in vocatonal education.



C14.06.06

281. SRI LANKA MINISTRY WOMENS' AFFAIRS  
AND TEACHING HOSPITALS

Women's Bureau. Women in Sri Lanka in statistics,  
Colombo Womens' Bureau (1982) 95 p., graphs; tables.

Includes statistics on education and employment of  
woman.

D. METHODS, TECHNIQUES AND  
CONTENT OF EDUCATION

D1.01 TEACHING AND LEARNING  
STRATEGIES

282. EKANAYAKE, S. B.

A survey of relationships between teachers and  
village communities in Sri Lanka 1982. — Pp. 136—146;  
biblio., photocopy. — In. Life Long Teacher Educa-  
tion and the Community School — edited by Linda A.  
Dove — Hamburg : UNESCO, Institute for Education;  
1982. (UIE monographs, 10). — NIE.

Survey of 10 village schools in five of the administra-  
tive Districts of Sri Lanka — 2 villages from each —  
Teachers, pupils (17.3 yrs.) and members of the  
community were interviewed. High drop-out rate,  
absenteeism are main features of schooling in these  
communities where chief occupation is subsistence  
farming and economic conditions are low. Over 50%  
of the teachers serving in those schools are professio-  
nally not qualified and come from outside. Survey  
indicated that their community relationship are confined  
to very few activities. Pupils believe that teachers  
should be the agents of change. Parents give three  
obstacles to closer liaison between the teachers and  
themselves.

283. FELDMAN, H.

Perception of the teacher pupil relationship by  
teachers. — Pp. 1 — 17 ; biblio. — In. Journal of the  
NESC, Vol. VI, No. 1, Feb. 1957. — NM.

*DOI.01*

Research carried out on the attitude of teachers towards the pupils on a sample of 51 graduate teachers (18 women) following the Course for Diploma in Education. Students were also questioned as to what qualities they liked and disliked in the teacher. Findings revealed that teachers were mostly concerned with their personal relations and finally with their role as instructor. Author makes suggestions for further study.

284. GREEN, T. L.

Social climate in Education. — Pp. 19 — 24. — In. New Lanka, Vol. I, No. 2, Jan. 1950. — NM.

Focal point of education is the relation between teacher and pupil. Learning is an individual job carried out in the classroom. The present situation is that the pupil is restricted in attempts to co-operate and his problems are not discussed but left unsolved, resulting in a feeling of frustration which leads to aggression. Better work can be done in a democratic social climate in the classroom. Replanning of education in terms of needs opportunities and culture of Ceylon. The status of the teacher should be raised, he should be better trained to be aware of the implication of modern education trends. The real test of education is what children grow up to be and what they can offer to the New Lanka of the future.

*DI.02*

285. ARAMPATTA, D.

Teaching of Buddhism in Schools — 188 p., tables, biblio. — Thesis (M.A.) University of Ceylon, 1952. — ULP — 119225.

Chapter I — II analyse the present social problem and the need for a religion. Buddhist way of life and how it could be transmitted to children as a solution

to the problem. Chapter V discusses the qualities and qualifications required by teachers of Buddhism. Results of a survey revealed that Boys preferred a Buddhist monk and girls — a lay teacher qualified in the subject who practices religion to teach Buddhism. Chapter VI — VII includes a detailed discussion of the methods of Buddhism and audio visual aids to be used, Chapter III examines the impact of Buddhist values on the development of the personality of the child. Chapter IX includes a scale to measure the childrens' attitude towards Buddhism. Findings of a survey carried out using this scale revealed that pupils have a favourable attitude towards Buddhism.

286. ARAMPATTA, D.

Much of a teacher's work centres round motivation. Pp. 17 — 23. — In. Journal of NESC, Vol. 5, No. 3, Aug., 1956. — NM.

The author examines the teacher's role in relation to the needs of the learner and how the effectiveness of learning depends on the organisation of the whole school, the class, the extra curricular activities and the informal groups.

287. DE SILVA, C. H. T. Chitradasa

A programme for the supervision of science teachers, students, six, seven and eight (ages 16 — 14) in Ceylon, vii, 181 p., — Thesis (M.A.) School of Education, University of New York, 1963. — AA.

Lesson planning is discussed in relation to 980 lesson plans used by teachers. Classroom observation, use of a diary, vacation courses, and study circles are other factors described. Author recommends the use of a combination of these methods.

## 288. EKANAYAKE, S. B.

Multiple class teaching of disadvantaged groups : National case study Sri Lanka. — Pp. 40 — 77. — In. Multiple class teaching and education of the disadvantaged groups — Bangkok, UNESCO, 1982.

This paper discusses not only the problem resulting in multiple class teaching, but also the remedial innovative projects, undertaken to improve the education of the disadvantaged groups in Sri Lanka.

## 289. PREMARATNE, Kentuttige Silawathie

බුදු ජාමීන් පිළිබිඹු වන ඉගැන්වීම් ක්‍රමවල අදාල ඇති අදාලතාවය [Relevance of the methods of teaching reflected in Buddhism to the present day] vii, 172 p. — Thesis (M.A. Ed.) University of Colombo, 1978. — ULC. M 46 — 371546.

With the aid of the sources enumerated, the author examines the method adopted by the Buddha in teaching the doctrine quoting such Suttas as '*Aggeñña Kalama* and *Ambattha*' which illustrate the question and answer method and learning by discovery. Realization by activity which is related to the modern theory of reinforcement and independent thinking are other methods used in Buddhism which can be used in the modern classrooms.

See also: 415, 416, 421, 485.

## DI.03

## 290. AHAMED, Uvais

Preparing teachers for community education. — Pp. 61 — 68 ; photocopy. — In. In-service Teacher-Education in Commonwealth Asia : report of a Commonwealth regional workshop (20th Oct. — 3rd Nov. 1978 SLFI Sri Lanka). London; Commonwealth Secretariat, 1978. — NIE.

DOI.03

According to the new concepts of education, its scope extends beyond the classroom into the grassroots level of the community, where 80% of its members are rural school teachers. Community trainers should in promoting social change identify the pressing problems of the community and participate in solving them. The Teachers' College should train the teachers for these new roles. The three innovative projects, based on a socio-economic survey carried out by the trainees and staff of the Teachers' College Hingurakgoda, which had a great impact on the life of trainees as well as the village community in developing initiative. Author suggests community education through village adoption, where on the basis of data collected on a socio-economic survey, the Madhya Maha Vidyalayas well equipped with several streams of the curriculum scattered throughout the island, can engage themselves in working toward all round development of their villages.

DI.04

291. AMARASINGHE, E.

නිදහසින් පසු ශ්‍රී ලංකාවේ ද්විතීයික මට්ටමේ ගුරු අධ්‍යාපනය ක්‍රියාත්මක වීමේදී උද්ගතව ඇති දුර්වලකම් හා අනාගතයේ එය සකස් විය යුතු ආකාරය පිළිබඳ යෝජනා [Deficiencies manifested in the implementation of secondary level teacher education and proposals for future planning] vii, 400 p., biblio. — Thesis (M. Ed.) University of Peradeniya 1982. — ULP 367464.

Author traces the beginnings of teacher education in Sri Lanka and the qualitative and quantitative expansion of secondary education in the first two chapters. Chapter II examines the current systems of teacher education. The deficiencies of the present system and suggestions for improvement are included in the

DOI.04

last chapter. Author suggests the expansion of teacher training colleges, development of distance education and the use of the radio in teacher training and improvement in the quality of teacher training.

292. CEYLON LEGISLATIVE COUNCIL

Report of the Committee on the Training of teachers; 6 p. — (SP 27 of 1923). — ULP 365342.

Proposes the establishment of a Dept. for Education and Commerce at the University, and Post graduate course and granting of scholarships in education.

293. CEYLON PARLIAMENT

Report of the Committee of Investigation into the working of teacher training colleges — 1965 ; 129 p. — (SP II of 1966). — ULP 365412.

Chaired by Mr. D. K. G. de Silva. This report lays down a scheme of Training with several important recommendations which include the revision of minimum of qualifications for recruitment, modification of examination orientation in the curriculum, raising the academic qualifications of the staff, payment of an allowance and provision amenities and construction of a new Training College at Nittambuwa. It also recommends the establishment of a central institute of Educational Planning and the coordination of research.

294. DUCKWORTH, Martin

Reading habits of the trainees, Maharagama : Govt. Training College, 1970 — 6 (2) p., tables, typescript. — NIE.

This report of the Library Adviser, revealed that reading habits of the trainees were poor. The average number of books borrowed throughout the training.

period in the whole College was 32 books whereas the ideal figure calculated is 50. Though out of the four courses, English course students came out best in the examination, their reading habits were the lowest. Reasons for paucity of reading (1) Little publicity for the Library or instructions given to students on how the library can be effectively used. (2) The students may be too willing to rely entirely on lecture notes rather than expanding their knowledge and thinking by reading ; (3) Much of the Library stock is outdated.

295. EKANAYAKE, S. B.

Teacher education and community development. — Pp. 69 — 83, diag., photocopy. — In. — In-service Teacher Education in Commonwealth Asia : report of a Commonwealth regional workshop, (29 Oct. — 3 Nov. 1978, Sri Lanka) — London; Commonwealth Secretariat, 1978. — NIE.

Report of three innovative projects carried out in three villages, Illukwewa, Attaragallawewa, and Ratawewa in Polonnaruwa by the trainees and the staff of the Teachers' College, Hingurakgoda. Instead of the superficial teaching practice system adopted at present which is irrelevant to the skills needed by the teachers of the village school, a new system was developed whereby the teacher educator stayed in three villages for three weeks. They conducted a socio-economic survey of the village including locating of resources and the educational scene in villages. The researchers, villagers and officers from other departments worked in close cooperation in helping to develop the rural technology of the area. Author suggests : (1) Adoption of this community education programme in the teacher training curriculum. (2) Preparation of courses of studies to meet the special needs of the children in remote villages and (3) Include community development as part of the school curriculum.

## 296. EKANAYAKE, S. B.

Training teachers for changing roles in Sri Lanka. — Pp. 504 — 511, tables. — In. Prospects, Vol. X, No. 4, 1980. — MG.

Report on a new approach to the task of a teacher in a small school based on a programme started in 1975 when the author was the Principal of a Teacher Training College at Hingurakgoda. Three small schools have been selected for the purpose and the author relates how the experiments led to the acceptance of the concept of relating education to the villager's socio - economic and cultural environment, by the Department of Education in the late 1970s. This was also published in French as 'Former les maitres a de nouveaux roles a Sri Lanka, Tendances et cas x (4) 1980 p. 551 — 559.

## 297. EKANAYAKE, S. B.

Study on teacher training to raise achievement level of primary education in Sri Lanka. — Bangkok ; UNESCO, 1985. — 29 p., biblio ; photocopy.— NIE.

Exhaustive study of the disadvantaged, the problems posed and the special training needs of teachers and principals of the primary schools in the least developed schools in the five districts of Chilaw, Matale, Moneragala, Ratnapura and Tangalla selected for the project for raising the achievement level of children in primary education, launched by the Curriculum Development and Teacher Education Division of the Ministry of Education. The uniform type of training provided for teachers in Sri Lanka directed to urban elite based schools, does not prepare the teacher in these disadvantaged schools to utilize local resources and comprehend the sociological and philosophical aspects of rural folk. Author analyses the necessary skills that the teacher and the principal of these schools should develop in



order to carry out the basic functions and render the services expected of them to these schools. They include the following : Professional competencies in relation to (i) classroom teaching, (ii) the schools, both academic and management, (iii) the community specially involving the parent in learning programmes (pp. 10 — 29).

298. GREEN, T. L.

Educating the teacher. — In. Govt. Training College Magazine, 1951. — Pp. 3 — 4. — NM.

Author states that due to lack of objective research on the subject, it is not possible to arrive at a conclusion as to whether teachers are born or made. Re-pointation of our ideals about teacher education is necessary. Should it be 'training of teachers' or 'teacher training?' Author's suggestions. (1) we need new values, ideals and attitudes. (2) teacher education needs an overhaul in content and method. (3) teachers should understand children.

299. GUNAWARDENE, G. B.

A study of the curriculum for teacher education in Ceylon. iii, 328, (23) p., tables ; biblio. — Thesis (M. Ed.) University of Ceylon, Peradeniya Campus, 1972. — ULP. — 313708.

The study is mainly an analysis of the curriculum of the general and specialist courses for teacher preparation and the methods of teaching employed in Teachers' Colleges. Chapter III traces the historical development of teacher education in Ceylon. The results of a survey of a sample of 850 student teachers and 50 teacher educators about the practice and problems of existing curricula, by means of a questionnaire are described in

DI.03

Chapter IV. Chapter VIII evaluates the existing system and makes suggestions for improvement.

300. JATUNARACHCHI, S.

ශ්‍රී ලංකාවේ ගුරු විද්‍යාලවල දැනට ක්‍රියාත්මක වන පාසැල් පුහුණු වැඩ පිළිවෙල ගැන විවාරාත්මක අධ්‍යයනයක්, [A critical study of the teaching practice programme in the teacher training Colleges of Sri Lanka] 249 p ; charts ; tables, biblio. — Thesis (M.Ed.) University of Colombo, 1983. — ULC. — M 149 — 386584.

A study of the programme of teacher training — teaching practice programme in schools, a special study of the teacher training section, the working of the school training programme and how counselling should be done. Some of the author's suggestions for improvement are : video-tape or tape the lesson and replay which should be followed by interaction analysis and teacher pupil discussions before the actual lesson ; team teaching ; learning the history of teacher training in Ceylon ; teaching skills should be developed while in the training college itself ; assessment and adviser's duties should be treated separately and forms used for assessment should be revised.

301. JATUNARACHCHI, S. and Wijetunge, P. V. De S.

ගුරු පුහුණු ලපදෙස් (Guidelines for teacher trainees) Kalutara, Museaus Training College, 1979. — 12 p., typescript. — NIE.

Enumerates instructions for conducting a classroom lesson.

302. JAYASEKERA, H. G. C. A. T.

Objectives, organization, content and methods of service and training Programmes for teachers in Sri Lanka. — Pp. 11 — 20. — In. Journal of Education ; 1980. — NIE.

DI.03

Author enumerates the existing in-service training programmes for teachers and describes the policy changes brought about in 1979 and new structure and the objectives of teacher education organised by the Teacher Education Division of the Ministry of Education.

303. JAYAWEERA, Swarna

Perspectives and problems in teacher education. — Pp. 24 — 31. — tables. — In. Journal of the NESC Vol. 19, 1970. — NM.

304. JAYAWEERA, Swarna

Teacher education in transition. — Pp. 20 — 24 ; tables. — In. New Era, Vol. 55, No. 1, Jan. — Feb 1974. — NM.

A survey of the historical evolution of teacher education in Sri Lanka with some insights on possible developments in the future.

305. KARUNASENA, I. N.

ශ්‍රී ලංකාවේ ගුරු අධ්‍යාපන අපේක්ෂණ පිළිබඳ විශ්ලේෂණයක් [A rank order analysis of the objectives of teacher education] (vii) iv, 181, tables ; biblio. — Thesis (M.A.) University of Peradeniya, 1981. — ULP 356504.

A detailed list of objectives of teacher education which was prepared by the researcher with the help of teachers, was subjected to analysis using the method of paired comparison by a selected sample of 65 teacher educators (40 females) 50 students following the course for Diploma in Education at the University of Peradeniya and 240 trainee teachers (140 female). Results reveal that professional training was preferred to academic improvement.

306. KUDALIGAMA, P. K. D. P.

Teacher Education survey 1986. Sri Lanka, conducted under the auspices of the Curriculum Development Centre, Ministry of Education sponsored by UNESCO Regional Office, Bangkok. — Colombo: 1986. — 129 p., tables, typescript. — NIE.

The study covers such areas as formal and non-formal teacher education ; pre-service 'in-service and continuing education and staff development programmes. Chapter 7 examines the policies, problems, and plans in teacher education based on the data collected from administrators, lecturers of Universities, teachers and teacher trainees. Growth points and gaps are discussed in Chapter VIII. Chapter IX includes recommendations and suggestions.

307. LIONEL, S. D.

ශ්‍රී ලංකාවේ ගුරු අධ්‍යාපන ආයතන වල කෙරෙන ඇගයීම් කටයුතු පිළිබඳ විචාරාත්මක විමර්ශනයක්. [Critical study of the evaluation activities carried out in the teacher training Colleges in Sri Lanka] ix, 250 p., tables, biblio. — Thesis (M. Phil.) University of Colombo 1978. — ULC. — M 40 — 371544.

This study is an assessment of syllabuses of the 28 Teacher Training Colleges of the island through questionnaires, observations and study of past question papers, analysis of marks and other documents. The quality of education or the quality of the teacher is decided by their professional educational training. Teacher training institutions, stages of training and the aims of the new schemes of teacher training begun in 1973, and 12 forms of teacher training are discussed. The author's suggestions for improvement include the necessity for further research.

308. MAHANAMA, Chandra

යාවර්තී අධ්‍යාපන සංකල්පය ක්‍රියාත්මක කිරීම සඳහා ශ්‍රී ලංකාවේ සේවාස්ථ ඉරු අධ්‍යාපනය කෙරෙහි සංවිධානය විය යුතුද? [How should in-service teacher training be re-organised in order to implement the concept of lifelong education] — iii, 334 p., charts ; graphs. — Thesis (M.A.) University of Sri Lanka 1983. — ULC — M 167 — 386982.

A study of how the present in-service training system should be reorganised, the unbroken process of education and the present programme of the work in in-service training and whether the teachers are willing to join the process and whether they are satisfied. Data was collected from 200 teachers and 40 master teachers selected at random. Author makes 10 suggestions including the following : in-service training should be accepted on principle, all categories of teachers should undergo this training and that this programme should be decentralized.

309. MARASINGHE, Jinadasa

සේවාස්ථ ඉරු අධ්‍යාපන සංකල්පය ක්‍රියාත්මක වී ඇති තත්ත්වය පිළිබඳ අධ්‍යයනයක්. [A study of the position of implementation of concept of in-service training] vii, 272, diagrams, biblio. — Thesis (M.A.) 1983. — ULC — M137 — 384371.

Examines the plans of in-service training of teachers from 1972. In-service training was given at three stages, primary, junior secondary, and senior secondary. The classroom is changed into a place of activity, with the changes in the syllabus and the attitude of teachers, and the methods of teaching. Role of the teacher too has changed with the appointment of master teachers and in-service committees. Author's suggestions: (1) Teacher should be given proper training before joining the service. (2) Higher salaries and a scheme

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of promotions are necessary incentives for teachers to enable them to develop their skills and attitudes.

(3) In-Service training centres should be developed into educational research centres. (4) Regional Directors of Education, Principals and Heads of other institutions should join hands with the in-service training centre personnel and turn it into a research centre. (5) Curriculum Development Centre, the Teacher Training Branch of the Ministry of Education and other training institutions, should be amalgamated into one organization and draw up a plan for in-service training.

310. PALIHAKARA, K. S.

A new experiment in teacher education, the AFIT Course of Sri Lanka. — Pp. 22 — 30 ; photocopy.— In. Journal of Education, Sri Lanka 1980. — NIE.

Author describes the Alternating Field and Institutional Training, a complete breakway from the traditional teacher education structure which extends the training period from 2 years to three years with field training in all school practices in their different environments in 3 blocks of six months. Three more aspects have been added to the three types of evaluation the trainee was subjected to. A credit scheme has been designed to motivate the teachers to perform better. The shortcomings of the previous system such as meagre knowledge component of the trained teacher and limitation of practical training to classroom teaching are expected to be remedied with the implementation of ARTI.

311. SRI LANKA MINISTRY OF EDUCATION.

(Teacher Education Unit. Janatha Education)

Report of a seminar on Janatha Education, in Teachers Colleges in Sri Lanka, Colombo : Ministry of Education 1976. — 80 p. photocopy. — NIE.

DI. 03

Contents : Objectives of the Seminar by A. J. S. Gunawardene. — pp. 11 — 13. World resources and development patterns of the world by Loyd Fernando, pp. 14 — 18 ; Vocational aspirations and employment opportunities for young leavers by Uvais Ahamed. — pp. 19 — 27; School community liaisons “ Vocation and employment opportunities of young school leavers by H. M. Siripala, pp. 28 — 31 ; Experimental projects in Janatha Education in Teachers Colleges : Hingurakgoda Projects by S. B. Ekanayake Pp. 32 — 33; Illukwewa Village by A. Ranasinghe. — Pp. 33 — 34 ; Rotawewa Project by A. J. S. Gunawardena. — Pp. 34 — 35 ; Attaragallawa Project by A. Dingiri Banda— p35 ., Katukurunda Project by G. B. Gunawardene— pp. 36 — 38 ; Polgolla Project by D. K. Kasthuriarachchi — p. 39., Uyanwatta Project by Mahinda Premaratna — p. 39., Batticaloa Project by V. Balasubramaniam — p. 40., Anuradhapura Project by S. M. Semasinghe — p. 41 ; Bandarawela Project by H. M. Siripala — 42 ; Peradeniya Project — by Mrs. A. M. Wanasinghe — 43 p., Rural leadership by Amaradeva Gunawardene — pp. 44 — 48 ; Organisation of cultural activities at village level by Sarath Amunugama — p. 52., Discussion on development of culture by Somalatha Subasinghe et al — p 53 ; Voluntur Organisations with special reference to Sri Lanka — Mahila Samithiya by Anoja Fernando. — 56 ; Reports of visits ; Planning School education Programmes for development by D. P. Wijegoona-sekera — p. 67., Appropriate technology by D. Amarasinghe — p. 70., Sources of appropriate technology by M. C. T. Fonseka ; Organisation of Janatha Centres by A. J. S. Gunawardena and Phillip Senaratne — pp. 78 — 79.

312. SRI LANKA MINISTRY OF EDUCATION,  
Kotagala Project

Logical framework and operational planning for the  
Kotagala Project of the Ministry of Education

DI.03

Lanka : Summary report on the Workshop held in Kandy Sri Lanka, Nov. 1986 — Frankfurt : (b TZ) Deutsche Gesellschaft für Technische Zusammenarbeit; 1986 — 38 p. (67) charts, diags. — NIE.

This is the report of the workshop held under the College of Education Project which commenced in February 1986 as a project of Technical co-operation between the Govt. of Sri Lanka and the Federal Republic of Germany. With the improvement of education in the plantation sector, steps were taken to establish a College of Education at Kotagala in the Kandy District. Section I discusses the concept of 'Goal Oriented Project Planning.' Section II is a detailed study of GOPP for the College of Education project including design of the logical framework.

313. SUGATHADASA, D. G.

Teacher education : supply and training of teachers. Pp. 843 — 855. — In. Education in Ceylon: a centenary volume. Part III.\* — NM.

Examines the ways in which the educational authorities have from time to time overcome their difficulties with regard to the supply and training of teachers as far as possible in the social and economic setting of those periods up to 1969.

314. SUMANASEKERA, H. D.

A proposed curriculum format for secondary school biology to be used by the teacher training college in Ceylon. — 50 p., biblio, — Thesis (M.A. Ed.) On State University, 1961. — AA.

Author has developed a biology curriculum format to serve as a guide in the construction of a biology curriculum, for the science training college based on the



D2.03

changes in the objectives , content and methods used in US. Traces the history of biology education in general and that in Ceylon.

See also entries under E2.02.03

315. UNESCO — APEID REGIONAL PLANNING WORKSHOP (1975, Phillipines) Modules on the construction of modules for (1) teacher education, (2) curriculum for development — Bangkok (UNESCO APEID, 1975. — 45 p. — NIE.

Includes directions for the construction of pretests, post-tests teaching procedures and an overview of the nature and rationale of the modules. Conclude with a note on the goals of education.

316. UNICEF

Health education programme for principals and the teachers in the Mahaweli 'H' Region conducted by the Ministry of Education, Mahaweli Development Authority and Health Education Unit., 1982. — 35 p. — illus. — CLME.

This report stresses the importance of an effective health programme, specially in the Mahaweli Region which is fast developing, and the importance of building up a healthy relationship between school and community in order to realize this aim.

317. WARNASOORIYA, W. M. A.

Teacher Training in Ceylon. — pp. 6 — 17. — In. Journal of the NESC Vol. 3, No. 2, May 1954. — NM.

Author examines different categories of trained teachers and makes recommendations for the improvement of training of teachers and emphasises that each training College shall have a senior secondary school attached to it.

318. WIJETUNGE, Swarna

The continuing professional education of teachers in Sri Lanka. — pp. 49 — 53. — In. NESSL xxiii, 1983. — NIE.

Author highlights that professional development of teachers in Sri Lanka suffers from the initial and overriding handicaps of absence of a valid pre-service preparation. Teachers are being driven from the profession not only because they cannot survive on their salaries but because the conditions they need to practice their profession do not exist. Therefore, renewal and improvement in the conditions of service and the status of teachers must be constant with new directions in teacher education, which needs recognition of the fact that preservice education, in-service and further education, and the schools and Colleges/ Departments of Education are inter-related and interacting components of one education system.

319. YAPA, S. R.

සිසු ඉගැනීමේ ඉගැන්වීම [Advice to pupil teachers], Pp. 22 — 25. — In. Adyapana Sangarawa I, Part I, Oct. 1966.

In this lecture delivered by the author for pupil teachers at Mulgirigala, he describes the aims of education, the duties of the school, failures of teachers, how to keep the class content, and the basic requirements of a teacher.

## D2. EDUCATIONAL MATERIALS

320. EKANAYAKE, S. B.

Sri Lanka : The development of instructional materials for an integrated teacher education programme in rural communities. — pp. 245 — 276, diags. — biblio. — reprint — photocopy. — In. Designing

## D.2

instructional materials for general educational teacher training : a portfolio of experiences in Asia and Oceania. — Bangkok, UNESCO — APEID, 1980. — NIE.

Author emphasizes that felt needs of the rural areas form the core of the curriculum which should be translated into learning situations. Based on this concept Hingurakgoda Teachers' College, organised a project where the teacher educators and trainees lived in remote villages during the teaching practice period and went through a practical programme of rural development in addition to teaching in the village school. Innovative features of the project had a great impact on the life of both trainees and villagers. Author has developed a syllabus for community education on these lines.

### D2.02 TEXT BOOKS

321. ARIYADASA, K. D. and PERERA, E. S. W.  
Text books. — Pp. 1009 — 1021. — In. Education in Ceylon ; a centenary volume, Part III\*, 1969. — NM.

Reviews the history of Text book writing in Ceylon, during the first hundred years from 1869.

322. CEYLON LEGISLATIVE COUNCIL  
Report of the Text Book Commission 1943. — 6 p., — (SP 4 of 1943). — ULP. 365376.

Chairman A. C. J. Wijekoon.

### D2.05 EDUCATIONAL AIDS

323. DE SILVA, P. H. D. H.  
Museums — pp. 1179 — 1191. — In. Education in Ceylon : a centenary volume. Part III\*. — NM.

\* See 33.

D2.02

324. DE SILVA, R. H.

Archaeology — Pp. 1162 — 1178. — In. Education in Ceylon. a centenary volume. Part III\*. — NM.

Traces the history of antiquarian studies in Ceylon and the development of archaeological work.

325. KARUNANDAN, A.

Models as aids in teaching and learning of science ; pp. 19 — 22. — In. Journal of the NESC, Vol. IV, No. 4 Nov. 1955. — NM.

The author examines the use of models for instruction, for project work in laboratories and workshops—model building for motivating pupils and making the learning of science meaningful, its educational values and historical background.

D2.05

326. PELPOLA, Mahesha, Subashinie

ඉගැන්වීමේ ආධාරක භාවිතය කෙරෙහි ද්විතීයික පාඨමාලාවේ ගුරුවරුන් දක්වන ආකල්ප සහ අදහස් පිළිබඳ සමීක්ෂණයක් [A study of the attitudes and ideas of teachers in secondary schools towards the use of educational aids] ix, 240 p., charts, diagrams, tables, biblio. — Thesis (M. Phil.) University of Colombo 1981. — ULC — M — '72 380600.

Research carried out by administering a questionnaire to a sample of 200 teachers including 50 graduates, 50 post graduate diploma holders, 50 trained teachers — from junior secondary schools in Gampaha District. The investigation revealed that the use of educational aids was poor in respect of all groups, though most of them agreed as to the utility of aids. Their unavailability and lack of rewards for good teaching are highlighted as reasons for limited use of educational aids.

D2 05

327. SARATHCHANDRA, E. R.

(1) Drama in education. — pp. 997 — 1000. — In. Education in Ceylon : a centenary volume. Part III\* NM.

Describes how drama can be used as an educational medium in dramatic reading for comprehension of the spoken word, acting as expressions of multiple personality and its use as training for leadership.

328. WEERASEKERA, R. A.

ශ්‍රව්‍ය දෘශ්‍ය ක්‍රමය අවශ්‍ය මන්ද? [Audio visual method, why it should be adopted?] Pp. 5 — 6. — In. Adhayapana Sangarawa II, Part 20, January. — NM

Author discusses the value of audio visual aid and also describes them ; Sufficient research has not been carried out in this field.

329 WEERATNE, R

අධ්‍යාපනයට ප්‍රයෝජනය වන යාන්ත්‍රික ශ්‍රව්‍ය දෘශ්‍ය උපකරණ [Mechanical audio-visual aids used in education] pp 32 — 35 ; — In. Adhayapana Sangarawa, I, Part I, Oct. 1966. — NM.

Author examines the technicalities needed for selecting mechanical audio visual aids and advises the teachers and principals to consult specialists at the Department of Education, before purchasing such equipment.

D2.06 EDUCATIONAL EQUIPMENT

330. ALLES, Jinapala

The science Teaching laboratory : an analysis. — 106 p. ; biblio. — Thesis (M.A. Ed.) Cornell University, USA, 1961. — AA.

\* See 33.

D2.06

331. GUNAWARDENE, A. J.

The use of low-cost equipment and process in science and mathematics education in Sri Lanka. — pp. 76 — 87. — tables ; photocopy. — In. Journal of Education, Sri Lanka, 1980. — NIE.

Author points out that even the increased allocation of money made by the Govt. for Science and Mathematics equipment are becoming ineffective due to inflation of prices. We cannot afford sophisticated equipment, which pose many other problems too. The alternatives are : (1) production of simplified equipment at factory level. (2) improvisation of equipment at school and home level ; (3) use of substitute equipment and material for manipulation and observation. Author discusses these three alternatives in detail and points out that majority of the teachers do not try to produce any teaching aids because they are used to the idea of standard equipment. Means of overcoming these problems are suggested.

D3. CHILDREN'S LITERATURE

D3.02

332. GUNASEKERA, S. S.

ප්‍රාථමික විෂය මාලාවට අනුබද්ධ වන අංශයන් වශයෙන් ශ්‍රී ලංකාවේ ප්‍රකාශිත ළමා පොත් පිළිබඳව අගයුමක් කිරීම. [An evaluation of the children's books published in Sri Lanka, as a component of primary school syllabus] (14), 238 p., tables, biblio. — Thesis (M. Ed.) University of Colombo, 1982. — ULC — M 171 — 386980.

In this study which is limited to the children's story books, the author traces its origin and examines in detail its expansion during the decades from 1970 — 1979. The aims and objectives of children's stories

D3.02

are discussed in Chapter II, while Chapter III deals with how they function to achieve these objectives. Chapter V examines how this substream of children's literature forms a part of the primary school syllabus from 1928 up to 1972.

D4. EDUCATIONAL TECHNOLOGY

D4.01

333. JAYAWEERA, N. D.

Mass media : I. The radio — Pp. 1217 — 1221 ; biblio. — In. Education in Ceylon ; a centenary volume, Part III.\* — NM.

Reviews the history of the Ceylon Broadcasting Corporation with special reference to the educational service and evaluates the role, it has played and should play in furthering the ends of education. Its value lies in its potential as an instrument in altering attitudes, including change and sustaining the momentum of a development drive.

D4.03

334. AMUNUGAMA, S.

Mass Media : III the cinema. Pp. 1229 — 1236. In. Education in Ceylon : a centenary volume, Part III.\* — NM.

Traces briefly the history of the Sinhala film and examines its impact on the cultural and social life of the community.

335. RANKINE, ESMEE

The film in education. — Pp. 46 — 49. — In. New Lanka, Vol. 5, No. 3, April 1953. — NM.

\* See 33

*D4.05*

It is the documentary film which is used in education. Author defines it and clarifies the term documentary according to that of World Union of Documentaries. This type of film is used in training large numbers, by educationists, and research workers. It is understandable better than the text books and more realistic.

*D4.05* EDUCATIONAL COMPUTER

336. FERNANDO, N. L. C.

Analysis of computing in Sri Lanka ; pp. 17, 18, and 33. — In. Economic Review : March 1981. — NM.

Author examines the growth of the use of computers in the island, the legal measures taken to facilitate its expansion and the computer education programmes and makes recommendations.

337. SMITH, W. F.

Towards a national computer policy in Sri Lanka by W. F. Smith, M. Southampton, Ranford James, and S. Robertson ; pp. 19 — 24. — In. Economic Review, Aug., 1982. — NM.

Study carried out by the UNDP/ILO at the National Institute of Business Management. Author makes proposals for the formulation of a national computer policy.

*D4.06*

338. HULUGALLE, H. A. J.

Mass Media : II. The Press. — pp. 1223 — 1228. — In. Education in Ceylon : a centenary volume, Part III. \* — NM.

Reviews the history of the Press in Sri Lanka, with special reference to the influence of the Press in Ceylon in the formulation of the educational policy.

\* See 33.



## D5.01 CURRICULUM DEVELOPMENT

339. ALLES, Jinapala. *et al*

Theoretical constructs in curriculum development and evaluation by Jinapala Alles, Ananda Perera, Mahinda Ranaweera, Jayananda Ratnayake and Dinasena Weerasinghe. — Colombo : Division of Secondary Education, Ministry of Education 1967. — 23 p., tables ; photocopy. — NIE.

This booklet includes 2 working papers. The first by all the four authors named above, deals with conceptual framework used in curriculum development and evaluation. The second by Jinapala Alles is an analysis of psychomotor aspects of behaviour which is relevant for planning.

340. ARIYADASA, K. D. *et al*

The curriculum development centre of Sri Lanka : study prepared for the Asian Centre for Educational Innovation for Development by K. D. Ariyadasa, M. U. Ahamed, T. K. J. Peiris, D. A. Perera and A. M. Ranaweera, Bangkok, UNESCO Regional Office for Education in Asia, 1977 (5) 76 p., diags. (Studies of Curriculum Development Centres in Asia 5). — NIE.

After a brief introduction, this study reveals the organisation and activities of the Curriculum Development Centre established in 1968. Educational Reforms of 1972 are described in the appendix.

341. DE SILVA, Wellahewage George Alfred

ද්විතියික විෂය මාලාවේ තෝරා ගත් දැනීම ශික්ෂණ වලට විශේෂ අද්ධනය යොමු කරමින් දැනීම න්‍යාය සහ විෂය මාලාව පිළිබඳ විමර්ශනයක් [A study of the curriculum and the theory of knowledge with special reference to disciplines selected from the secondary

D5.01

schoolcurriculum] ix, 605 p., charts; biblio. — Thesis (M. Phil.) — University of Colombo 1981. — ULCs M 143 — 380601.

This is primarily a theoretical study leading to an evaluation of the curriculum in secondary schools on the basis of the theory of knowledge. Particular attention is paid to the syllabi in Sinhala and Social Science : The results of the analysis is discussed in the last chapter. A scholarly work.

342. DISSANAYAKE, M. W. W.

ශ්‍රී ලංකාවේ කණිෂ්ඨ ද්විතියික මට්ටමේ විෂය මාලා සංවර්ධනය.  
[A study to review the efforts in curriculum development at the junior secondary level in Sri Lanka] vi, 200 diags ; biblio. — Thesis (M. Phil.) University of Colombo) 1980. — ULC. — M 84 — 375744.

Includes : a review of the developments before independence ; the early efforts at reforming the curriculum after independence ; the background to the 1972 reforms and an evaluation of the 1972 reforms. Subsequent developments have not been taken into account.

343. GUNARATNE, L. W.

1972 ශ්‍රී ලංකාවේ විෂය මාලා ප්‍රතිසංස්කරණ වල සාර්ථකත්වය ජ්‍යෙෂ්ඨ ද්විතීය විෂය මාලාවේ සමාජ අධ්‍යයනය විෂය කේන්ද්‍රය ආශ්‍රිතව අධ්‍යයනය කිරීම [An evaluation of the curriculum reforms of 1972 in relation to social studies at junior secondary education] 337 p. — Thesis (M.A.) University of Colombo, 1984. — ULC. — M 161 — 386979.

344. GUNAWARDENE, G. B.

Implementing curricular changes : an investigation of selected factors influencing the task of the school

D5.01

principal in Sri Lanka — xxii, 371, (20) p. diags. ; tables ; biblio. — Thesis (Ph. D) Monash University Melbourne, 1986. — AA.

In this research study the influence of the six selected factors were gauged on the basis of the preceptions of the principals who had been responsible for the implementation of the curricula change, using the multiple methods, document survey, questionnaires and non scheduled standardized interviews. The explanation provided by the study generates a new perspective in implementing change, not purely from a programmed (fidelity) perspective or adaptive approach, but from a compliance oriented manipulative approach. This new theory is presented in the final chapter.

345. JAYAWEERA, Swarna

Attempts at curriculum reforms. pp. 557 — 570, biblio ; — In. Education in Ceylon : a centenary volume : Part II\* — NM.

The curriculum of Ceylon schools which had acquired a definite pattern by 1900, catered to the two primary needs of the Colonial Govt. i.e. to supply the administrative personnel of subordinate rank, and a professional and social westernized elite. Early 20th century saw a demand for the reform of this curriculum which was severely critized, but the reforms that were implemented had little impact on the total pattern of both elementary and secondary levels.

346. MENDIS, George

Some aspects of curriculum development in Sri Lanka, 10 p., Mimeo. 1979. — CLME — REP/259. Author gives an analytical review of the curriculum development and planning, and identifies the problems therein and makes suggestions for improvement.

\*. See 33

## 347. PERERA, D. A.

Development of suitable curricula for elementary education : inputs from an analysis of employment opportunities — pp. 210 — 227, 1 table. — In. Bulletin of the UNESCO Regional Office for Education in Asia, No. 14, June 1973. — NIE.

The author basing his arguments on the contemporary developments in Sri Lanka argues that curricular design should be related to employment opportunities.

## 348. PERERA, Ommattage Gunawardene

පෙර පැවති විෂය මාලාව හා සසඳන විට 1972 සංශෝධිත කණිෂ්ඨ ද්විතීයික විෂය මාලාව සංවර්ධනය වෙමින් පවත්නා රටක් වන ශ්‍රී ලංකාව සඳහා කොතෙක් දුරට යෝග්‍ය වන්නේදැයි විමසීම, [Annquiry into the suitability of the revised junior for secondary school curriculum 1972 in comparison to the previous curriculum for the developing country of Sri Lanka] vii, 529 p., biblio. Thesis (M.A. Ed.) University of Colombo ULC — M-135, — 384 373.

Author defines 'development' and discusses, the changes effected in the field of education in Sri Lanka since independence, criticizing the previous junior school curriculum in which the main deficiency is lack of planning. He also examines the aims and objectives of objectives of curricular reforms of 1972.

## 349. PERERA, S. J.

Aspirations, curriculum preference and choice of A/L entrants. A paper presented at the 42nd annual session, SLAAS Dec. 1986. — 16 p., photocopy. — NIE.

The study hypothesised (a) that a preponderance of O/L students would wish to enter A/L Classes (b) the majority of these students would wish to enter University (c) that in the Sri Lankan context the A/L curricula streams of Science, arts or commerce, preferred

D5.01

while still at O/L, would not differ significantly from that actually chosen upon entering A/L. Data was collected by questionnaire from 484 girls in 7 schools of diverse social strata. Later actual curriculum choice was noted. All the three hypotheses received support in the study. Similarity of preference and actual choice suggest the need of guidance.

350. PERERA, S. J.

Students' subject preference in Sri Lanka at the junior secondary school level. — Paper presented at the 33rd Annual Sessions of the SLAAS. 1978., photocopy. — NIE.

A pair of subjects were compared at a time. The sample consisted of 396 boys of Grade 8 from three socially different types of schools. The subject that emerged as the most popular was new mathematics. Integrated science did not enjoy a similar status. Physical education was the least popular. Languages enjoyed a relatively higher popularity. The findings were compared with some of those of recent British Studies. On the whole British preference appear to be relatively free of constraints from within and without.

351. RATNAYAKE, J.

Evaluation : a critical factor in curriculum development — a case study in Ceylon — pp. 129 — 139 ; biblio — reprint. — In. Bulletin of the UNESCO Regional Office for Education in Asia, Vol. III (No) 2., March 1969. — NIE.

Examines the contribution of evaluation to the Ceylon Project in Science curriculum development and identifies areas where further action research is necessary. Reviews the Ceylon project while recognising the serious drawback of evaluating the indices of achievement and growth of pupils, by

D.5 01

extrapolation from examination results of pupils to the maximum, how it has initiated an action research programme, finally to develop means of direct evaluation of all operations of science curriculum development, at all levels of execution.

352. UNESCO ASIAN CENTRE FOR EDUCATIONAL INNOVATION FOR DEVELOPMENT (ACEID).

Sub-regional workshop (1976 October, 1 — 30 Colombo, Sri Lanka)

Curriculum for development : analysis and review of processes, products and out-comes ; final report of (the workshop) organised by ACEID, the Curriculum Development Centre, and the Ministry of Education: Sri Lanka — Sri Lanka Foundation Institute. — Bangkok, UNESCO, — Regional Office for Education in Asia, 1976. — 86 p. (Curriculum for Development). — NIE.

Sri Lanka is one of the countries studied. The inaugural address by Premadasa Udagama, Secretary and Director-General of Education (pp. 77 — 83) emphasises the value of education in development and the need to broadbase education.

353. WIJEMANNA, E. L.

Development of the curriculum in Ceylon. In. Education in Ceylon : a centenary volume : part III,\* chapter 79 ; Pp. 945 — 964. — NM.

Reviews the history of development of the school curriculum from 1930 up to the late 1960s, and analyses the curriculum at each level of education for the main streams of subjects. The author concludes that inspite many revisions, practical work is given only an insignificant place. The noteworthy revisions have been the introduction of the activity method at the primary level, introduction of mathematics to all schools in 1965, and the work experience programme begun in 1966.

\* See 33

D5.02.01

354. JAYASINGHE, Maya

A creative approach to western music with special reference to Sri Lanka ; 98 p ; diag ; Thesis (Post graduate Diploma in Educational Studies mainly for developing countries). — University of New Castle, 1979. — AA.

With the educational reforms of 1972, western music came to be included in the school curriculum ; until then it was limited to a privileged few. Music education promotes intellectual development of the child. The author examines the syllabus for western music education, the methods of teaching, examinations in western music, recruitment of teachers, teacher training, administration and also gives the pros and cons of having a standard syllabus. Concludes that there should be a syllabus to provide guidelines which should be flexible enough to be adapted to the needs of children in a particular region. The function of the school music programme should be to give each child the opportunity to acquire musical intelligence. A comparison of music education in North England and that of Sri Lanka is included. Part II describes improvising of musical instruments.

355. PERERA, Wilmot

(1) Education in the fine arts. — pp. 993. — In. Education in Ceylon a centenary volume : Part III.\* — NM.

Reviews the history of aesthetic education in Sri Lanka.

D5.02.03

356. WEERASINGHE, Asoka

Environmental education : a discussion of the aims and methods with particular reference to a pilot

\* See 33.

Do5.02.01

project in Sri Lanka. (vi) 202 p., charts, maps ; tables, biblio. — Thesis (M. Sc. Science Education) University of Reading. — 1983. — AA.

Author defines environmental education and explains its multi-dimensional nature, breaking the boundaries of traditional science education into social science and humanities and traces its history in the first two chapters. Chapter 3 is an introductory account of Sri Lanka and Chapter 4 deals with the environmental problems of Sri Lanka and remedial action taken. Chapter 5 introduces the "subject appreciation of the environment," its aims and objectives and methods of teaching. Three main aspects of the subject is dealt with in Chapter 6. An analysis of the work done during three courses based on the pilot project conducted by the author is detailed out in Chapter 7. In Chapter 8 author makes his suggestions for further work and investigation.

357. WEERASINGHE, Asoka

Conservation measures. pp. 192 — 194 ; annexe 6.6. — In. Environmental Education : a discussion of the aims and methods with particular reference to a pilot project in Sri Lanka. In. Thesis (M. Sc.) Science Education, University of Reading : 1983. — AA.

Third prize winning paper presented for a competition organised by the Commonwealth Association of Science Technology and Mathematics Education (CATSME) — 1980. It describes the Uda Wattakele conservation project which came under the subject "Appreciation of the environment" which was first introduced at the Trinity College, Kandy, where the author is the biology teacher.

358. WEERASINGHE, Asoka

Environmental education projects in Sri Lanka — pp. 11 — 12. — In. Review of Environmental Education Developments — REED : Journal of the Council for



D5.02.03

Environmental Education — CEE, Vol. II, No. 1, Spring 1983 Reading: University of Reading. — AA.

Author describes the two unusual and interesting environmental education schemes developed at his school, Trinity College in Kandy. Appreciation of the Environment is the new subject first introduced in this school. In Udawattakele Project which came under this subject, a group of pupils, Forest Wardens were organised to study the dangers to the forest and proposed several measures for the conservation of this forest which were accepted by the Wild Life and Nature Protection Society of Ceylon (WNPS). The volunteer corps of Wardens patrol the forest to prevent abuses of the forest.

Do5.02.05

359. KARIYAWASAM, Chandrapala

Introduction of moral education in Sri Lanka for school age children — 217 p. — Thesis (M.A.) University of Sri Jayawardenepura 1976. — ULC. — M 21 — 360067.

This study deals with the historical perspective relating to moral education and defines the concept of morality. Buddhist morality in Sri Lanka is described in detail. Child develops morals only in an emotionally secure environment. At secondary level moral education can be imparted through discussions regarding every subject that is taught. Role of the teacher and school in giving a moral education cannot be over emphasised. The entire curriculum should be geared to the moral well being of the child.

360. KOBBEKADUWA, L. A.

සද්චාර අධ්‍යාපනය පිළිබඳ විමසීමක් [Basic inquiry into moral education] Pp. 30 — 39. — In. Adhyapana Vidya, Vol. 1, No. 1, 1984. — ULP.

D05.02.05

Author attempts to define moral 'education, quoting various philosophers and educationists. Morals cannot be taught, but values should be acquired. Various methods of promoting values in children are discussed.

361. RATNAYAKE, C. B.

ලමා සහ යෞවන සඳහා විනිශ්චයක් පිළිබඳ අධ්‍යයනයක්.  
[A study of moral judgment in relation to the adolescents and children] iii, 158 ; diagrams, tables. — Thesis (M. Phil.) University of Colombo, 1980. — ULC, M-93 378146.

Author examines how values for good conduct are formulated by the society itself and how institutions such as religion, law, police, the school, political parties and heredity are factors that influence morality. Stages of moral development of the child and the procedures to be followed to promote morality are discussed. In Sri Lanka teaching morals through religion has been a failure. Findings of the research are : 1. There is no difference in attitudes and degree of development in morals, between girls and boys. 2. Moral judgement in rural and urban schools differ. 3. School is a strong factor which influence moral development. Author suggests that moral instruction should be included in the school curriculum ; and also should be given to parents as well.

362. SILVA, L. D. S.

නව යොවුන් වියේ පාසැල් සිසුන්ගේ සඳහාත්මක වර්ගවත් කෙරෙහි බලපාන සමාජ විචලනයන් කිහිපයක් ඇසුරින් කෙරෙන අධ්‍යයනයක් [A study of certain social variables which influence the morality of adolescent school children], v, 232, charts ; biblio. — Thesis (M. Phil.) University of Colombo, 1982. — ULC M 131 — 383653.

D05.02.05

Author examines how moral behavioural patterns change according to those of the socio-economic patterns. Data for the study was obtained by administering a detailed questionnaire to the children. The results revealed that the moral behaviour of the young children has not deteriorated. There is a marked difference between the moral behaviour patterns of rural and urban children. It is the adult that influences the child. Any reforms of the child behaviour should be initiated by the adult.

363. SILAKHANDA, Rev. Kumbulle

ආත්මික හා ආසැල පාදක සදාචාර අධ්‍යාපනය. [Moral education based on school and the temple] v, 284 ; biblio. — Thesis (M. Phil.) University of Colombo 1981. — ULC — M 120 — 378051.

Data for the study was obtained from the Tripitaka and commentaries, and by administering a questionnaire to a random sample of 600 children from Gampaha Kurunegala and Polonnaruwa Districts. Author makes suggestions to promote a school society, based on the five precepts.

D5.02.06

364. PARAMESWERAN, R.

The organisation of the religious education programme in Sri Lanka — x, 144 p., graphs, tables ; biblio. — Thesis (M.A. Ed.) University of Colombo, 1985. — ULC, M 198 — 400723.  
Text in Tamil.

D5.02.06a

365. ARAMPATTA, D.

Religious education : Pp 965 — 973. — In. Education in Ceylon : a centenary volume, Part III.\* biblio. — NM.

\* See 33.

D5.02.06<sup>a</sup>

The author discusses the broadening of the scope of religious education, control, finance and management of schools in a multi-belief society and the need for a discipline of religious education ; who should teach religion ; how it should be taught and evaluated.

366. MARCHE, Kalil Kamanah

The impact of Islamic rules on Sri Lankan Education: I, 348 p. — Thesis (M. Ed.) University of Colombo, 1983. — ULC, — M 154 — 386983.

This study discusses the following : history of Islamic education in Sri Lanka, Islamic institutions for teaching and learning, Islamic books in Sri Lanka libraries, what Islam means for a Sri Lankan Muslim and the present and future of islamic education in Sri Lanka. Education within the Muslim family is discussed in a separate chapter. It is a descriptive study.

D5.02.07

367. BERTUS, Theres

The importance of social studies : pp. 14 — 21. — In. Journal of the National Education Society, Vol. IV, No. 2, May 1955. — NM.

Author examines how integration of economics, sociology, geography, civics and history studied in relation to the child forms the subject of social studies, thus enabling him to be a responsible citizen. By carrying out surveys and working in projects for the benefit of the community, he will identify his place in the society and select the most suitable type of employment. Even the backward children would gain by such activities as excursions to public institutions, and interviews with officials and political leaders.

D5.02.07

368. CHINNIAH, K.

A discussion of the role of social studies in the development of the secondary school child in Ceylon

D05.02.07

and a study of the measurement of social concepts. — 146, (30) p., graphs, tables ; biblio. — Thesis (M.A.) University of Ceylon, 1957. — ULP 119223.

Part I discusses the place of social studies in education and its role in relation to the social order. A study of the accepted goals and some of the reported experimentation in Ceylon and in certain other countries has been made and some conclusions considered relevant to the Asian set-up have been drawn. Part II consists of the main investigation including three studies undertaken ; (i) An evaluation of some local experiments, (ii) The measurement of social concepts among pupils nearing normal school leaving age, and a discussion of earlier research findings and their implications. (iii) A study of some of the social studies syllabuses. Part III consists of the findings of the present study in the light of accepted goals and the needs of the social order and the conclusions deduced there from.

369. DHARMADASA, Indrani

සමාජ අධ්‍යයනය අරමුණු සංජානනය පිළිබඳ තරා විශ්ලේෂණයක්  
[A rank order analysis of perception of objectives of social studies.] [5] 188, tables ; biblio. — Thesis (M. Ed.) University of Peradeniya 1981. — ULP 356498.

Thirty one objectives of learning social studies were sorted out, summarized and arranged in rank order by the author after analysing those found in literature on social studies, lists of objectives prepared by 400 teachers and officers at the Curriculum Development Centre and discussing them with lecturers in Universities and Training Colleges. Using the method of paired comparisons they were tested for validity on a systematic random sample of 300 (150 girls) grade IX pupils from 12 schools and 150 teachers from the

D5.02.07

three districts, Kandy, Matale and Nuwara Eliya. The results revealed that the objectives of learning social studies among urban students differed from that of rural students and that there was only limited agreement in the objectives between students and those who developed the curriculum, while there were greater agreement between teachers and pupils.

370. DHARMADASA, K.H.

Perception of social studies objectives and student achievement. — 440 p., tables ; biblio. — Thesis (M. Ed.) University of Peradeniya 1982. — ULP— 371922.

Research carried out to examine the nature of student perceptions of the objectives of social studies and achievement in social studies ; and the correlation between students' perception of the objectives of social studies and their achievement in social studies on a random sample of 300 students (150 girls) including 100 from each district and equal number from rural and urban areas of the 3 districts of Kandy, Matale and Nuwara Eliya. Findings revealed differences in the perception of social studies objectives and in achievement between urban and rural pupils and between girls and boys, but there was very low correlation between perception of social studies objectives and achievement in social studies. Chapter IV consists of data analysis and Chapter V the findings.

371. DISSANAYAKE, B. D. M. T.

මාතලේ අධ්‍යාපන දිස්ත්‍රික්කයේ රත්තොට අධ්‍යාපන මණ්ඩලය ඇසුරින් කණිෂ්ඨ ද්විතීක අවධියේ සමාජ අධ්‍යයනය විෂය ඵය උගැනීමට හා ඉගැන්වීමේදී (සිසුන් හා ගුරුවරුන්) මුහුණපාන ගැටලු හා යෝජිත විසඳුම්.— [Problems faced by the teachers and students in teaching and learning social studies at junior secondary levels, in

D2.05.07

the Rattota, Education Circuit in Matale Education District] iv, 207 p., charts ; maps ; tables. — Thesis (M.A. Ed.) (1983). — ULC.-M 158 — 386978.

Survey carried out by administering a questionnaire to a sample of 2519 pupils of grades 6 — 10 in 1980, 67 teachers of social studies in 10 schools in two education circuits in the Matale District. Lack of reference material, shortage of teachers qualified and trained in the subject, teachers' transfers were among the foremost problems. Author makes suggestions for improvement.

372. PLANT, E. L.

New trends in curriculum development : social studies. — pp. 96 — 100. — In. Journal of Social Science Education, Vol. XXII, 1973. — NM.

Author reviews the development of modern social science during the 18th century, which resulted from certain scientific inventions such as jet propulsion, nuclear energy and space exploration which were followed by rapid social changes with the growth of certain branches of psychology having relevance to social behaviour, social science — research. Author outlines a framework in curriculum, theory, strategy, evaluation and objectives of social studies.

373. RATNAYAKE, P. G.

An attempt to create an awareness in the primary school children, of the importance of education in human rights and international understanding for world peace and the preparation of supplementary readers to achieve the objective, 375 p. ; tables ; — Thesis (M.A.) University of Ceylon, Colombo — 1983. — ULC - M — 170 390409.

D2.05.07

Author discusses the concept of human rights, the U.N. declaration of Human Rights, teaching H.R. and understanding in the primary school using the socio-affective approach, methods adopted by other countries in educating the students in the H.Rs. The friendly tolerant nature of the Sri Lanka children were revealed by a survey conducted to evaluate the awareness and attitudes of students towards H. Rs. Describes methods of creating such awareness and makes recommendations.

374. WARNASOORIYA, W. M. A.

The teaching of civics. pp. 16 — 21. — In. Journal of the National Education Society of Ceylon. Vol. II, No. 2, Aug. 1953. — NM.

The aim of teaching civics should be the promotion of a 'civic sense' which the author defines clearly. Mass media and the public library may create illusions in the child's mind. Versatility is an essential requirement for civics teacher. Projects for promotion of civic sense should commence with in the classroom and later extended to the village, region and the country.

375. WEERAWARDENE, H. K. U. K.

කණිෂ්ඨ ද්විතීයික පාසැල් අධ්‍යාපනය සම්පූර්ණ කරන සිසුන් තුළ සමාජ අධ්‍යයන පාඨමාලාව ඇසුරින් "ප්‍රජාතන්ත්‍රවාදය" සඳහා වූ අධ්‍යාපන සංකල්ප සාධනය පිළිබඳව ගම්පහ දිස්ත්‍රික්කය ඇසුරින් කරන විමර්ශනාත්මක අධ්‍යයනයක්.

[A critical study of the formation of concepts relating to democracy through the social studies syllabus by students who have completed junior secondary education in the Gampaha District] XI, 295 p. ; tables ; biblio. — Thesis (M. Phil. Ed.) University of Colombo. 1983. — ULC — M 168 — 386987.



D5.02.07

Research carried out on a random sample of 800 pupils who were due to sit the G.C.E. examination for the first time in December 1982. The study reveals poor grasp of concepts relating to democracy but the urban children of better socio-economic back grounds shows better grasp.

See also 343, 907, 988, and 991 and 989 and

D5.02.08

376. ARIYADASA, K. D.

Population education in relation to educational goals. pp. 74 — 80. — In. Final report of the National Seminar on Population Dynamics and education: 23 — 25 Oct., 1974, CDC, Colombo. — MG.

377. JAYASURIYA, John Earnest

Curriculum innovation through population education, Colombo Associated Educational Publishers. 1978 (iv), 121 p., 1, folded chart tables. — ULP.

States the cause for population education within the school and attempts to elucidate its social and educational relavance.

378. JAYASOORIYA, John Earnest

Some guidelines for training in population education — Bangkok : UNESCO, 1984, 10 p. — NIE.

Outlines courses, suggesting topics for study as an introductory training programme for generating the the first cohort of population education.

379. JAYASOORIYA, John Earnest

Population Education and the school curriculum — Quenzon City. Phillipines : Asian Institute for Teacher Education 1971. — 11 p., (Trends in Teacher Education ; No. 15. June 1971). — NIE.

D5.02.08

This paper provides a broad perspective of the field of population education at school level to serve as a guide to teachers. Author discusses the scope of the subject, problems and the urgency of introducing population education, the prerequisites necessary, the age and level at which it should be introduced.

380. JAYASOORIYA, Justin

ජනගහන අධ්‍යයනය [Population education] pp. 52 — 57, Biblio. — In. Adhyapana Vidya, Vol. 01, No. 1, 1984. — ULP.

Examines the definitions and objectives of population education.

381. JAYAWARDENE, Ranjanie, C.

Population awareness through social studies. — IV ; 85 p. ; charts ; maps ; tables ; biblio. — Thesis (M.A. Ed.) University of Colombo, 1979 — ULC— M 61 — 374828.

A study carried out to ascertain the impact of the introduction of population education through social studies in the school children and to evaluate the curriculum material in population education. On analysing the findings the researcher observes that the initial introduction of population education through social studies as a subject of the school curriculum is more beneficial at grade VIII level than at grade VI and that inservice training programmes of teachers of this subject should be intensified.

382. NANAYAKKARA, S. R.

A self study course for teachers on the content and teaching of population education in the junior secondary schools of Sri Lanka ; 226 p. ; — Thesis (M.A.) University of Colombo, 1977. — ULC.— M — 90 — 374829.

D5.02.08

The study aims at providing teachers who are expected to teach population — related matters in the junior secondary grades, with the required knowledge base, an orientation in the new field of study and build up positive attitudes towards such a programme. The author describes the problem of rapid population growth, examines population education programmes and describes 11 basic lesson units on the subject, which the teacher can adapt for his area.

383. PERERA, W. S.

Learning to live with scarcities in a crowded world as a population education aim. — Pp. 52 — 57. — In. National Seminar on Population Dynamics and Education, 23rd — 25th Oct., 1974, CDC, Colombo.— MG.

384. SHARMA, R. C. and WANASINGHE, J.

Sri Lanka: Report of evaluation of Population education project in schools (5 — 21 May, 1981) 42 p. ; photocopy. — CLME (REP/250).

This report identifies many defects of the population education programme 1980. However the sample of schools (6) and Training Colleges (one) actually visited for the purpose of gathering information is very small. A summary of recommendations is provided on Pp. 25 — 28.

385. VIDYARATNE, K. D. D.

ශ්‍රී ලංකාවේ පාසැල් වල කණිෂ්ඨ ද්විතීයික මට්ටමේ ජනගහන අධ්‍යාපනය සඳහා අතිරේක කියවීම් පොතක් සකස් කිරීම සහ එහි භාවිතය පිළිබඳ ඇගයුමක් කිරීම. [Compilation of a supplementary reader on population education at junior secondary level and evaluation on its use] IX, 103 p., charts ; tables ; biblio. — Thesis (M. Ed.) (1982) ULC, — M 133 — 383904.

D5.02.08

Author discusses the facts that should be included in a supplementary reader or a text book on population studies at junior secondary level and the results of tests given to the pupils prior to reading such a text and after reading.

386. WICKREMASINGHE, W. D.

ලංකාවේ පාසැල් සඳහා ජනගහන අධ්‍යාපනය ඉගැන්වීමේ ක්‍රම පිළිබඳ අධ්‍යයනයක්. [A study of methods of teaching population education] ii, 62 p., diag., tables. — Thesis (M. Ed) University of Ceylon, Colombo. 1979. — ULC, M 67 — 373479.

Author discusses the aims and objectives of including population education in the school curriculum, how awareness of the problem of population in all its aspects could be created in children, in order to solve the population problem. Inadequacy of the present methods are examined and suggestions are made for improvement.

387. WIJESINGHE, W. M. M.

ශ්‍රී ලංකාවේ පාසැල්වල ජනගහන අධ්‍යාපනය ඉගැන්වීමේ අරමුණු සිසුන් තුළ තහවුරුවීම කෙරෙහි ගුරුවරුන්ගේ හා විෂය මාලාවේ බලපෑම පිළිබඳව කෙරෙන විමර්ශනයක්. [A study of the influence of the teachers and the curriculum in achieving the objectives of teaching population education in Sri Lanka] (iv) 208 p., tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1983. — ULP 399149.

A study of the impact of the curriculum and the teacher in achieving the objectives of population education. An achievement test was administered on 300 pupils in grades 10 and a questionnaire to 108 teachers in 10 schools in the Badulla Education Circuit. Analysis of data collected revealed that the

D5.02.08

four objectives were not achieved through the five subjects into which population was intergrated and differed in the level of understanding among schools, depending on the facilities available. Although the teachers were aware of the importance of population education they were not trained in this field, neither have they received the teacher's manual for population education nor any other information on the subject and lacked supervision

D5.02.09

388. RATNASABHAPATHY, M.

Teaching history in Ceylon schools. — pp. 5, 13, 14. — In. Ceylon teacher, No. 12, July — Aug., 1939. — NM.

Author discusses the shortcomings of the conference on the teaching of history, conducted by the Dept. of Education, the aims of teaching history and the difficulties involved in teaching and suggests measures to overcome them.

D5.02.10

389. CHANDRALATHA, D. V. B.

ශ්‍රී ලංකාවේ ජ්‍යෙෂ්ඨ ද්විතීක අධ්‍යාපනය ලබන සිසුන්ගේ භූගෝල විද්‍යා සංකල්ප සාධනය පිළිබඳ විමර්ශනාත්මක අධ්‍යයනයක් [A study of the formation of geographical concepts in pupils at senior secondary level in Sri Lanka] 222 p., tables ; biblio. — Thesis (M.A. Ed.) University of Colombo, 1984. — ULC. - M 188 — 389913.

390. PATHIRANA, M. S. D.

ශ්‍රී ලංකාවේ පාසැල් වල 9-10 ශ්‍රේණිවල සිතියම් අධ්‍යයනය. ඉගැන්වීම සඳහා පෙළ පොත් පිළියෙල කිරීම හා එහි භාවිතය අගයීමට ලක්කිරීම පිළිබඳව අධ්‍යයනයක් [A study to evaluate the preparation of text books for teaching

D5.02.10

map-reading in grades 9 — 10 in schools in Sri Lanka vi, 189 p., 1 map, tables. — Thesis (M.A. Ed.) University of Colombo, 1982. — ULC, M 129 — 383905.

391. UDAGAMA, P.

Geography in the higher classes of secondary schools, — Pp. 22 — 27. — In. Journal of the NESC, vol. vii. no. 4, Nov, 1958. — NM.

392. WIJETUNGA, S.

Teaching of regional geography in schools. (viii) 314 p., tables, biblio. — Thesis (M.A. Ed.) University of Ceylon, Peradeniya Campus, 1971. — ULP — 321134.

A report of an experiment carried out to prove the hypothesis that in teaching geography, taking the region as a whole by applying the Gestalt theory of perception would produce better understanding of the region. An experimental group of 64 pupils from grades 6, 8 and 10 were taught the five geographic regions according to the new method based on Gestalt theory of perception and a control group of 10 were taught the same using the traditional method. Five tests were administered to both groups in each grade. The high T-score calculated revealed that the experimental group had a high level of achievement. Author suggests the advocacy of the new method of taking the region as a whole and not aspects of it seperately.

D5.02.13

393. KARUNASEKARE, R. P.

ශ්‍රී ලංකාවේ අ. පො. ස. (උ. පෙ.) වාණිජ්‍ය හා මුදල් විෂය නිර්දේශයේ අඩංගු සංකල්ප සාධනයෙහිලා සිසුන් තුළ පවත්නා වෙනස්කම් හා එම වෙනස්කම් වල පදනම සෙවීම පිණිස ගම්පහ දිස්ත්‍රික්කය අසුරින් කරන පරීක්ෂන අධ්‍යයනයක්

D5.02.13

[A study of the differences among students in the formation of concepts included in the syllabus for commerce and finance for General Certificate of Education A/L and the basis for such differences in the Gampaha District] 245 ; tables ; biblio. — Thesis (M. Phil. University of Colombo, 1984. — ULC, — M 205 — 39596.

394. MUDALIGE, Y. K.

ශ්‍රී ලංකාවේ වාණිජ විද්‍යා අධ්‍යාපනය [Commerce education in Sri Lanka] vii, 142 p., maps ; biblio. — Thesis (M. Ed.) University of Colombo. 1981, ULC, — M 113 — 379817.

Author traces the history of commerce education, in Sri Lanka to the ancient times, examines its development, evolution of the syllabus, the Kannangara reforms and 1972 reforms. Based on information collected through a questionnaire from 117 Commerce Teachers, of Homagama education circuit, author makes suggestions for the improvement of commercial education.

395. SIVASKANDARAJAH, A.

An investigation into the place of Business Education in the Schme of pre-vocational studies in Sri Lanka. — 217 p. ; tables. — Thesis (M.A.) University of Sri Lanka, Colombo. — ULC. — M 31 — 365649.

This is a research study carried out on the hypothesis that the business studies introduced as a pre-vocational subject for grades 6 — 9 in January 1972 — cannot be assigned the role of a pre-vocational subject as there is a lack of manual skills and that a study of pre-vocational business studies cannot contribute to the change of social attitudes and skills projected in the new educational reforms. Data were collected through study of publications, questionnaires, interviews,

D5.02.13

and observation of teaching procedures. On the findings of the research study, author makes four suggestions to remedy the situation.

D5.02.14

396. ABEYWICKREMA, B. A.

Nature Clubs for schools in Ceylon: a paper prepared for the UNESCO National Commission, for Ceylon. — Pp. — 9. — In. Journal of NESC Vol. IV, No. 3, Aug. 1955. — NM.

Author emphasises the importance of field work in the study of plants, minerals, animals and the formation of nature clubs in all schools in Ceylon. The author describes how school-nature clubs should be organised and states that such a study even if it takes several years will be (1) a valuable contribution to the natural history of the island. (2) give a proper understanding of the balance in nature. (3) develop an appreciation of nature, kindness to animals and plants and (4) make children realize the importance of nature conservation.

397. ALLES, Jinapala and Biez V. Albert

Intergated Science teaching as part of general education looking ahead. — chapter 9 ; pp167., — 175, — In. New Trends in Intergated Science Teaching. Vol. II. — Paris : UNESCO, 1973.

398. ALLES, J. and BASNAYAKE, V.

Learning of science in Sri Lanka : an overview a paper presented at the request of the President SLAAS., 1983. — 15 p. ; photocopy. — NIE.

An introductory presentation relating to the learning of selected experimental sciences in Sri Lanka, viewed in general terms, in an extra-administrative and extra-national perspective — in retrospect over the last two



D5.02.14

decades seeking in prospect for clues suggestive of action, possibilities for the future — in the two decades ahead. Annexure gives abstracts of the special science education projects.

399. ASIAN REGIONAL CONFERENCE IN SCIENCE EDUCATION (Dec. 6 — 11, 1964, Manila), Pp. 12 — 13. — In. Ceylon Teacher, Vol. 25, No. 156, June 1965. — NM.

The theme of discussion at this conference was the teaching of science in the elementary and lower schools, secondary schools in the countries of the Asian region. Aims and scope of science education at this level, curriculum content, the role of experience and the materials in the teaching and learning of science, were examined. This article summarises the resolutions and recommendations of the conference.

400. ATTITUDES OF SCHOOL CHILDREN TOWARDS THE STUDY OF SCIENCE 10p., biblio ; — In Journal of NESC, Vol. VI, No. 1, Feb. 1958. — NM.

Records the results of a research carried out on a sample of 300 pupils from the S.S.C. and pre-S.S.C. classes selected from 15 schools (43 girls), to investigate the children's understanding of common natural science phenomena, their interpretation of the environment, the beliefs in common, superstitions and sources of such information on beliefs. Findings revealed that schools had been responsible for the communication of correct ideas regarding scientific phenomena. But the results cannot be taken as conclusive since only a small fraction of the school-going population was investigated.

401. CRUZ, H.

Some trends in science education and scientific research in Ceylon. — pp. 218 — 241. — In. Ceylon Association for the Advancement of Science, Section D, Part I — II, 1970. — ULC.

Examines the science teaching development programme in Govt. Schools at all the three levels, grades 6 — 8, 9 — 10, 11 — 12, and analyses the deficiencies. University was not invited to participate in preparing the curriculum for these programmes. At the University level, multiplication of science faculties without adequate manpower resulted in reducing the standard of research. Therefore rigorous standards of research has to be laid down.

402. ELIEZER, C. J.

Why a science museum? — pp. 11 — 14. — In, Journal of the National Education Society of Ceylon, Vol. IV, No. 2, May 1955. — NM.

The author describes the uses of the science museum in New York, and observes that the education system of Ceylon laid great emphasis on book learning and examinations rather than cultivating the appreciation of science and nature. A Science Museum situated in Colombo is a long-felt need.

403. GREEN, T. L.

Science in the primary school pp. 3 — 8. — In The Ceylon Teacher, Vol. XVII, No. 77, Jan. 1953. — biblio — NM.

Pros and cons of science education in the primary school, the methods of teaching the curriculum content are discussed.

404. JAYASOORIYA, S. M.

Acquisition of science concepts in relation to the home and school environment. — 106 p ; tables. —

D5.02.14

Thesis (M. Phil.) University of Colombo 1981. — ULC, — M. 109 — 379816.

Survey carried out on 960 pupils in grade 10 from both rural and urban schools selected from 6 educational districts revealed that the child's environment, home and school exercise great influence on the acquisition of science concepts by the child. Physical, intellectual and social environment of the school is important. Lack of qualified staff in rural schools is a serious handicap.

405. METTANANDA, Douglas, Siripala

ශ්‍රී ලංකාවේ කණිෂ්ඨ ද්විතීයික පාසැල් මට්ටමේ විද්‍යා අධ්‍යාපන වැඩ සටහන් රටේ වෘත්තීය අවශ්‍යතා වලට කොතක් සම්බන්ධදැයි අධ්‍යයනයක් කිරීම හා විද්‍යාව ඉගැන්වීම රටේ වෘත්තීය අවශ්‍යතා වලට එලදැයි. ලෙස සම්බන්ධ කිරීම සඳහා ක්‍රම. [An investigation of the relevance of the science educational programme of the secondary school level to the professional needs of the country and proposals to achieve this objective] vii, 179 p ; charts, biblio. — Thesis (M. Ed.) University of Ceylon, Colombo, 1978. — ULC, — M 41 — 371545.

Author traces the evolution of the secondary school science syllabus explaining various changes effected and their objectives, and relates this curriculum to the training courses at the German Technical School and National Apprenticeship Board.

406. MUTHULINGAM, S.

Science Clubs. — pp.\* 32 — 37. — In. Journal of NESC, Vol. VII, No. 4, Nov. 1958. — NM.

Author discusses the value, the aims and types of science clubs and describes how to organize them, the suitable programmes, the equipment and the funds needed and outlines the practical difficulties to be overcome.

D.5.02.14

407. RANAWEERA, Padmini

නිදහසින් පසු ශ්‍රී ලංකාවේ ද්විතීයික පාසැල් මට්ටමේ විද්‍යා අධ්‍යාපනයේ විකාශනය පිළිබඳ පර්යේෂණාත්මක අධ්‍යයනයක් [A study of the expansion secondary level science education after independence.] (ii) ix, 365 p. ; — Thesis (M.A. Ed.) University of Peradeniya, 1984. — ULP 399150.

The study commences by defining science education and traces the history of science education in Sri Lanka before independence in Chapter II. Chapter III examines the expansion of the curriculum. Human and material resources available in the island for science education is discussed in Chapter IV and V. Author discusses the expansion of the educational opportunities highlighting the existing regional and class imbalance in chapter VI. The reforms introduced recently and new trends in science education are reviewed in Chapter VII. Author makes suggestions for further research and improvement in science education in Chapter VIII.

408. RICHARDSON, John S.

Be more scientific — an appeal to science teachers. Pp. 6 — 8. — In. Ceylon Teacher, Vol. 24, No. 142, July 1960. — NM.

Author examines the consequence of contemporary advances in scientific knowledge on secondary school science teaching ; and suggests that the curriculum should be revised and that incentive to teachers should be given by way of govt. assistance, co-operation of industries, raising certification standards for teachers, study conferences, field studies, and provision of teaching aids.

409. SCIENCE EDUCATION IN ASIAN COUNTRIES:

Sri Lanka. — pp. 156 — 163. — In. Bulletin of the UNESCO Regional Office for Education in Asia. No. 18 — 20, 1977 — 79, Bangkok. — ULC 389488.

D5.02.14

This paper describes the school structure, the development of the science concepts at primary level and organization of the science (education) at the senior secondary level.

410. SINNATHAMBY, Kanapathipillai

A study of the implementation of the integrated science programme in the Tamil medium schools of the Colombo South educational region x, 186 p. ; biblio. — Thesis (M. Ed.) University of Sri Lanka ; Colombo 1978. — ULC.

A research conducted during the second half of 1977 on a sample of 50 heads of Tamil Schools or Tamil sections of large schools, 50 science teachers and 418 pupils in Grades VII, VIII and IX. The Study reveals a shortage of trained teachers and laboratory facilities. Chapter IV describes the design for the collection of data and Chapter VII discusses teaching methods. Author gives suggestions for improvement and further investigation.

411. SRI LANKA MINISTRY OF EDUCATION,  
School Organisation Branch. Science education in  
the new senior secondary classes (grades 10 and 11).  
— Colombo : Ministry of Education, 1974. — 78 p. ;  
charts. — tables. — NIE.

This report examines a short term plan for the extension of science education under the Education Reforms, to senior secondary grades 1976 — 78. Reviews the rapid expansion phase of the new senior science secondary and the short abandonment period of the old programme. Discusses such issues as promotion and repetition rate, projection of science facilities, teacher requirements, the need for additional classrooms and more laboratories.

412. WICKREMASINGHE, T. B.

Science teachers discuss their problems. — pp. 1 — 6. — In. Journal of the National Education Society. Vol. III, No. 4, 1954. — NM.

Topics discussed at this Annual General Meeting of the Ceylon Science Teachers' Association were : (1) Methods of approach to the teaching of science. (2) Science and education. (3) Practical difficulties. (4) General certificate of Education.

413. WICKREMASINGHE, T. B.

Science Teaching : its aims and methods. — pp. 9 — 16 ; In. Journal of NESCS. Vol. IV, No. 3, Aug. 1955. — Kandy. — NM.

Science teaching should cater to the school leavers and the sixth formers in different ways. For the first group stress should be on applied science and the community demonstrations, field excursions, group discussions. The second group should do more experimental work, read widely and prepare for the work they hope to do in the University. The author enumerates five aims and suggests several methods of teaching science.

414. WICKREMASINGHE, T. B.

Science education and its problems. — p. 13 — 19. — In. Journal of NESCS, Vol. VI, No. 1, Feb., 1957. — N.M.

Careful planning of G.C.E. Science syllabus, giving due consideration to the aptitudes and demands of pupils and the interests and the capacities of teachers — is very important. The role of science in solving social and economic problems and raising the standard of living and its use in problem solving as well as in industry and agriculture should be conveyed to the pupil by the science teacher. Author makes suggestions to achieve these objectives.

## 415. AMARASEKERA, D. V. A. S.

Some observations in the teaching of science and mathematics. pp. 142 — 160. — In: Ceylon, Association for the Advancement of Science Part I — II, 1965. — ULC.

Better methods of teaching science could help to bridge the gap between the two cultures, sciences and arts. The way the first subject of a scientific nature is introduced to the young child, breeds hostility towards the subject. So is teaching geometry. Memorising is the fault in our education system. The child should be trained in scientific attitudes and methods by teaching astronomy at an early age. Chemistry and physics should be taught by means of atomic theory, basic structure of substances. New methods of teaching science would make science available to masses, which will bridge the gap between arts and science.

## 416. IRANI, U. P.

ඉගැන්වීමේ ක්‍රම මගින් සිසුන්ගේ සාධනයේ වෙනසක් සිදුකළ හැකිද? [Is it possible to change the achievement of pupils in mathematics through the method of teaching] ix, 306 p., diags. graphs, tables. — Thesis (M. Phil.) University of Colombo, 1979/80. — ULC. — M 70 —380599.

Statistics reveal that 70% of the candidates fail in mathematics in the public examinations. This research on methods of teaching mathematics was carried out on grade six pupils in schools in Horana education circuit, using lecture method, discussion method and Russian link method. It was observed that after introducing a new method, pupils showed a keen interest in producing better results.

## 417. RUBERU, Jatiratne

A critical evaluation of the Junior Secondary mathematics curricula of the Ministry of Education, Sri Lanka — 382 p., Thesis (M. Phil.) University of Colombo 1980, ULC.— M 94 — 374830.

With the data collected using Lickert's attitude scale, author analyses the defects in the mathematics curricula after the implementation of reforms from 1964 — 1982. 75% of the candidates of the NCGE Examination obtained less than 25 marks. Causes are; non availability of teachers and low quality of teaching objectives being irrelevant to the needs of the country; New curricula was planned on lines of the School Maths, Project of England which was severely criticised there itself; ad hoc selection of content; poor quality and incomplete nature of the course guide; and inadequacy of even grades A and B obtained at NCGE to qualify the candidates to follow the science course. Later NCGE was scrapped and G.C.E. (O/L) was re-introduced and the new maths was removed. Recommendations to remedy this situation: (1) A system of continuous evaluation to assess the pupil progress. (2) Exams held within the school by the teachers of the school should be continued. (3) Maths should be made available at two levels for G.C.E. (O/L) — a higher and a lower level. (4) Those who reach a higher level should be awarded the higher level certificate.

## 418. TRICKET, T. D.

New trends in curriculum development: mathematics. — pp. 79 — 82. — In. Journal of the NESC, vol. xxii, 1973. — NM.



D5. 02. 18

Revolution which started in Germany has resulted in an explosion of new mathematical ideas, which were given a further impetus by the advent of the computer. The new ideas such as the guided discovery, produced new methods of teaching. These changes which were introduced at the undergraduate level, should be introduced at the school level too. Out of the five conclusions arrived at, one is that the average man must understand science for which mathematics is a basic necessity.

419. ASIAN REGIONAL CONFERENCE ON SCHOOL BIOLOGY (Dec. 1970, Philippines)

Concluding report of the..... — pp. 210 — 214. — In. Proceedings of the third Biennial Conference on School Biology Education : Philippines : Asian Association for Biology Education 1971. — TC.

Out of the 32 papers presented at the conference, 7 were from Ceylon. Many issues important to the teacher, which emerged from the discussion are also included.

420. MEREDITH, H.

Recent trends in the teaching of biology at secondary school level. — pp. 83 — 93. — biblio. — In. Journal of the NESCC vol. xxii, 1973. — NM.

Lecture delivered at a meeting sponsored by The Organization for Economic Cooperation for Development. Biology makes a special contribution to economic growth Adequate instruction is needed in four aspects of biology education such as : (a) relevance of content, (b) increase of knowledge, (c) research in learning, and (d) strangle hold of examinations.

## 421. VYTHIANATHAN, S.

The teaching of biology in secondary schools in Ceylon with special reference to GCE Ordinary Level. viii, (iv) 311 p., diags. ; tables ; biblio. — Thesis (M.A. Ed.) University of Ceylon, Peradeniya 1969. — ULP 272371.

This is a research based on the data collected by administering a questionnaire to a random sample of 55 schools out of which only 30 responded. Author discusses the aims and objectives of teaching of Biology in Chapter II. Status and content of biology in Chapter III. The results of the survey with respect to the teaching methods used, facilities available are examined in chapter IV and V. General evaluation in Chapter VI and the attitude of teachers to the reforms in biology, in Chapters VI and VII respectively. The supply of biology teachers is briefly discussed in Chapter VIII while Chapter X gives the suggestions for improvement.

## 422. WEERASINGHE, Asoka

Some patterns of attendance of pupils at the meetings of a school biology investigational camp outing Sri Lanka. — pp. — 1 — 4. — In. CAPS School Biology Project : School Biology Investigation Vol. II, 1974. — Kandy. — AA.

This study covers the period 1971 — 73. It was seen that there was a positive correlation ( $P=0.05$ ) between the attendance of pupils and the attendance of teachers at meetings of an investigational group of the CAAS — SBP. The total attendance of girls exceeded that of boys. Attendance of pupils dropped to zero during the end of the year when examinations were in progress. An increase in the participation of grades 6 and 7 pupils was

D5.02.18

noticed during 1972 — 73. This may be due to the new science curriculum introduced to grade 6 in 1972 and to grade 7 in 1973.

423. WEERAINGHE, Asoka

Evaluation of the investigatory project work done by a school biology group in Sri Lanka. — pp. 5 — 11 ; tables. — In. CAAS School Biology Project. School Biology Investigation, Vol. II. 1974 Kandy. — AA.

This report covers the projects carried out during the years 1971 — 1973. 104 projects were attempted out of which 24 were completed, papers were submitted and accepted. 80% of the projects were surveys. The rest 20% were experiments. 72% of the projects were originated at the suggestion of the teachers. Among the projects which were completed, 52 were botanical projects and 48 zoological projects. The common weakness in the project papers were: (i) lack of summaries, (ii) lack of references and (iii) inadequate discussions. Author is the biology teacher at Trinity College, Kandy.

D5.02.19

424. KARUNARATNE, W. G.

A concurrent evaluation of GCE (A/L) new zoology curriculum of 1979'80 of Sri Lanka. — 353 p. — Thesis (M.A.) University of Colombo 1983. — ULC. — M 16 - 389136.

Author examines historical evolution of the curriculum, analyses the data collected in a survey of the purpose of studying zoology and performance in Zoology at GCE A/L and concludes that (1) priority should be given to aims and objectives and not to arbitrary selection of content and depth. (2) Curriculum should cater to higher studies as

D5.02.18

we aslldropouts. (3) New curriculum should be the foundation for future studies and useful to future citizens as well. (4) It should be purposeful enough to attract and motivate teachers. (5) Training given to teachers at present is inadequate to handle curriculum.

D5.02.21

425. NARAMPANAWA, R. B.

Physical Education. — pp. 983 — 992. — In: Education in Ceylon : a centenary volume. Part III.\*— NM.

The author reviews the development of physical education in this island highlighting landmarks such as introduction of drill into the school curriculum and its expansion into athletics, formation of the Cadet Battalion, Scouting and Girl Guide Movement.

D5.02.22

426. DE SILVA, C. C.

Sex education in school. — pp. 31 — 32. — In Ceylon Journal of Child Health, Vol. 10, No. 1 1977, Colombo. — MG.

Sex education should start early, imparted by only teachers trained for the purpose.

D5.02.23

427. HARRIS, Allan

What does sex education mean? — pp. 18 — 23. — In. Sex education rationale and reaction edited by Rex, S. Rogers. — P. 283. — London Cambridge University Press, 1974. — NIE.

\* See 33

D5.02.23

Author emphasises the need for a positive attitude to sex education and lists our seven aims of sex education. It can never be a subject on the time table, but it is a function of the whole curriculum.

## D6. LANGUAGE, READING AND BOOKS

D6.01

### 428. ABEYKOON, Daya, Chandrasoma

භෞතවර දිස්ත්‍රික්කයේ ග්‍රාමීය නව යෞවන පාසැල් සිසුන්ගේ කියවීමේ රුචිකත්වය කෙරෙහි බලපාන සාධක පිළිබඳ අධ්‍යයනයක් [A study of the factors that affect the reading preferences among rural adolescent children in the Kandy District] xix, 242 p., tables.—Thesis (M. Ed.) University of Peradeniya, 1981. — ULP 360033.

This survey of reading preferences of a sample of 400 pupils (200 girls) of the ages of 14 — 17 grades VII — XII from rural schools carried out by administering a questionnaire revealed that, the main factor which influence their reading habit is their socio-economic class, rather than the sex difference or interest in politics. Findings are analysed in Chapter IV.

### 429. BANDARA, K. R. W. M. W.

භෞතවර දිස්ත්‍රික්කයේ නව යොවුන් නාගරික පාසැල් සිසුන්ගේ කියවීමේ රුචිකත්වය කෙරෙහි බලපාන සාධක පිළිබඳ අධ්‍යයනයක් [A study of the factors that affect the reading preference among urban adolescent pupils in Kandy District] XIV, 214 leaves, tables; biblio. — Thesis (M. Ed. University of Peradeniya 1981. — ULP 381157.

This survey of reading preferences of a sample of 400 pupils (200 girls) of the age 14 — 17 in graded VII — XII from schools in the city of Kandy

D6.01

which was carried out by administering a questionnaire, revealed that they did not make use of the facilities available to them. When compared with the statistics of the earlier research on rural pupils, the urban pupils read about three times more than the rural child though differences between social classes is wider, sex differences were unimportant with regard to the educational literature, but had some bearing on the selection of reading material.

430. DIAS, Lalitha

The teaching of reading in the primary classes. — Thesis (M.A.) University of Colombo, 1981. — ULC. — M 83 — 237928.

The author discusses the following topics : characteristics of language and its uses as a means of communication, eight characteristics of reading, factors contributing to the development of reading, understanding children who learn to read : application of theories of learning to the teaching of reading : skills to be mastered in reading : reading readiness and problems due to poor listening habits.

431. JAYASEKERA, M. D.

Reading readiness. — pp. 7 — 16. — In. Journal of NESAC. Vol. 5 No. 3. Aug. 1956. — Biblio-  
— NM.

Discusses the advantages of acquiring the reading habit, factors influencing reading readiness and gives a list of instructions, importance of well equipped nursery classes in order to provide a background for reading readiness.

## 432. PERERA, G. C.

ප්‍රාථමික ශ්‍රේණි වල කියවීම ඉගැන්වීම සඳහා සිංහල ජන සාහිත්‍ය උපයෝගී කර ගත හැකි ආකාරය පිළිබඳ විමසුමක් [A study of the ways in which the Sinhala folk literature can be utilised to teach reading in primary grades] xi, 276 p ; biblio. — Thesis (M. Phil.) University of Colombo, 1982. ULC — M.116 — 384681.

Author discusses the significance of folk literature in terms of transmission of culture, the development of intelligence and also in terms of literary norm. He examines how folk literature can be used to promote the attitude of inquiry in children and problem solving skills and to transmit culture. A survey carried out by the author revealed that 86% of the pupils did not like the Sinhala text book. Author has also designed a reader.

## 433. SAMARAKOON, D. K. P.

Experimental study of reading efficiency (IV) 158 p ; chart ; tables ; biblio. — Thesis (M.A. Ed.) University of Ceylon 1968. — ULP 275219.

Research carried out to investigate whether the reading efficiency of a group of adult students could be increased by means of a carefully planned course of training in reading improvement. Two groups of 35 teacher trainees were selected and one group was given a training of seven sessions during which seven reading passages together with multiple choice comprehensive tests were administered and were given systematic instruction in reading. Comparison of post test results proved the hypothesis.

D7.

434. WEERASINGHE, W. A. W. De. S. K.

ශ්‍රී ලංකාවේ ගම්පහ දිස්ත්‍රික්කයේ කණිෂ්ඨ ද්විතීයික අධ්‍යාපන අදියර අවසන් කරන (10 ශ්‍රේණියේ) සිසුන්ගේ අදහස් ප්‍රකාශනය පිළිබඳව පවත්නා ගැටළු විවාරාත්මකව විමසා බැලීමට කෙරෙන අධ්‍යයනයක් [A critical study of the problems of expression of pupils who have completed junior secondary education (grade 10) the Gampaha District] xi, 782 p ; graphs ; tables ; biblio. — Thesis (M. Phil.) University of Colombo 1982. — ULC. - M 99 — 383876.

A research carried out on a random sample of 960 pupils and 120 teachers from the Colombo North Education Circuit, 20 lecturers from the Universities, training colleges and officers from the Curriculum Development Centre; two G.C.E. (O/L) examiners and 20 asst. examiners. Analysis of data revealed the high correlation between the low socio-economic conditions of parents and weakness in expression. Researcher suggests remedial measures.

435. WIJEMANNA, D. S.

ජ්‍යෙෂ්ඨ ද්විතීයික පාඨශාලීය ශිෂ්‍යයන්ට අර්ථාවබෝධය ඉගැන්වීම සඳහා උපයෝගී කර ගත හැකි ක්‍රම [Methods which can be employed to teach comprehension to senior secondary students] IV, 213 xxxii p ; — Thesis (M. Phil. Ed.) University of Colombo, 1983. — ULC. — M 134 — 384372.

A survey carried out by administering a questionnaire to a sample of 100 pupils of GCE A/L and O/L in 64 schools in 15 districts and by studying the A/L question papers for the decade 1969 — 79. The analysis of data revealed that the lack of good grasp of the subject which caused poor comprehension, in turn was due to lack of efficiency in reading. Author suggests methods for improvement.



D6.04

436. WICKRAMASOORIYA, Chitra

The international seminar on the contribution of the teaching of modern languages towards education for living in a world community. — pp. 8 — 14. — In. Journal of the NESC, vol. 2, no. 5, Nov. 1953. — NM.

The objectives of the seminar were to explore the contribution of the school curriculum, the teacher and the procedure in producing well adjusted citizens. It was accepted that education was most effective only in the mother tongue of the pupil.

437. WILLEY, K. M.

The rapid teaching of languages. — 4 p. 4. — In. The Ceylon Teacher, vol. xx, no. 103, Feb. 1956. —NM.

Poor performance at examinations in English is not a reflection on the general intelligence of the children as on the knowledge and the experience of the teacher. The defect lies in the methods of teaching English being used.

D7. MOTHER TONGUE INSTRUCTION

438. ABEYKOON, A. M. S.

අධ්‍යාපන පොදු සහතික පත්‍ර සාමාන්‍ය පෙල සිසුන්ගේ අර්ථවබෝධ හැකියාව පිළිබඳ විචාරාත්මක විමර්ශනයක් [A critical study of the ability of comprehension of the G.C.E. O/L students] viii, 200 p., diags, graphs, tables. — Thesis (M. Phil.) University of Colombo, 1981. — ULC — M 101 — 379992.

Author discusses the meaning of comprehension according to the interpretation of the famous educationists, examines the history of the development of the G.C.E. O/L examination and the

D7

curriculum development parallel with the struggle of the vernaculars to be made the medium of instruction. The physical and mental development should be followed by linguistic development too. The research was carried out in three steps : (1) Measurement of the ability of comprehension in G.C.E. O/L students (2) External factors which have influenced the measurement of comprehension in pupils. (3) Assessment of teachers, attempts at planning lessons and the methods employed by teachers to aid comprehension.

439. AMARAWEERA, Talpawila Kannahamilage Kamala.

කමකරු ළමයින්ගේ භාෂා කුසලතා [Language skills of working class childrens] iv, 320 p., maps, biblio. — Thesis(M. Phil.) University of Colombo, 1983. — ULC M — 171 — 39101.

A research carried out on a sample of 130 pupils of grade 7 from three schools in Colombo South Education Region, which serve three social groups. The families of these children also were investigated in depth. The results indicate a strong correlation between social class and the expenditure and the acquisition of language skills. Author recommends remedial teaching.

440. ATUKORALE, Heli Nimala

කණිෂ්ඨ ද්විතීයික අධ්‍යාපනයේ ආරම්භක ශ්‍රේණියේ සිටින සිසුන්ගේ සිංහල භාෂා අධ්‍යාපනය පිළිබඳ සමාලෝචනයක් හා එය දියුණුකළ හැකි ක්‍රම [A review of the Sinhala language education of the pupils in the first year of junior secondary level] vi, 227 p. ; biblio. — Thesis (M.A.Ed.) University of Ceylon, Colombo, 1977. — ULC - M 17 — 371540.

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Research carried out in 20 schools including 16 Maha Vidyalayas (Senior Secondary) through a questionnaire, interviews and planned observation. Poor expression in Sinhala is the most outstanding weakness. Author makes suggestions for improvement.

441. DHARMADASA, K. G. P.

සාහිතයේ සිංහල රචනය ඉගැන්වීම 8-9 ශ්‍රේණි [Teaching of Sinhala essay writing in grades 6 — 9 in school] vii, 224 p., tables ; biblio. — Thesi (M. Ed.) University of Ceylon, Peradeniya Campus, 1975. — ULP — 321127.

Research carried out to investigate the advantages of group work method in teaching, over the stereotyped methods of teaching essay writing 72 pupils in grades 6, 7, 8 and 9 from four schools were tested in both methods. Analysis of marks scored revealed that group work method was highly effective in teaching essay writing.

442. HERATHMUDIYANSE, M. M. B.

ශ්‍රී ලංකාවේ කණිෂ්ඨ ද්විතියික පාසැල්වල 6-7-8-9 යන ශ්‍රේණි සඳහා සිංහල ව්‍යාකරණ ඉගැන්වීම පිළිබඳ විමර්ශනයක් [An investigation into the teaching of Sinhala grammar in grades 6, 7, 8 and 9 in the junior secondary schools in Sri Lanka] vii, 230 p., tables ; biblio. — Thesis (M. Phil.) University of Ceylon, Colombo, 1981. — ULC — M 114 — 379079.

Research carried out on a sample of 300 students in grade 9 and 60 teachers teaching Sinhala in grades 6 — 9 in 7 schools in the Colombo District. The results reveal that the knowledge that most teachers continue to employ the lecture method in teaching and majority of them had only G.C.E.

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O/L as their highest qualification. The author suggest considerable changes in the methods of teaching and techniques as a means of overcoming these defects.

443. JAYASEKARE, U. D.

Teaching Sinhalese in schools. — pp. 20 — 30. —  
In. Journal of the NESE, vol. 5, no. 1. Feb. 1956  
— NM.

Examines the significance of the Sinhala language, in the National life of the country and in the education system, it's special significance in the formulation of one's emotional and intellectual life. Author argues that therefore it should be the medium of instruction and lays down a plan to switch over to teaching in Sinhala.

444. SIRIMANNE, X.

හයවැනි ශ්‍රේණියේ සිංහල වියරණ ඉගැන්වීම පිළිබඳ විමසුමක් [An investigation into the teaching of Sinhala grammer in grade vi] v, 162 p., tables, biblio.—Thesis (M. Phil.) University of Colombo, 1983. — ULC — M 163 — 356985.

Syllabuses and scheme of work prepared for grades vi — viii by the Curriculum Development Centre of the Ministry of Education was studied in relation to Sinhala grammer rules and data obtained from the results of an attainment test administered to urban semi-urban and rural children of grade vii. Remarkable difference was seen between rural and urban groups. Author make suggesstions for improvement.

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445. WIJERATNE, W. A. R.

Begining stages of teaching to read the mother-tongue (xii) 788 p., tables ; biblio. — Thesis (M.A. Ed.) University of Sri Lanka, Peradeniya Campus, 1974 — ULP 321125.

A survey of the situation of teaching reading in the first year class in school by observation, interviews and administering a questionnaire to the teachers and parents of grade I students of a large random sample of 60 schools. Chapter IV examines the learning environment including the role of the parent, facilities available at home. Chaperr V is an analysis of the methods and techniques adopted in teaching reading and Chapter V the responses of the children. Author concludes that overall situation is not satisfactory and makes suggestions for improvement

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**SECOND LANGUAGE — ENGLISH**

446 CEYLON PARLIAMENT

Report of the Committee of Inquiry into the teaching of English in Ceylon Schools — 58 p ; (SP 5 of 1960). — NIE — CL.

Chaired by S. F. De Silva. The Committee recommended that the teaching of English should be started as early as possible in schools that it should be a compulsory subject and that the direct method should be used in teaching. Text books should be produced by a newly established Language Research Institute. A special unit was to be set up to organise refresher courses in English for those in the Education Service and the out put of English teachers were to be increased.

## 447. FERNANDO, Mavis

An approach to the teaching of English as a second language. — Pp. 16 — 21. — In. Journal of NESc, 1952. — NM.

This Presidential address of the Society includes the experiences of a student following the Diploma Course in the teaching of English as a foreign language conducted by the University Institute of Education, emphasising the importance of using carefully graded material. In the process the author discovered certain similarities in Welsh and Sinhala languages.

## 448. HAY, G. B.

Error analysis : a psycholinguistic study ; 207 p ; tables. — Thesis (M Ed) University of Colombo 1981. — ULC — M 107 — 377307.

This is an analysis of the errors committed in a test in English given to 300 pupils, a representative sample of the population due to sit GCE O/L in 1981 with the objective of finding out their causes. Findings revealed that : influence of the mother tongue, haphazard teaching techniques were among the primary causes for errors in English. Author suggests the following as remedial measures : (1) Classroom level error analysis ; (2) Greater exposure to English reading material ; (3) Exposure of the learner to cultural aspects of the language.

## 449. JAYASINGHE, H. M.

An investigation into the possibility of mother-tongue interference in learning English by grade 9 pupils in six selected Maha Vidyalayas in the Kundasale circuit (1) vi, 125 p ; biblio. — Thesis. (MEd) — ULP 371930.

Author analyses the synthetic errors in free composition of the selected sample of pupils pointing out the mother tongue interference in them. Strategies of teaching English which should be adopted to prevent this type of error are described in Chapter VIII ; Chapter I examines the deficiencies in the teaching of English in Sri Lanka.

450. JAYASURIYA, J. E.

Some research problems in the teaching of English as a second language. — Pp. 37 — 40. — In. Journal of NESC Vol. 5, No. 4, Nov. 1956. — NM.

Since the medium of instruction was switched over to the national languages in this country, performance at the examination in English is poor due to the methods of instruction being similar to those in schools in England. A change in methodologies and text books is necessary. Speech is the most important in teaching the beginners. Research should be carried out to find out more suitable sentence patterns to be taught, vocabulary and production of reading material. Research into types of errors made by children and remedial teaching also will be of great help.

451. JAYASOORIYA, John Ernest

A suggested vocabulary for children beginning English ; Pp. 169 — 173. — In. Ceylon Journal of Education, Vol. 10, No. 8, Sept. 1952. — ULP.

452. JAYASURIYA, J. E.

The place of English and the national languages in Ceylon schools. — Pp. 10 — 22. — In. Journal of NESC. Vol. III, No. 4, Nov. 1954. — NM.

Discusses the damaging consequences of the use of English as the medium of instruction and suggests that national languages should be the media of instruction at school level and English at the post certificate level.

453. KARUNARATNE, N. L. D.

Vocabulary. — Pp. 15 — 17. — In. *Ceylon Teacher*, Vol. I, No. 3, June 1968. — NM.

Language is a group of sounds grouped to make meaningful structures of expression, consisting of phonology, vocabulary, and grammatical syntax. The problem of the English teacher is the problem of selection of words, which can be solved by syllabus makers and text book writers. The teacher should understand the principles of vocabulary selection. Selection should be followed by grading, the easier words being presented first. Method of presentation is given.

454. LUDOWYK, E. F. C.

Additional reading for the upper classes. — Pp. 63, 73, 74. — In. *Ceylon Teacher*, No. 17, May — June 1940. — NM.

Author discusses the difficulties of the pupil in learning a foreign language, those of the teacher in teaching a foreign language — the general attitude towards literature and employment, and makes suggestions for improving the teaching and learning of English.

455. PASSE, H. A.

The importance of English. — Pp. 8 and 16. — In. *Ceylon Teacher*, No. 8, Nov. — Dec., 1938. — NM.



English is an international language which is also used by the international radio, telephone etc. making it indispensable for the developing countries. Its composite vocabulary, simple analytical structure and great flexibility, makes it easy to learn, but spelling, pronunciation and idiom are drawbacks. Yet English has a very significant place in Ceylon, due to its importance in the commercial sector, its literary value, and its being taught as a second language in schools.

456. PASSE, H. A.

The importance of English II. — Pp. 3, 15, and 17. — In. *The Ceylon Teacher*, No. 9, Jan. — Feb. 1939. — NM.

The author identifies the various types of English spoken in Ceylon emphasising the mispronunciations and misuse of idioms. Suggest that the most suitable type at present is that used by the best Ceylonese speakers and that English should be taught systematically by specialists and learnt thoroughly.

457. SALLY, Ovaiza

An analysis of English Compositions written by G.C.E. students (iii) 144 p; biblio. — Thesis (M.A. Ed.) University of Sri Lanka. — 1964. — ULP 255213.

This is a research based on Schonl's experiment with three groups of GCE O/L students from three schools.

458. WALATARA, D.

A review of some views on the teaching of English as a second language. — Pp. 23 — 32. — In. *Journal of NESAC*. Vol. IV, No. 4, Nov. 1955. — NM.

Author evaluates syllabus for second language teaching, the first of its kind produced in Madras ; includes vocabulary lists, structures, grading, etc. Author reviews the views of the writers, such as Jiyanayakam, who advocates that English is studied for knowledge, and silent reading skill should be mastered before speech and Siquiera who insists on grammar and double translation and Desai who advocates translation method.

459. WEERASINGHAM, S.

Teaching of English to foreign beginners. Summary of a contribution made by the author at the Annual General Meeting of the Wadamarachchi Teachers' Association held at Hartley College, — p3 ; — In. Ceylon Teacher, No. 9, Jan. — Feb. 1939. — NM.

The most up-to-date method of teaching English, the phonetic method has never been used in Ceylon. Author describes this method, giving a scheme of work and concludes that as a result English will be pronounced correctly from the start.

460. WICKRAMASOORIYA, Chitra

The teaching of English in Ceylon. — Pp. 8 — 15, — In Journal of NESC, 1952. — NM.

Lower standard of English even at S.S.C. level. large number of failures and the very few number of candidates offering English as a subject for the special degree are the conspicuous features in the teaching of English in this island, as observed by the author who examines the methods employed by teachers and the causes for the failures. She suggests that a solution may be found in adapting

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the results of experiments carried out by the Commonwealth Dept. of Education, Australia America, Wales, Japan and Bengal to suit our needs and that Dr. West's methods are ideally suited to this island. The Council of Educational Research can study the best method of presenting English speech patterns, oral language experience at different levels of learning, the place of grammar, the use of the mother tongue and special training for English teachers through refresher courses.

461. WICKREMASOORIYA, Chitra

The reading comprehension objective. — Pp. 31 — 36 ; biblio. — In. Journal of the NESC, Vol. 5, No. 4, Nov. 1956. — NM.

Author examines the position of English in school and the various factors that constitute the reading skill. Implications for curriculum are also given.

462. WICKEREMASOORIYA, Chitra

English for our schools. — Pp. 1 — 6 ; biblio. — In. Ceylon Teacher, Vol. 1, No. 3, June 1968. — NM.

Author forwards a proposal to reformulate the syllabi in English Grammar for use in schools, giving due importance to substantial approach classification of construction into different categories, distinguishing between word phrase, word form, structure word or lexical item and identifying the unit of teaching in a grammar lesson. Criteria for drawing up syllabi in English grammar are given.

463. WICKREMASINGHE, Martin

Influence of English on Sinhalese Literature. — Pp. 12 — 18. biblio. — In. Journal of NESL. Vol. 5, No. 4, Nov. 1956. — NM.

Author discusses the attitude of the English educated towards their own culture and that of the nationalists and other nationals towards the English Language. There is a paucity of Sinhala translations of English books and no trace of influence of English culture is visible in Sinhala novels. But with the growth of bilingual education better and deeper influence of foreign literature and development of critical insight is evident. The advantages of learning a foreign language are also examined.

EI. EDUCATIONAL PLANNING

EI.01.01 EDUCATIONAL POLICIES

464. ABEYWICKRAMA, B. A.

Science Society and education ? — Pp. 79 — 95. — In. Ceylon Association for the Advancement of Science Part I — 2, 1968. — ULC.

This study traces the history of the evolution of man emphasising the various stages of the development of technology. Today the advancement of physical and chemical sciences have focussed attention relegating biological and social sciences to the background. Education is the process which transmits the cultural experience from one generation to the next. But the omission of humanities from the curriculum cannot provide a well balanced mind. Absence of a set of values has produced a generation gap. Education should emphasize the basic unity of mankind.

465. ALVAPILLAI, K.

The special Committee on Education. — Pp. 611 — 620. — In. Education in Ceylon a : a centenary volume, Part III\* — 1969. — NM.

Author traces the origin of the Special Committee on Education, 1946 which was the only complete and comprehensive investigation of all aspects of education undertaken during the hundred and fifty years of British Rule in Ceylon. Main purpose was drawing up of a national system of education and its main recommendations were regarding the control of education, medium of instruction and free education.

466. ARTHANAYAKE, W. K. A. M. C.

1939-1965 කාලය තුළ ශ්‍රී ලංකාවේ රාජ්‍ය අධ්‍යාපන ප්‍රතිපත්තිය සැකසීම සහ ප්‍රධාන ආගමික බලපෑම් කණ්ඩායම් වල ක්‍රියා කලාපය (බෞද්ධ හා කතෝලික ආගමික ව්‍යාපාරයන් කෙරෙහි විශේෂ අවධානය යොමු කරමින්) [The formulation of state policy towards education and the activities of the Chief religious groups during the period 1939 — 1965, with special reference to catholic and Buddhist religious activities] 8 xii, 470 p., biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1982. — ULP 400613.

The historical survey reveals that the period in question is a transitional period. The policy of the Department of Education was to weaken the Missionary school system through state intervention and legislation. The main issue in the educational policy for 1953 — 56 was the struggle to make native languages the media of instruction. The changes in the political scene resulted in great enthusiasm in Buddhism, Sinhala language and Buddhist culture. Legislation was enacted to

\* See 33.

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bring them to their due place. The assisted schools played a significant role in the development of education in this island.

467. ARULANDY, K. S.

Attempts to diversify education. — Pp. 936 — 943. — In. Education in Ceylon : a centenary volume, Part III\*. — 1960.

First attempt at diversification of education was made by recommendations of a tripartite system, which was replaced by a bifurcated system in 1951. Though the introduction of the activity method in the primary and junior schools was a significant improvement, the achievement was still meagre. Consequently three Commissioners on technical education were appointed in early sixties. The Technical Education Bill of 1967 was based on their recommendations.

468. AZEEZ, A. M. A.

The State and the Schools in Ceylon. Some aspects of the problem. Pp. 14 — 21. — In, Journal of NESC, Vol. III, No. 2, May 1957. Colombo. — NM.

469. BURNEY, E.

The Spens report : its value and importance for education in the Colonial empire ; Pp. 7 and 14. — In. Ceylon Teacher, No. 12, July — Aug. 1939. — NM.

This is an extract from the author's article, 'Over Seas Education.' He recommends 3 kinds of schools and of equal status for pupils beyond the

\* See 33

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ages of 11, on the basis of needs of the community. Technical skills should be developed rather than catering to white collar jobs. Training of character has been omitted in this report.

470. CEYLON LEGISLATIVE COUNCIL

The report of the Sub-Committee appointed by the Legislative Council to inquire into and report upon the state and prospects of education in the island ; the amount of success which has attended the working of the present system of education ; and any improvements that may be "deemed advisable to make there on" (1867, Colombo). — 65 p. — (SP 8 of 1867). — NM.

The report consists of 2 Sections, the report and the appendix containing the rules for Grants-in-aid, the questionnaire and the replies to the questionnaire. The report examines the replies and recommends the establishment of a Department of Public Instruction with a Director as its Head, the Indian system of Grants-in-aid, with certain adaptations, raising the prospects of teachers, sound system of vernacular education, and that female education should reach the native females. Instead of the affiliation of the Queens College to the Queens University of Calcutta, it recommends 2 scholarships to England and remarks that the members of the Central School Commission belongs to one religious mission. The replies to the questionnaire reviews the educational situation of the country. The only sinhalese who was given the questionnaire comments that the education system produced learned fools.

471. CEYLON LEGISLATIVE COUNCIL

Cloughton, Peiris Calvely Rev. Bishop of Colomb. Letter to the Governor on the education question. — Pp. 523 — 524. — (SP 19 of 1867). — NM.

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He suggests that in areas where two schools cannot be supported, the children of heathen parents should not be refused admission to the only school in the area even though such parents should object their receiving religious instructions. Other subjects discussed are the Queen's College and its affiliation to the University of Calcutta and whether a board or an individual under the Govt. should regulate the education of Ceylon.

472. CEYLON LEGISLATIVE COUNCIL

Report on the subject of art and science education. — Pp. 351 — 368. — (SP 29 of 1876). — NM,

Consists of four reports by G. G. Colson, Inspector of Schools, J. H. Marsh, Additional Inspector of Schools, J. Hill, Head Master of the Normal School, and W. M. Digby, Director of Public Instruction. All the four reports recognize the need for separate science and art classes and also the practical difficulties, which have to be overcome in establishing such schools. The only institute where the instruction in practical science was given was Jaffna College, which received American aid. Suggests a scheme for the establishment of science classes in Sri Lanka.

473. CEYLON LEGISLATIVE COUNCIL

Papers on the subject of Public Instruction in Ceylon, 30 p ; (SP 9 of 1884). — ULP 365315.

Correspondence includes : (1) A letter to the Governor Arthur Hamilton Gordon from S. Longdon of the Wesleyan Missionary dealing with (i) Difficiencies in the Curriculum of primary education ; (ii) Compilation of a moral text book. (iii) First application of a code for teachers. (2) Report of the Director of Public Instruction,



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H. W. Green. (3) Report of the inspection of Schools. (4) Letters of the Colonial Secretary (5) Letter from Vicar Apostolic of Colombo.

474. CEYLON LEGISLATIVE COUNCIL

Report of the Commission on Elementary Education in Ceylon (1905). — 40 p ; — (SP 29 of 1905). — NM.

An inquiry and report on education with a view to proposing practical steps to give effect to the suggestion contained in the report of the Committee appointed in 1901. It also reports on : (1) education of tamil coolies employed in the estates.

(2) Whether the system provided by the Draft Ordinance for the establishment of Municipal Schools should be extended to Gam Sabhawas.

475. CEYLON LEGISLATIVE COUNCIL

The report of the Committee appointed to make a general survey of the system of education now prevailing in Ceylon and to investigate in particular the present provision for secondary and higher education, 1911 — 1912. — Pp. 351 — 731. (SP 19 of 1912) ULP 365356.

476. CEYLON LEGISLATIVE COUNCIL

Appendices for the final report of the Committee appointed to make a general survey of the system of education now prevailing in Ceylon and to investigate in particular the present provision for secondary and higher education, 1911 — 1912. — vi, 279 p ; tables. (SP 20 of 1912). — ULP.

477. CEYLON LEGISLATIVE COUNCIL

Report of the Commission to inquire into and report upon the present system of education in Ceylon ; 34 p ; (iv), graphs, 5 maps, — (SP 28 of 1929). — NIE.

478. CEYLON PARLIAMENT

Interim report of the National Education Commission ; 1961. — 94 p ; — (SP I of 1962). — ULP 158912.

Chaired by Prof. J. E. Jayasooriya. Makes a number of key recommendations including the raising of the age of admission to the age of six teaching of official language (Sinhala) in all schools, the establishment of a basic eight year junior school, the zoning of schools, so that all parents could send their children to local schools and the widening of the curriculum. Riders and dissents are included at the end.

479. CEYLON PARLIAMENT

Final report of the National Education Commission 1961, 241 p ; — (SP 27 of 1962). — CLME — REP/169.

Chairman J. E. Jayasooriya. The recommendations in this report had a great impact on the later developments in education. The final report repeats the recommendations made in the interim report, and also goes into other areas such as pre-school education, estate schools, school libraries, and hostels ; scholarships, the production of text books, educational administration and private schools. Dissents are included in Pp. 153 — 211. Appendices P. 212 — 241.

480. CEYLON STATE COUNCIL

Report of the Special Committee on Education 1940. — 1943. — 160 p. — (SP 25 of 1943). — ULP. 365376.

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Chaired by C. W. W. Kannangara. The most remarkable recommendation of 'free education' is included in Chap. iii, Rev. R. S. De Saram dissented this proposal.

481. CEYLON STATE COUNCIL

Free scheme of education : Correspondence with the Secretary of State for the colonies. — (SP 7 of 1946). — ULP 45833.

Governor of Ceylon was Henry Moore.

482. CEYLON STATE COUNCIL

Report of the Select Committee appointed to consider and report on the steps necessary to effect the translation from English to Sinhalese and Tamil with the objective of making Sinhalese and Tamil the official languages of the country. — 1945. — 76 p ; — (SP 23 of 1946) ULP. — 45833. Appendix 'E' contains reports on languages in certain foreign countries)

483. DASSANAYAKE, S. G. S.

Aims and policies of education and development strategies for National progress in Sri Lanka. — Pp. 5 — 10. — photocopy. — In. Journal of Education, 1980. — NIE.

The author, the Director of Education Development Studies, Planning, Ministry of Education, examines the Development plans of the new Govt., restructuring of the education system, national development objectives and changes in the policies.

484. DE SILVA, W. A. and Gunawardane, Chandra

Educational Policies and change after 1977 : the planning of long term educational futures in Sri Lanka. — Maharagama : National Institute of Education, Sri Lanka, 1986. — 41 p ; tables. — NIE.

## 485. EKANAYAKE, S. B.

Learning from people. — Pp. 31 — 37 ; biblio, photocopy. — In. Journal of Education Sri Lanka, 1980. — NIE.

Author states categorically that the concept of formal learning will have to undergo a radical transformation, of learners are to be excited into awareness, made active and confident to tackle problems of individual members of the society. The present formal education, keeps up to international standards, which suit the societies based on production and consumerism but does not suit the rural child who came from essentially an agricultural society where he learns his profession from his parent. New technological order should be evolved eventually from traditional techniques. Rural technology should be given weightage in formulating educational programmes. Learning centres will change from school to village workshops, and worksites at the next stage. Micro development projects could be implemented at village level. A survey of traditional technologies of the Polonnaruwa District has been conducted by the Hingukragoda Training College. Author suggests that the small schools project in Sri Lanka could be an ideal launching pad for this programme.

## 486. EKANAYAKE, S. B.

Provisions for learning which exist in a community : case study in Sri Lanka : the planning of long term educational futures in Sri Lanka, — Mahara-gama\* ; Sri Lanka National Institute of Education, 1986. — 35 p., tables, biblio. — NIE.

487. ENQUIST, Olle *et,al.*

Education and training in Sri Lanka : Report of a SLIDA Mission 21.04.1981 — 14.05.1981, by Olle Enquest, Jiven Larrs, and Keil Nystram, 71 p. — CLME — REP/252.

A summary of the educational structure and educational problems is followed by a list of specific areas in which Swedish support is recommended. These include school leavers centres, technical and practical education, small schools, special education and remedial teaching, guidance and counselling, the school cluster scheme, planning and management, examination evaluation and communication.

488. GUNARATNE, D.

Universilization of primary education in Sri Lanka. A study of the progress made and problems encountered in providing educational opportunities to all children at the primary level, Colombo, Ministry of Education — 1983 ; — 98 p ; biblio. — CLME—REP/165.

This report consists of 4 sections : Section A. describes briefly the present system of education, educational administration, the teacher training and curriculum development and financing education. Section B, statistics ; Section C, National Policy and Plan for universal primary education Section D, Significant developments.

489. HALLAK, Jacques

Training and educational Policy in Sri Lanka, Paris. — UNESCO International Institute of Educational Planning. 1972. — 152 p ; tables. (Financing educational system : country case studies — I). — MG.

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This study is part of an IIEP research project on the financing of educational systems in developing countries. A summary survey of socio-economic trends in Sri Lanka, included in the preface is followed by a succinct but comprehensive survey of the educational system of 1960s. Section C, deals with reforms of the early 1970s and Sec. D, conclusions. He argues that unless some alternative policies are adopted, Sri Lanka would be unable to meet the cost of education by 1980s. The relationship evolved by the colonial administration in Sri Lanka was a source of religious and cultural conflict. The pattern of relationships that developed in post independence Sri Lanka reflected both conflicts and compromise. This paper reviews how on this inter-active process of changing relationships different policies and strategies were evolved and modified, illustrating the important roles of both religion and education as agents of and legitimizers of the Govt. power.

490. JAYASOORIYA, J. E.

Priorities in education. — Pp. 29 — 37. — Biblio. — In. Journal of the NESC, Vol. 5. No. 1, Feb., 1956. — NM.

A serious study of education at ministerial level is a top priority. The anomalies in the school system, deficiencies in the curriculum, problems regarding the medium of instruction necessitate reforms in the system of education.

491. JAYASOORIYA, J. E.

Education in the third world : some reflections, Bombay and New Delhi. — Indian Institute of Education, 1981. — (iv) 104 p. — NIE.

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Discusses some characteristics of third world education — how ex-colonies viewed education and the interaction between education and economy. Pp. 87 — 104, contains a critical account of educational developments in Sri Lanka since 1948.

492. JAYASOORIYA, John Ernest

Current educational trends and controversies in Ceylon: — 292 — 301. — In. International Review of Education. — Vol. III, Nos. 2 & 3, 1963. — ULP.

493. JAYASOORIYA, John Earnest

Educational dilemmas of a developing country — Ceylon. — Pp. 199 — 205. — In. Journal of Social Issues, Vol. 14, No. 2, April 1968. — ULP. Author discusses the urgent educational problems and gives a warning of educational stagnation and drift unless a systematic effort is made.

494. JAYASOORIYA, John Ernest

The role and rationale for educational aid in developing countries : bilingual and multilateral programmes. — In. Proceedings of the first World Congress of Comparative Education Societies on the Role and Rationale for aid to Developing Countries, 1970, Ottawa. — AA.

495. JAYAWEERA, Swarna

Recent trends in Educational expansion in Ceylon. — Pp. 277 — 294 ; biblio ; reprint. — In. International Review of Education, Vol. XV, No. 3, 1969. — NIE.

Discusses the educational policies of Sri Lanka from 1940 — 1967 and the resultant problems. In addition to other problems lack of planning ;

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the characteristics of policies of expansion have caused the educational system to be dysfunctional in the context of its immediate social needs. Yet it is shortsighted to reduce drastically the educational expenditure.

496. JAYAWEERA, Swarna

The educational scene in Sri Lanka : Some myths and realities. — Pp. 145 — 163. — In. Sri Lanka Association for the Advancement of science the 34th Annual Session Dec. 1978, Part II. — MG

Author argues that both beliefs that there is a higher participation in education in Sri Lanka, and that leaving the responsibility of increase in unemployment on the system of education are myths. Recommends measures to bridge the gap between the education and employment.

497. JAYAWEERA, Swarna

Universalization of elementary education in Sri Lanka. Pp. 50 — 63 ; tables ; biblio. — In NESSL Journal of the National Education Society of Sri Lanka. — Vol. XXIV, 1980. — NIE.

Author examines the existing situation with regard to the provision and utilization of elementary education facilities highlighting both achievements and lacunae. In spite of the existence of an extended system of primary schools, 6.4% of the 10 — 14 age group have never been to school in 1981. National dropout rate range from 2% in grade 10, 6.9% in grade 4 to 7. But these statistics conceal inter-district imbalances. Author plans out how policy changes should be effected to provide educational facilities in the educationally disadvantaged



tagged groups identified in the study and points out certain deficiencies in the literacy centres of the Ministry of Education.

498. JAYAWEERA, Swarna

Religious education and Government : the Sri Lanka's experience. — Pp. 99 — 112 ; biblio, reprint. — In. Review Journal of Philosophy and Social Science, Vol. X, No. 1, 1985. — NIE.

The author examines the evolution of the relationship between traditional religions that had influenced the lives of people for two thousand years and the religions of the colonial power.

499. JAYAWEERA, Swarna

Educational policies and changes from the mid-twentieth century to 1977 : the planning of long term educational futures in Sri Lanka. — Mahara-gama ; National Institute of Education, 1986. — (18) p ; tables, biblio. — NIE.

500. KULARATNE, P. De S.

Our educational problems. — In. New Lanka Vol. I, No. 1. — Oct. 1949. — Pp. 61 — 67. — NM.

Examines the educational structure of the island where the Special Committee on Education was appointed and the main recommendations of the Committee. Analyses the results of the implementation of the proposals stressing the fact that equal opportunity in education is not realized even at the primary level due to non implementation in full the recommendations of the Special Committee. The author makes his suggestions for restoring order out of the present.

501. LEWIN, Keith, M.

Science Education in Malaysia and Sri Lanka. — Pp. 1 — 32, graphs ; tables ; biblio ; memo. — In. TDS Discussion Paper No. 74 of July 1975. — Institute of Development Studies, University of Sussex, England, 1975.

Research carried out to explore the inter-relations between policies to reform Science curricula and examinations, orientation and other factors which affect the successful introductory courses, in both countries.

502. NESIAH, K.

The state and freedom of learning : Presidential address. — Pp. 1 — 9. — In. Journal of NESCS, Vol. VI, no. 2, May 1957. — NM.

Author examines the law of Education, the administration of education and finally concludes that whatever be the extent to which the state enters into this business of running schools, it is essential for the state to ensure that there is sufficient provision for education that is universal, compulsory, complete and free. The main characteristic of a free society is the freedom enjoyed by its thinkers, teachers, and its place of learning. They should have the freedom of information, freedom to communicate the truth.

503. PERERA, N. M.

State and Education. — Pp. 10 — 14. — In. the Journal of the NESCS, Vol. VI, no. 2, May 1957. — NM.

504. RANASINGHE, B. L.

Full state responsibility for education. — Pp. 653 — 659. — In. Education in Ceylon : a centenary volume, Part II.\* — NM.

Traces how the state assumed full responsibility for education in Ceylon. Two types of schools, the state and the denominational schools, existed from the early British period, creating one of the greatest problems in the sphere of education, demanding for educational reforms. Assisted schools as they were known later, too came under full state control with the enactment of Act No. 8 of 1961.

505. RATNAYAKE, A.

The Executive Committee for Education in Ceylon : a centenary volume : Part II.\* — NM.

Author points out that in spite of all the uncertainties in forming Cabinets under an Executive Committee System of Government, motions on education of vital importance were accepted under this system.

506. SENERATH, J. P. *et.al.*

A study of the position of science education in Sri Lanka by J. P. Senerath, A. D. Fernando and N. S. C. de Silva. — Colombo : Curriculum Development Centre, 1983. — 50 p ; — NIE.

Author explains that the community should be scientifically literate in order to harness the limited resources of Sri Lanka for which science and technology have to be systematically applied. In

\* See 33

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1978 the President made a seven point science — policy statement ; which included the use of science in development strategy, provision for all to acquire basic scientific knowledge so that science became an indispensable part of the modern society. It is the authority of Natural Resources, Energy and Science Sri Lanka (NARESA) that is responsible for implementing this policy.

507. SRI LANKA MINISTRY OF EDUCATION AND CULTURAL AFFAIRS

අධ්‍යාපනය අද කොයිබව ද? [Trends in Education today] Colombo : Govt. Press, 1967 (publication No. 1). — 13 p. — NIE.

This paper discusses the problems of over production of arts graduates, the problem of unemployment among the education and proposes a radical change in the existing irrelevant system of education.

508. SRI LANKA MINISTRY OF EDUCATION

Report of the Special Committee on Religious Education (ආගමික විශේෂ කමිටුවේ වාර්තාව) 1981. — 17 p ; CLME. — REP/1.

Chaired by E. L. Wijemanna. The Committee makes 31 recommendations for the improvement in religious education.

509. SRI LANKA MINISTRY OF PLAN IMPLEMENTATION

A policy review and proposals for science education. Draft report of the sub-Committee on Science Education. National Science planning and co-ordinating committee, 1984. — 84 p., Mimeo. — CLLE—REP/257.

Chaired by C. Dahanayake. The Committee makes a number of important recommendations including streaming in the last three years of

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school (rather than in the last two) making a pass at 'G.C.E. O/L' in English compulsory for entry to University, concentrating on developing science education in existing universities, encouraging research and the development of technical vocational and in-plant training.

510. WICKRAMARATNA, L. A.

1865 and the changes in education policies. — Pp. 84 — 93. — In. *Modern Ceylon Studies*, Vol. I, no. 1, 1970. — NM.

Author examines the changes in the educational policy that resulted from the dissatisfaction over the Central School Commission, its dissolution, the important recommendations of the Morgan Committee, Bruce report and the appointment of a select committee, in 1882.

511. WIJEMANNA, E. L. and Sinclair, M. E.

General education : some developments in the sixties and prospects for the seventies, — Pp. 1 — 26. — In. *Marga*, Vol. 1, no. 4, 1972. — NM.

Authors highlight three prominent landmarks in the development of education in this country : the takeover of assisted denominational schools ; the introduction of free education scheme and the adoption of mother tongue as the medium of instruction in 1945. With the educational explosion of the sixties and the adoption of the concept of equal opportunities resulted in surfeit in education, due to the system of supply and demand not being realised. Yet the work of S. F. De Silva in curricular reforms and J. Alles in Teacher training and preparation of text books had far reaching results. Irrelevance of the present education to the society was realised in 1966

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resulting in a massive increase in the number of 'the educated unemployed' by 1970. Author analyses the reforms of 1971 and concludes that education should be made relevant to the society.

E1.01.01a LANGUAGE POLICY

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512. AKULNANDHY, K. S.

Presidential address at the first annual meeting of the National Education Society of Ceylon inaugurated on 21.10.1951. — Pp. 3 — 7. — In. Journal of the National Education Society of Ceylon, Vol. I, 1951. — NM.

513. CEYLON LEGISLATIVE COUNCIL

Papers on the subject of vernacular education. — Pp. 341 — 345 (SP 27 of 1876). — NM.

This document consists of the report of the Committee with J. B. H. Binley as Chairman appointed by the Colonial Secretary to report on the subject of vernacular school books, the Director's recommendations of Rev. S. L. Dias, states that the grammar and the language of the vernacular school text books, specially those of the normal school are not consistent with the grammar and idiom of the classical literature. Recommends : (i) Revision of these text books to include selections from classics (ii) Translation of 1st, 2nd, and 3rd English readers with pure idiomatic sinhalese. (iii) The appointment of a Committee of Sinhalese Scholars to select extracts from the best native writers and (iv) That a professional Pundit be attached to the Dept. of Public Instructions to advice the Director on all matters concerned with vernacular school books.

514. CEYLON LEGISLATIVE COUNCIL

Interim report of the Committee appointed to report upon the phraseology, style and character of the Sinhalese reading books now in use in the Govt. Schools. — Pp. 265 — 270. — (SP 8 of 1893). — ULP 365324.

Includes also memoranda from Venerable Dhammarama of Peliyagoda Pirivena, Sumangala Nayake Thero and T. B. Panabokke.

515. CEYLON LEGISLATIVE COUNCIL

Final report of the Committee appointed to report upon the phraseology, style and character of the Sinhalese reading books now in use in Govt. Schools. In continuation of the sessional paper of 1894. — Pp. 345 — 349. — (SP 17 of 1894). — ULP 365324.

516. CEYLON LEGISLATIVE COUNCIL

Report of a Committee appointed to consider and advise on certain suggestions in connection with the study of vernaculars. — 9 p ; — (SP 21 of 1931). — ULP 35495.

Chaired by B. H. Bourdillon. A study of the problem of obtaining proficiency of the vernacular by civil servants.

517. CEYLON PARLIAMENT

Report of the committee appointed to examine the working of the official languages as media of instruction in standard VI, and to make recommendations to facilitate the changing-over to the national languages as media of instruction in Std. VII, and VIII, with particular reference to the subjects of science and arithmetic, 1953, — 37 P. (SP 1 of 1954). — ULP 118102.

Chaired by T. D. Jayasooriya.

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518. DE ALWIS, E. H.

Language and Education : an Assessment. — Pp. 975 — 986. — In. Education in Ceylon : a centenary volume Part III.\* — NM.

Traces the history of the conflict between the two traditions of education; The English education for the affluent and the vernacular education for the unprivileged.

519. DE SILVA, P. H. A. N. S.

Nationalism and Education in Sri Lanka from 1880 — 1948. — 172 p ; tables ; biblio. — Thesis (M.A.) University of Sri Lanka, Colombo 1975 — ULC - M 80 — 367722.

Author examines how religion and language formed the theme of nationalism in Sri Lanka during the 18th century. The history of education reveals that at the beginning of this period education was a privilege of the elite, Missioneries used education through vernaculars to convert the natives. Colebrooke reforms promoted English education. The expansion of education towards the latter parts of the period, the changes in the curriculum, expansion of teacher training and the various educational ordinances that were enforced, laying the foundation of the unified system of education was the outcome of the agitation carried out by the educated middle class, inspired by nationalism. Reorganisation culminated with the implementation of the free education bill and shifting the medium of instruction in schools to Sinhala. But a survey conducted in 1975 revealed that the reorganised system resulted in unemployment and unsure future for the youth.

\* See 33



520. ELIZER. C. S.

Science and the English Language. — Pp. 23—26.  
— In. Journal of the NESC, Vol. 5, no. 4, Nov.  
1956. — NM.

The author argues that the medium for higher education in Ceylon should be English and quotes Neru and the Indian University Education Commission to prove this argument.

521. JAYASOORIA, J. E.

The language medium for teaching science in the junior school. — Pp. 21 — 26. — In. Journal of the National Educational Society of Ceylon, Vol. II, no. 3, Nov. 1955. — NM.

Author argues that the plea for the retention of English is on the basis of non-availability of science books and science teachers in the national languages, but it is proven by a survey carried out in the schools in Colombo that there is no justification for a change unless the child was ready for it and that too at a later stage.

522. LIYANAGE, R. P.

ශ්‍රී ලංකාවේ ස්වභාෂා අධ්‍යාපන විවාදයේ පැන නැගී  
මත, පසු කාලීන ව්‍යාප්තිය ඔස්සේ සමාලෝචනය කිරීම  
[A review of the controversies of the use of  
swabasha as the medium of instruction in Sri  
Lanka in the light of later developments] iii,  
404 p ; tables. — Thesis (M.A.) University of  
Colombo, 1977. — ULC — M 139, 360065.

Reviews the history of the debate on the use of the mother tongue as the medium of instruction — including the development of Sinhala film and drama up to 1976. Author presents a scheme of 20 suggestions to improve the quality of education through the mother tongue.

523. PERERA, Rev. Nicholas, D. S.

Medium of instruction in the Kindergarden and primary classes of English Schools. — Pp. 39 — 43, tables. — In. Ceylon Teacher, no. 14, Nov. — Dec. 1939. — NM.

Author discusses the value of the mother tongue as the medium of instruction and also the inability of the vernacular to fulfil our scientific, technical, commercial and literary needs and suggests that English be introduced as a secondary language in Std. II or III, and make it the medium of instruction in Std. IV or V, and the use of method. Limited supply of teachers is the main difficulty to be overcome.

524. PERUSINGHE, E. A.

English versus the national languages. — Pp. 473 — 480 ; — In. Education in Ceylon : a centenary volume, Part II.\* — NM.

Author examines how English schools came to dominate the educational scene of the island, with the recommendations of the Colebrooke Commission to establish English schools whose products could be absorbed into the public service with little cost to the Govt. Natives too appreciated it because of the Social status associated with English. Missionaries too resorted to imparting English Education. The temple school, the backbone of the national system of education was neglected and standard of Sinhala in the vernacular schools was in a deplorable state. But with the resurgence of Buddhism, Sinhala language also was revived, and finally its rightful place as the State language was restored.

\* see 33

525. **PREMARATNE, Bogoda**

Struggle for the medium of instruction. — Pp. 571 — 583. — In. Education in Ceylon : a centenary volume, Part II. \* — NM.

Knowledge of English, the state language was the key to profitable employment and prestige, but educationists and school managers too argued that the best medium for education was the mother tongue of the learner. This concept was boosted by the National Language Movement geared by the national leaders of this period, which resulted in the Education Ordinance of 1907, which made provision for education in national languages and the appointment of the Education Committee of 1911. This was followed by the Swabasha Debate in the Legislative Council in 1926 and the appointment of the Commission on Education in 1929, which too failed to take a firm decision on Educational Policy.

526. **RUSSEL, Jane**

Language education and Nationalism : The language debate of 1944. — Pp. 38 — 64. — In. Ceylon Journal of Historical and Social Studies, Vol. III, No. 2, June — December, 1978. — NM.

Includes the text of correlated issues of language education and nationalism brought together in language debate of 1944. Sessions of the State Council was conducted in English. Mr. J. R. Jayewardene brought up the motion to make Sinhala the medium of instructions in schools. Professor Marrs argued to retain English as a link language and Tamils objected to Sinhalese being made the only official language. Ultimately the vernacular movement succumbed to the pressure of English.

\* See 33.

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527. WANSEKERE, S.

නිදහසින් පසු ශ්‍රී ලංකාවේ ඉගැන්වීමේ මාධ්‍යය පිළිබඳ ප්‍රතිපත්ති විකාශනය එය ක්‍රියාත්මක වූ අයුරු හා එහි පශ්චාත් කාලීන ප්‍රතිඵල [The evolution of policy relating to the medium of instruction in Sri Lanka after independence, its implementation and its consequences] (iv). — 357 p ; tables, biblio. Thesis University of Peradeniya. — 1981. — ULP 371920.

Study commences with a discussion of the importance of mother tongue as the medium of instruction and details on the factors that promoted the Swabasha movement in Chapter II. The expansion of mother tongue as the medium of instruction for secondary to tertiary level after independence is discussed in the latter part of Chapter III. The impact of these changes on the system of education and (the impact of the changes) on the teaching of English is analysed in Chapter IV. Finally the author discusses the repercussions of these changes on the other fields such as employment, society and the media.

528. WICKREMASOORIYA, S.

A study of Sir Ponnambalam's attitudes to Colonial English Education in Ceylon. — Pp. 213 — 238. — In. Ceylon Historical Journal Vol. 25, no 1 — 4. — ULC.

Author examines Sir Ponnambalam's criticisms that primary education in Ceylon was inefficient, ill organised, secondary education was non-existent, no provision was made for training intellect and character, lacked practical bias and that science and technology was not included in the curriculum while local arts and crafts were neglected. He believed that education was a

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means of life and not a means of livelihood. The author claims Sir P. Arunachalam as the father of free education.

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529. SRI LANKA MINISTRY OF EDUCATION:  
Regional Dept. of Education, Anuradhapura.

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530. SRI LANKA MINISTRY OF EDUCATION:  
Regional Dept. of Education, Bandarawela.

(Plan of work 1983 of the Bandarawela, Dept. Education, 1983) — 3(2) ; 35 p ; — CDC.

531. SRI LANKA MINISTRY OF EDUCATION

1983 සැලැස්ම බණ්ඩාරවෙල අධ්‍යාපන ප්‍රදේශය  
Badulla District Integrated Rural Development  
Project plan for education, 1984 — 86. Main  
Report and Technical annexures. — Pp. 79 — 88.  
— Mimeo. — CLME — REP'229, 230.

This includes a plan of action for educational development in the area, which will be supported by SIDA, covering the aspects of quality improvement, revenue inputs, monitoring and evaluation, management development and phasing and budget.

532. SRI LANKA MINISTRY OF EDUCATION:  
Regional Dept. of Education, Gampaha.

[Educational Development Plans of the Gampaha Education Region 1983]. — Gampaha Regional Education Department.

18 programmes for 1983 are discussed.

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533. SRI LANKA MINISTRY OF EDUCATION:  
Regional Dept. of Education, Kalutara.

කළුතර අධ්‍යාපන දිස්ත්‍රික්කයේ පස් අවුරුදු අධ්‍යාපන  
සංවර්ධන සැලැස්ම 1979 — 1988 [The five year  
educational development plan of the Kalutara  
Education Region, 1979 — 1983]; Kalutara :  
Regional Education Office, 1979. — X, 139 p ;—  
REP/135.

This is the first regional education development  
plan to be published in Sri Lanka.

534. SRI LANKA MINISTRY OF EDUCATION :  
Dept. of Education, Tangalle.

තංගල්ල අධ්‍යාපන දෙපාර්තමේන්තුව; වාර්ෂික ක්‍රියාත්මක  
කිරීමේ සැලැස්ම 1988 [Annual implementation plan,  
Regional Educational Department, Tangalle 1983]  
— Tangalle : Dept. of Education. — 1983. —  
25 p. — NIE.

### EI.01.03 EDUCATIONAL REFORMS

535. ALL CEYLON UNION OF TEACHERS

ACUT dissects Education White Paper. — Pp.  
3 — 6. — In. Ceylon Teacher, Vol. 25, No. 155,  
April — May 1964. — NM.

In this article the proposals for reforms given in  
the White Paper on education are summarised as  
a prelude to the next part of it, which appears in  
the next issues of this periodical.

536. ARAMPATTA, D.

Proposal of the White Paper on Education 1981  
and provision of educational opportunities. —  
Pp. 14 — 15. — In. Economic Review, Vol. VII,  
No. 10, Jan. — Feb., 1982.

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This is based on a paper submitted at the Seminar sponsored by the National Education Society of Sri Lanka held on 1981.09.20 at the New Arts Theatre, University of Colombo. Author points out that though roughly one third of the children of the age group 6 — 11 do not come within the school system and that premature school leaving is very common. White Paper does not offer a solution to this problem and the compulsory education is disregarded. No proposals are made to improve the quality of primary education.

**EI.01.03**

**537. CENTRE FOR SOCIETY AND RELIGION,  
COLOMBO.**

Present trends in Sri Lanka : education, Dossier No. 46 supplement 9 presented in discussion at the consultations Sept. 1979. — 52 p. — Mimeo. — MG.

Contains extracts from various publications including 'Education in Sri Lanka,' Colombo: Ministry of Education 1978, and the writings of C. R. De Silva, (on Sri Lanka : a survey), Swarna Jayaweera, (on equality of opportunity and the question of education to meet employment needs) George Gnanamuttu (Estate Schools) and summary of reforms by the educational reforms committee.

**538. CENTRE FOR SOCIETY AND RELIGION,  
COLOMBO.**

Proposed educational reforms 1982. Logos, Vol. 21, No. 1. — March 1982. — Mimeo. — 130 p ; 5ables. — MG.

This document consists of the following papers :  
A historical sketch of education system in Ceylon in British times from the report of the Special

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Committee on Education — 1943. — Education needs dialogue. — L. G. Hewage. — Method of non formal education — libraries and documentation Bernadeen de Silva. — Recommendations to the Education Reforms Committee 1978. — 1977 UNP Govt. Policy. — UNP's specific promise and proposals. — the manifesto explains its of Democratic Social Society. — Experts from the speech of the Minister of Education and Youth Affairs & Employment — Ranil Wickremasingha — from the Hansard. — Evaluation of the White Paper and demands on education. — From the Seminar on the White Paper held by the Centre for Society and Religion. — Proposals of the White Paper on Education 1981 and provision of educational opportunities. — D. Arampatta. — Trends in Education and White Paper — Sunil Bastian. — Memorandum of the Centre for Society and Religion on the White Paper proposals.

539. DE SILVA, S. F.

Dr. C. W. W. Kannangara and his contribution to the education of the people. — Pp. 621 — 628. — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Author points out that the most remarkable educational reforms brought about by Dr. C. W. W. Kannangara — such as the free education scheme, adoption of the mother tongue as the medium instruction, the development of a new type of Teachers' College and diversification of the curriculum are described in detail.

540. DE SILVA, Wimala

A critical analysis of some aspects of the proposed reform of the organisation and administration of



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Schools in Sri Lanka. — Pp. 6 — 11. — In Economic Review, Vol. VII, no. 9 — 10, Dec. 1981/Jan. 1982. — MG.

Author examines the main proposals of the White Paper on education as regards to school organisation and administration. Author paints out the general weaknesses of the new proposals and concludes that the white paper has side-stepped many outstanding educational problems and avoided highly controversial areas.

541. EDUCATION IN ASIA AND OCEANIA: Republic of Sri Lanka

Pp. 232 — 249. — In. Bulletin of the UNESCO Regional Office for Education in Asia, nos. 18 — 28, 1977 — 79. — Bangkok, — ULC.

This paper describes the system of education in the island emphasising the changes in 1945, 1970, the difficulties in the system of educational technologies used and the educational budget.

542. FERNANDO, J. M. E.

Education takes a new turn in Sri Lanka. — Pp. 9 — 12. — In. Economic Review Vol. 2, No. 2. — May 1976. (Sinhala translation in *Arthika Vimasuma*). — ULC.

This is a positive analysis of educational reforms of 1972 arguing that the changes were intended in order to produce more socially — conscious and development — conscious persons.

543. HETTIARACHCHI, D. M.

The present ; a period of reform and reconstruction. — P. 763 — 783. — In. Education in Ceylon : a centenary volume, Part II.\* — NM.

\* see 33

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A study of the development of the system of education, its major features, recommendations of various Commissions on education, the new features such as educational research and planning introduced, during this period and other educational issues and controversies.

544. JAYASOORIYA, J. E.

Some Issues in Ceylon Education, Peradeniya : Associated Book Publishers, 1964. — 87 p. — MG. The Chairman of the National Education Commission makes some critical comments on the Government White Paper on education of 1961, which was published after the final Report on the National Education Commission was submitted. The NEC recommendations on all key issues are summarised in this booklet.

545. JAYASURIYA, John Ernest

Reforms and reorganisation of education in Ceylon. — Pp. 36 — 40. — In. Bulletin of UNESCO Regional Office for Education in Asia and the Pacific, Vol. 4, No. 2, March 1970. — ULP.

546. JAYAWARDENE, J. R.

The dawn of a New Era. — Pp. 587 — 591. — In. Education in Ceylon : a centenary volume, Part II\* — NM.

The author examines how the granting of adult suffrage which resulted in the election of a Minister of Education and appointment of the Special Committee on Education in 1946, which made sweeping recommendations to remedy the major defects in the existing education system — saw the end of an era when the pressing problems of

\* See 33

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education were evaled and ad-hoc policy decisions were made by the Imperial Govt. to its convenience rather than for the bnenefit of tne people.

547. KARUNARATNE, N. L. D. F.

An investigation into the attitude of pupils, teachers, parents, towards the educational reforms commencing from 1972 in Sri Lanka. — ivp ; 159 p ; — tables. — Thesis (M. Phil.) University of Colombo, June 1979. — ULC M 62 — 371543.

A research study carried out to find out how do attitudes of pupils, teachers and parents towards new reform compare with their attitudes towards previous educational programmes.

548. MENDIS, G. C.

Adult Franchise and Educational Reforms. — Pp. 37 — 44. — In. University of Ceylon Review, Oct. 1944. — NM.

The reforms advocated by the Special Committee on Eduzation would change the entire structure of our social system. The report highlights the defects in our system : the lack of equal educational opportunities, the existence of two types of education such as vernacular and English and tries to bridge these gaps in the proposed National System of Education based on broader objectives.

549. RAMAKRISHNA, V.

The Secondary School System of the early Donoughmore era. — Pp. 99 — 115 ; tables. In. Journal of the NESc, Vol. 20, 1971. — NM.

This article examines the radical character of the Kannangara reforms in education and the contribution made by Dr. C. W. W. Kannangara to the development of education.

550. RANAWEERA, Mahinda

General education, curriculum and evaluation. — Pp. 10 — 11. — In. Economic Review, Vol. VII, no. 9 — 10, Dec. 1981/Jan. 1982. — NM.

Author examines some of the questions that have been raised in the course of the public discussion on the White Paper on Education pertaining to school curriculum, evaluation and exams. Proposal for the inclusion of the new subject of life skills is also discussed.

551. SILVA, G. N.

ශ්‍රී ලංකාවේ 1972 අධ්‍යාපන ප්‍රතිසංස්කරණය මගින් සිදුවී ඇති අධ්‍යාපනික සහ සමාජීය වෙනස්කම් පිළිබඳ විමර්ශනයක් [A study of the educational and social changes which resulted from educational reforms of 1972] (vii). — 583 p ; charts, tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya. — 1982. — ULP 385783.

An analysis of the changes brought in by the educational reforms and their impact on society in the following subject areas : administrative structure and organisation in chapter II ; Curriculum and methods of teaching in chapter III, changes in the role of the teacher and in Teacher Training, Universities and other institutions of higher education in Chapt. IV. Chapter V evaluates these changes and the impact of these reforms on the system of education.

552. SRI LANKA MINISTRY OF EDUCATION AND CULTURAL AFFAIRS

General and Technical Education Reforms. 1966 : Colombo : Govt. Press. — 1966, 32 p ; tables. — CLME REP/22.

553. SRI LANKA MINISTRY OF EDUCATION

අධ්‍යාපනයේ නව මග (New trends in education)  
Colombo : Ministry of Education ; 1972.—28 p;  
charts. — NIE.

This document clarifies the proposals for educational reforms to be implemented in 1972. Discusses the issues such as school entry age, pre school education ; primary, junior and secondary education, the new curriculum, pre-vocational studies, compulsory education, higher education and teacher training.

554. SRI LANKA MINISTRY OF EDUCATION

අධ්‍යාපන ප්‍රතිසංස්කරණ යෝජනා හඳුන්වාදීම [Introducing the proposals for educational reforms]  
Colombo: Ministry of Education, 1982.

This is an explanation of the proposals of the White Paper on education 1981 and elaborates on major proposals.

555. SRI LANKA MINISTRY OF EDUCATION

Report of the Educational Reforms Committee. —  
towards relevance in education : Ministry of  
Education. — 1982. — 216 p ; — NIE.

The Committee identifies the objectives of the educational system of the country and makes the following recommendations : (i) Establishment of a National Educational Council ; (ii) Separation of the post of Secretary to the Ministry of Education from the post of Director-General of Education. (iii) Establishment of Regional Educational Boards for decentralization of educational administration ; (iv) Changes in the system of schools based on the concept of School complexes. (v) Beginning English at Secondary School level ; (vi) English

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for admission for higher education ; (vii) Provision of a central library to each school complex and small primary school libraries. (viii) Establishment of Educational Evaluation Committees. (ix) Establishment of Teachers' Colleges ; and (x) Establishment of Educational Training and Research Institute. (xi) Establishment of an Educational Services Commission. (xii) Measures for improvement of religious education, adult and special education. Appendices includes draft of a teachers charter and regulations for the special schools.

556. SRI LANKA MINISTRY OF EDUCATION

ධවල පත්‍රිකාව: ඉගෙනුම හා සිසු පරපුර [White Paper : education and pupils]. — Colombo : Ministry of Education ; 1985. — 4 p ; — NIE.

This is an explanation of the proposals for education reforms and the aims of education ; with an assessment of the curriculum and methods of examinations and student guidance.

557. SRI LANKA MINISTRY OF EDUCATION AND MINISTRY OF HIGHER EDUCATION. Development of education 1984 — 1986.

National report of the workshop of the 40th session of the International Conference on Education : Geneva, 1986. — Sri Jayawardenepura, Ministry of Education. 1986. — 41 p ; diags, tables. — NIE.

Brief analysis of the existing system of education emphasising the developments specially the implementation of the reforms of 1981.

558. THE WHITE PAPER ON EDUCATION : a special report. — Pp. 3 — 5. — In. Economic Review, Vol. VII, no. 9 & 10. — Dec. 1981/Jan. 1982. — MG.

**E1.01.03**

Argues that the White Paper does not provide a solution for unemployment : clustering of schools is a good idea but it may cause practical problems. The teaching role and the arts education of the universities are ignored. Unemployment in the technical and agricultural spheres may result after the Middle East migration is stopped.

**559. UDAGAMA, Premadasa**

The school curriculum in the White Paper. — Pp. 12 — 13 ; tables. — In. Economic Review Vol. VII, No. 9 — 10 ; Dec. 1981/Jan. 1982. — MG.

“A curriculum for living” suitable for a multi religious, multi caste society should be developed. It should deviate from the conservative nature of the present curriculum and subjects like computer science should be included.

**560. VETHAVANAM, A. J.**

Educational reforms. — India ; St. Joseph's Press, 1972. — (ii). — 52 p ; — NIE.

A critical evaluation of the system of education in Ceylon in the 1960's.

**561. WIJEMANNE, E. L.**

Educational reforms in Sri Lanka. — Paris : UNESCO, 1978. — 15 p ; mimeo. — MG.

Author examines the educational developments in this island and concludes that the present Government appears to act on the basis that solutions to the problems of unemployment of the educated youth have to be sought more in the direction promoting economic growth than in educational reforms.

## **E1.02 EMPLOYMENT AND MANPOWER**

### **E1.02.01**

**562. GUNARATNE, D.**

Population influences on educational planning. — 11 p. — In. Final report part II of a National Seminar on Population Dynamics and education-Colombo. 23 — 25 Oct., 1974, Colombo Curriculum Development Centre, Ministry of Education, 1976. Sept. 1978. — MG.

Author states that Sri Lanka adopts the social demand model in educational planning and explains how the demand is met.

**563. INDRARATNA, A. D. V. S.**

Population growth and educational development.— Pp. 81 — 90. — In. Final Report of the National Planning Seminar on Population Dynamics and education, 23rd — 25th Oct., 1974, CDC, Colombo. — MG.

**564. PERERA, W. S.**

Impact of population growth and education. — Pp. 59 — 63. — In. Final report of the National Seminar on Population Dynamics and Education, 23 — 25 Oct., 1974, CDC, Colombo. — MG.

**565. SRIVASTAVA, R. K.**

Population manpower and education. — Pp. 52 — 58. — In. Final Report of the Seminar on Population Dynamics and Education, 23 — 25, Oct. 1974, CDC, Colombo. — NM.

**566. WIJEMANNE, E. L.**

Population growth and educational development. Chapter 12. — Pp. 208 — 233 ; tables. — In. Population of Sri Lanka, Bangkok, ESCAP. 1976. — MG.



E1.02.01

A review of past trends and future prospects in education in relation to population growth.

E1.02.02

567. CEYLON LEGISLATIVE COUNCIL

Report of the Committee appointed to consider and Report what further steps can profitably be taken to give effect to the recommendations of the Committee on further employment of Ceylonese in the public service. — (SP 10 of 1922). — 249.

The report investigates, the practical difficulties faced in implementing the recommendations of the report referred to in the terms of reference which was published in sessional paper 1 of 1919. Primarily certain groups of officers of the same genus who are to be found in various departments are dealt with and examines the possibility of filling locally, the posts not already so filled. Solution of the problems of the acute shortage of qualified local personnel to fill these posts are discussed. A remarkable problem is the case of University College and structure of the Department of Education.

568. DERANIYAGALA, Chris *et al*

Qualifications and employment in Sri Lanka : a research project carried out jointly by the Institute of Management of Sri Lanka by Chris Deraniyagala, Ron Dore and Angela Little. Colombo: IDS. — NIM., 1978. — 104 p ; (Education report 2). — MG.

An inquiry into the extent to which educational qualifications are used in recruitment, selection and promotion of personnel in some sections of

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the modern sector labour market in Sri Lanka. The study of job performance and educational qualification have shown that there is no consistent relationship between qualification (in the range above minimum) and job performance.

569. FERNANDO, Nimal

අධ්‍යාපනය, ආර්ථිකය හා රැකියාව [Education, Economy, and employment] Pp. 18 — 19. — In. *Vidya Shishya Sangarava.*, 1969 — 70. — NM.

Author points out that present education system does not cater to the economic needs of the society. It does not produce specialists capable of making the best use of the national resources of the country. Arts graduates are not used properly. There should be a revolution in education for even after independence the same system of imperial education continues.

570. GAJANAYAKE, Jaya

Education and Youth Unemployment in Sri Lanka. — Pp. 65 — 73 ; biblio. — In. NESSL, Vol. XXIII, 1983. — NIE.

Author points out that unemployment in Sri Lanka, among the youth and educated youth indicates a mismatch between job expectations induced by the traditional academic type of education and the public opportunities available in the labour market. People of high social class are preferred by the employers. The adoption of capital intensive techniques of production rather than labour intensive — techniques prevent school leavers from getting employment. The economic system of Sri Lanka which is unable to provide a meaningful and productive role for youth has resulted in fear and frustration. Radical changes

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of this situation and new development with active participation of youth should be effected by the Government.

571. GUNASEKERA, R. L.

Employment opportunities in Ceylon with special reference to secondary school leavers. — Pp., 7 — 14 ; tables. — In. Journal of the NESC Vol. IV, no. 1, Feb. 1985. — NM.

The author tabulates population statistics for 1946 according to the occupations and proves that the bulk of the population continue to live in rural areas with an accelerated tendency towards urbanization. Occupational distribution of school leavers, patterns of employment in the urban sector and the employment requirement for the period 1951 — 57 are also tabulated. Finally the author gives the solutions to the problem of larger number of school-leavers seeking employment.

572. GUNAWARDANE, Chandra

Matching education with employment in Sri Lanka. — Pp. 58 — 71 ; tables ; biblio ; photocopy. — In. Higher Education Review, autumn, 1982. — NIE.

The study reviews the growth of the chronic problem of the educated unemployed and discusses those steps that have been taken at the university level to solve this problem and how far they were successful. Restructuring of the universities and the new job oriented courses were hardly the solution to the problem. Results of research revealed that as far as the levels of employment

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concerned the graduates following academic courses appeared to have been in a stronger position to secure highlevel employment. There is still a difficulty in producing courses which are really relevant to the needs of the country.

573. HETTIGE, S.

Education in Sri Lanka : some comments. — Pp. 30 — 32. — In. *Economic Review*. vol. ix, no. 6, Sept., 1983. — MG.

Author highlights the areas of serious imbalances between education and other spheres of the society. The school system departing from promoting literary and social conscience in the community, prepares pupils for public examinations. There is a dispute between expectations and opportunities in the field of employment. Author makes 5 suggestions to remove these gaps.

574. INTERNATIONAL LABOUR OFFICE, Geneva.

Expanded programme of technical assistance. Preliminary report to Govt. of Ceylon on survey of employment, unemployment and under employment. — Geneva : ILO. — 1962. — 34 p. — MG.

This survey covers the period Feb. 1959 — March 1960, and provide information about characteristics of the labour force in Ceylon, for the Govt. with basic data for economic planning.

575. KUMARASWAMY, A.

Education and employment. — Pp. 6, 7, & 9. — In. *Ceylon Teacher*, no. 11, May — June 1939. — NM.

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There is a national demand for the revision of the present scheme of education, which originated from 3 types of schools each with a different aim, which retarded educational development. Author examines the Wondha Scheme recommended for Ceylon and suggests the appointment of a Commission to design a scheme to (i) develop the personality of the child ; (ii) to develop national industry, and (iii) to solve the problem of unemployment.

576. RANASINGHE, Sudatta

Employment and job expectations among our youth. — Pp. 23 — 27. — In. Economic Review, vol. 3, no. 4, July 1977. — NM.

Author emphasises that type expectations of our youth reveal a definite imbalance between what is expected and what is available. Number of unemployed increased phenomenally for 1969 — 1975 with the largest number in the age group 15 — 29, due to accelerated growth in youth population, increasing number of females entering the labour force, and the influence of education in rural areas, which has weered the youth away from agricultural pursuit to teaching ; clerical and other occupations. Results of the survey by Marga was used to analyse the problem. Magnitude of the present unemployment problem requires careful re-examination and re-organisation of rural economy.

577. SENANAYAKE, M. A. P. and DE SILVA, Walter  
An employment programme for low income groups. — x, 130 p. University of Sri Lanka, Katubedda Campus, 1978. — ULP 332096.

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This is a case study of the unemployment among the low income groups in the city of Colombo and the possibilities of creating employment, opportunities for such a community. Unemployment problem is dealt with in a wider context ; low income groups are identified and employment conditions are analysed ; statistics on educational level (74 p.) and skills (75 p.) are tabulated. The relationship between community development and employment generating vocational training programmes which can give employment and economic mobility to unskilled and unemployed people are discussed. Last chapter discusses some feasible action projects and their objectives.

578. SRIVASTAVA, R. K. and S. SELVARATNAM

Youth employment in Ceylon. — Pp. 27 — 59 ; tables ; — In. Marga, vol. no. 1 — 4, 1971 — 1972. — NM.

Authors discuss some aspects of the problem of youth unemployment in Ceylon, pivoting on the attitude of youth towards work, social institutions and value systems and their role in society, which are all governed by their uncertainty regarding employment. They analyse this problem through several angles, using statistics. Govt's 5 Year Plan for employment is described as the solution to this problem.

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579. DE SILVA, Vinitha Iranganie

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[Youth unemployment problem in the Kalutara District] xi, 232 p. Thesis (M. Phil.) University of Colombo, 1980. — ULC — M 187 — 395695.

580. SRI LANKA FOUNDATION INSTITUTE

Employment growth and basic needs : a world problem : report of the Director General of the International Labour Office. — Colombo : SLFI (1976) 12 p. — NIE.

This report describes the broad notion of basic needs in two parts. Part I provides a definition of the concept and mentions a few of the principal instruments of economic policy which are available for trying to satisfy these needs within a given time horizon and presents some observations on target setting. Part II reviews two approaches to expressing in quantitative terms the dimensions of a poverty oriented development strategy in developing countries. The conclusions suggest that development strategies must be substantially re-oriented if appreciable social progress is to be achieved between now and the end of the century.

581. AMUNUGAMA, Sarath

A sociological analysis of the present recruitment to the SLAS. — pp. 24 — 28. — In. Economic Review, vol. 1, no. 2, May 1977. — NM.

The present study is a survey of the structure of Sri Lanka Administrative Service, mode of recruitment racial and religious composition age distribution, educational qualifications, University education, social background, perception of occupational roles. Author concludes that the new administrative officer is not merely an inexperienced elitist, but they are quite experienced and have a good understanding of the problems of the people; training and career opportunities should be used to combat elitism and that today the cooptation by the ruling elite by means of employment in prestigious positions is not possible.

582. DAHANAYAKE, P. A. S.

Economic aspects of Brain — drain. — Pp. 31 — 45. — In. Staff studies. Vol. 6, 1976. — ULC. Author analyses the causes for brain drain and suggests measures for its prevention.

583. JONES, R.

The brain drain : more views. — P . 17 — 20. — In. Economic Review, vol. i, no. ii, Feb., 1976. — NM.

The author examines some of the underlying problems behind brain drain with reference to Mr. B. M. A. Balasooriya's article on the subject. Faults in Foreign education, misdirected education, over education of doctors, engineers, and others specialists, poor educational planning, preferential education are described as causes for brain drain. Mr. S. A. Karunaratna's views on Mr. Balasooriya's article are also included.

584. LOFSTEDT, J. I. S.

Human resources development in Sri Lanka : an analysis of education and training ; report of a SIDA Mission by J. I. Lofstedt, S. Jayaweera and A. Little. — Stockholm: Sweedish International Development Authority (SIDA) Education Division, 1985. — 122 p ; tables. — NIE.

This study is a revision of the previous education sector analysis of education and training carried out by the SIDA Mission to serve as background for further Sweedish support to education programmes in Sri Lanka. Data was collected in 1985 through interviews, from documents and other sources at national and subnational levels. Part I gives a brief general description of Sri



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Lanka. Part II human resources development sector in Sri Lanka. Foreign assistance to education and training is dealt with Part III, together with the main SIDA — supported programmes in these areas and part IV seeks to identify the major problems and issues in education and training. Part V finally presents the recommendations and suggestions to policy makers in Sri Lanka to SIDA.

585. SELVARATNAM, S.

Manpower and economic development in Ceylon: presidential address of the social sciences Section of the CAAS, 1968. — Colombo. — 24 p. — MG. Analyses the manpower situation in country and problem of unemployment.

586. SELVARATNAM, S.

Education and manpower needs. — Pp. 1075 — 1084 ; biblio. — In. Education in Ceylon : Part III,\* 1969. — NM.

Author argues that if the educational system is not geared to producing trained personnel in each branch of economic activity, the manpower shortage will impede the achievement of the targets in the development programmes. Therefore, education is at the base of all fundamental processes of manpower development and utilization which calls for systematic and joint educational and man power requirements. The imbalance in the educational structure has been one of the principal causes of the current human power problems in the country. In the context of limited resources, it is essential to work out a scheme of priorities among different levels and branches of education.

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587. WANIGASEKERA, E. *et al.*

Sri Lanka : a country study carried out in the context of EPIO project component country evaluation by E. Wanigasekera, P. Wimal Diyasena, Van Hosteijin Henk and Kater Adril. — Hague : Marga/LESO, 1984. — V, 78 p. — MG.

This country study was carried out on the project programme of the Netherlands International Education (EPIO) by Centre for Study of Education in Developing Countries. (CESO) and MARGA Institute. Sample for the survey consisted of almost all the former students of International Education programme who had training in Netherlands. It includes an account of socio-economic background of Sri Lanka, education and the labour market and the education and training of high and middle level manpower in various departments in the island employment and brain drain. Findings reveal that the brain drain of Sri Lankans trained in Netherlands seemed to be comparatively low. Courses of training are generally considered to be good but improvements are possible. There is only a minor movement out of the original field of work but the scope for applications of their new knowledge is not sufficient.

588. YESTU, T. M.

Education manpower and employment problem in Ceylon, a preliminary assesment. — Bangkok : UNESCO, 1970. — 32 p. mimeo. — MG.

Author points out that, the education system of this island does not produce the new skills which are the pre-requisites of economic development. He suggests a three phase attack on the problem.

*E1.02.04*

Lack of adequate information on manpower situations, and employment prospects, and products of the varying levels of the education system and lack of a clear statement of employment objectives and policies are some of the basic issues. Another acute problem is the increase of unemployment among youth. Education system needs re-structuring.

*E1.03. Educational Planning Methodology*

589. ALLES, Jinapala and CHIBA, A.

Basic education in the seventies and science education in the sixties : contrasting characteristics compound. — Paris : UNESCO, 1976. — 9 p. — (Notés and commentments, no. 11 — Ed. 76/ws/58). — AA.

A working paper comparing educational assistance programmes in developing countries dealing with basic education in the seventies with the experiences in science education in the sixties. It briefly covers such aspects as educational planning, educational goals, teaching methods and learning process.

590. ARIYADASA, K. D

Educational planning : a UNESCO project. — 1093 — 1104 ; biblio. — In Education in Ceylon : a centenary volume : part III\*. — NM.

Study of the report of the UNESCO team "Long Term Projections for Education in Ceylon 1963." The author discusses the concepts of 'minimum' and 'maximum' suggested in the report, the underlying assumptions and the implications of the projections and concludes that inspite of its shortcomings, the strength of the study is that

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its feasible enough to admit revision and present to policy makers and administrators, a model or models in keeping with any new data and any new assumptions that in their view will give them a perspective of educational development that would render the future relevant to present decisions.

591. GUNAWARDENE, Chandra

Education : Planning and process in plural societies : The case of Sri Lanka. — Pp. 171 — 185 ; biblio. — photocopy. — In. Education : Planning and Process in plural societies, a selection of papers presented at the seventh annual conference of the Australian Comparative and International Education Society edited by N. Brickhell and R. Hunder. — Brisbane : Mount Gravatt College of Advanced Education ; 1979. — NIE.

Author traces the beginnings of educational planning in Sri Lanka in the context of the plural society, highlighting the landmarks in its history, the attempts at educational reforms and how lack of planning caused failure of many an educational reform in this island.

592. SRIVASTAVA, R. K.

Educational planning in Ceylon : problems and prospects ; Colombo : Ministry of Planning and Employment. 1971. — 43 p ; tables. — MG.

Identifies the main planning problems at different levels of education ; Pp. 20 — 43 ; statistical appendix.

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593. ARIYADASA, M. A.

Some indicators and projections relevant to first and second level general education prepared by

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M. A. Ariyadasa and S. U. Wijeratne under the direction of D. Gunaratne. — Battaramulla : Ministry of Education, 1986. — 41 p ; tables. — NIE.

This study attempts to highlight the status of performances of the districts in terms of some key parameters.

594. NADARAJAH, T.

Projections of school-going population of Ceylon; 1961 — 1981 ; Colombo : Dept. of Census and Statistics. — 30 p ; tables. — MG.

This paper is based on the data of the 1953 census which was the latest at the time of compilation of this paper and is under three heading — purpose and scope ; sources, availability and accuracy and data and the methodology used. The conclusion shows that projections indicate the need for a large expansion of the educational facilities in the future in order to keep pace with the population growth as well as the growing demand for education.

595. RANAWEERA, T. W. Y.

The formulation and use of a programming model for education and man power planning. — pp. 77 — 126, tables. — In. Central Bank of Ceylon : Staff studies, vol. 5, no. 1, April 1975. —

Author suggests the usefulness of a broad based planning model.

596. UNESCO : DEPT. OF SOCIAL SCIENCE : Method and Analysis Unit.

Alternative education projections for Ceylon. 1968 — 1985. — Paris, 1972. — 39 p ; tables, mimeo. (Application of the UNESCO education formulation model : study No. 1). — MG.

**E1.03.02**

School enrolment, educational expenditure, drop-out rates, teachers salaries, and similar facets are projected in this report, according to educational level and sex.

**E1.04 ADMINISTRATION OF EDUCATIONAL PLANNING**

**597. GUNARATNE, D. and VITHANE, N. K. E.**

Study of problems of annual implementation planning at district and school level. — Ministry of Education. — 10 p. — CLME rep/34/

Examines the problems of educational planning which arise at each stage.

**598. SRI LANKA MINISTRY OF EDUCATION : Planning and Programming Branch.**

Implementation programmes of the Ministry of Education 1983 ; expenditure targets of the Ministry of Education according to programmes and projects by the quarter. — Colombo. 159 tables. — NIE.

This report includes an analysis of expenditure targets by quarter expenditure and out put of curriculum development, in-service training, regional supervision and management development, social activities, non-formal education and examinations.

**E1.05 EDUCATION AND DEVELOPMENT**

**599. UDAGAMA, Premadasa**

Education and development. — Pp. 8—15. — In. NESSL Journal of the National Education Society of Sri Lanka, vol. 23, 1983. — NIE.

Adopted from a paper presented at a world University Services Regional Conference held on 17th

*E1.03.02*

May 1982 at the SLFI. Author points out enrolment at all the three levels has increased, recording the highest rate for tertiary level and that education systems of the Third World are elitist and the schools specially those in Sri Lanka are factories of failure. Knowledge for action is rarely an educational objective, the education remains to be purely academic, education for unemployment, school systems do not cater to the education of every child. Drop-out rates are high. Author challenges the economist definition of development. If education is to help development strategies, it should serve the masses. Universalization of primary education of any quality which increases production is necessary. Alternatives to primary schools are suggested. Informal and nonformal education too have not achieved much. As long as imported knowledge is considered superior to indigenous knowledge, masses will be excluded from the system of education.

*E1.05.02*

600. GUNAWARDENE, C.

National intergration in Sri Lanka : a formidable task before a segregated system. — Pp. 41 — 46. — In. University of Colombo Review, vol. I, No. 4, Dec. 1980. — ULC.

Author examines the causes which prevented education from bringing about national unity in this island. Distinctive consciousness developed by different ethnic groups, throughout history has resulted in mutual suspicion and fear. Unequal distribution of pre-university level facilities — minority getting more schools with facilities, the majority the Sinhalese being disadvantaged and discriminated against in public appointment as

Et.05.02

well as in private sector and the official languages too cause segregation. De-segregation is difficult where the different ethnic groups attend different schools. Link-language acceptable to both groups may help de-segregation but success cannot be ensured unless their elders subscribe to a policy of national intergration.

601. JAYASOORIYA, J. E.

What schools could do towards promoting national unity. — Pp. 19 — 24. — In. Journal of NESc, vol. 5, No. 1, Feb. 1956. — NM.

This is a summary of a paper based on the author's paper read at the annual session of the Ceylon Association for Advancement of Science 'on Communalism in Ceylon,' presented at the 4th annual meeting of the NESc, Author examines the attitude the teachers should show, the role of schools and suggests group psychotherapy such as group discussions followed up by individual reports on the same, working in groups in projects to achieve a common goal in the same school or different schools, and utilizing religious teaching to reduce racial prejudice and promote national unity.

602. SIRIWARDENE, E. L. D., De

Education for racial integration in Ceylon. (I) 191 (5) p ; 35 folded | charts, tables, biblio. — Thesis (M.A. Ed) University of Ceylon, Peradeniya, 1960. — ULP 255205.

Examines the "ethnic problem" in Ceylon from a wide perspective and suggests educational and social measures that are necessary to foster the spirit of national loyalty and unity in our school children. Chapter III describes the peculiarities of the racial problem in Ceylon and Chapter IV



E1.05.02

the causes. Chapter six includes an investigation of the nature of prejudice in a multiracial schools in Colombo, revealing the existence of "verbalized prejudice" in children. Chapters VII — VIII describes the curricular methods that are adopted and those that could be adopted to promote in intergration of races in Ceylon.

603. RUBERU, D. Ranjit

The school and the community. — Pp. 1 — 5. — In. Adhyapana Sangarawa, I, Part 21. — Oct. 1966. — NM.

Every teacher should see that the school takes an interest on the immediate surroundings of the school. Every effort should be made to strengthen the tie between the child and the school which should get assistance of the parents through parental committees. The author makes many other suggestions to bring the school and the community together.

E1.06 **SOCIOLOGY OF EDUCATION**

604. USWATTEARACHCHI, C.

Education and Economic development. — Pp. 1085 — 1092. — biblio. — In. Education in Ceylon : a centenary volume : Part III.\*— NM. Examines the evidence in support of the claims that investment in education provides the missing link in the process by which the poor countries change over to rich countries, and concludes that there is a close relationship between some patterns of education and economic change, but to argue that education is closely related and positively correlated with economic development is to err.

\* see 33

605. BANDARA, H. H.

Education and Culture. — Pp. 1194 — 1203, biblio. — In. Education in Ceylon : a centenary volume, Part III\*. — NM.

Examines how education in Ceylon has attempted to foster, refine and promote the artistic sensibilities of the people of this country through painting music dancing and drama.

606. DISSANAYAKE, Kirithi

අධ්‍යාපනය හා සමාජ ප්‍රගතිය [Education and social progress] Pp. 23 — 29. — In. Vidulakara (Sinhala) vol. II, April 1964. — NM.

Examines the aim of education, the obligation of education to the society.

607. GUNAWARDENA, Chandra

Social class in Sri Lanka : some indisputable evidence. — Pp. 16 — 24. — In. NESSL. Vol xxiii, 1983. — NIE.

Research carried out on a representative sample of 57 persons, to formulate an acceptable socio-economic scale by combining the occupational prestige scale with the other two variables, education and total monthly income ; it consisted of 4 groups. Results proved the existence of socio-economic stratification in Sri Lanka where a great gap stretches between the higher socio-economic group and the lower class. Also the pitfalls of classifying individuals as belonging to middle or lower class were revealed.

\* See 33. —

Et.06.01

608. JAYASEKERA, U. D.

අධ්‍යාපනය හා සමාජය [Education and Society]. — Pp. 9 — 20. — In. Vidulakara III, August, 1963. — NM.

609. JAYAWEERA, Swarna

Development of education in Sri Lanka and ethnicity. — 20 p ; In. International Centre for Ethnic Studies : Workshop on education and ethnicity Kandy. — 26 — 27 July, 1985. — MG.

In this paper author points out the critical areas that exacerbated ethnic tensions and emphasises the need for national intergration of education and provision of equal opportunities in education.

610. KOVAC, M.

Anthropometric data for students in Ceylon, Colombo : Asian Regional Institute for School Building Research ; — 1071. — 18 p. (Occasional papers — school buildings 5). — NM.

This paper provides information on architecture and furniture designed with data on the body sizes of school children from Kompanna Vidiya Vidyalaya and Sathissawa Vidyalaya. Specifications given in tables may be useful to design school furniture in any part of the island.

611. SIRIWARDANE, Reggie

Language media content of education and ethnic perceptions ; Mimeo. — Pp. 1 — 9. — I . Seminar on education in a multi ethnic society sponsored by Marga Institute ; 13 — 18 Aug. 1984. — MG 819 — 822.

E1.06.01

Change of medium of instruction to *swabasha* aggravated the ethnic problem. School books perpetuate unscientific unhistorical myths regarding social identities and origin of Sinhalese and Tamils.

E1.06.03

612. HEMACHANDRA, Prema

නිදහසින් පසු ශ්‍රී ලංකා අධ්‍යාපනයේ සම අවස්ථා සම්පාදන ප්‍රයත්නය [The effort to provide equal opportunities in education in Sri Lanka 1948 — 1980] (VII) 329 p., tables ; biblio. — Thesis (M. ed.) University of Peradeniya. — ULP 356505. The author examines the role of laws, White papers, Commission Reports etc. in providing equal opportunity in education. (Chapter I, II & III) the changes in the curriculum ; (Chapter III), Medium of instruction (Chapter IV Administrative changes in (Chapter V), suggestions for future are included in (Chapter VI).

613. JAYASOORIYA, John Earnest

Some aspects of the Provision and use of education in the city of Colombo. — Pp. 28 — 35. — In. Journal of the National Educational Society of Ceylon ; vol. 6, no. 4 ; 1957. — ULF.

This study is an examination of aspects such as mental and physical deficiencies, language skills, school avoidance and opportunities for religious education in a sample of 901 children and youths in Colombo.

614. JAYAWEERA, Swarna

Educational opportunity and the school age population in Sri Lanka. — Pp. 17 — 34. — reprint. — In. Sri Lanka Journal of Social Sciences, vol. 2, no. 2, Dec. 1979, 198 p. — NIE

Fr.06.03

Author reviews the state policy and the various measures ranging from the provision of free education and school facilities in urban and rural areas to welfare measures such as the provision of scholarships and free school books supplied to students. Author argues that equal opportunity has become an empty phrase and highlights imbalances and lacunae in policies directed towards universalization of education.

615. RUBASINGHE, Padma

ගාල්ල අධ්‍යාපන දිස්ත්‍රික්කයේ අධ්‍යාපන අවස්ථා පිළිබඳ අධ්‍යයනයක් [A study of the educational opportunities in Galle District] XI, 118, maps, biblio. — Thesis (M.A. Ed.) University of Ceylon Colombo. — 1977 — 78. — M 29 — 378147.

Survey through questionnaire and interviews with principals, officers, of the Regional Education Offices, Govt. Agents and study of literature. Author concludes that historical and socio-economic factors are main causes for lack of equal opportunities. No correlation is seen between educational opportunity rural and urban secondary education. Best educational opportunities are found in private schools. Author suggests that priorities which are the needs of the area and resources available should be considered when planning education.

616: SIRISENA, U. D. I.

Demand for universal compulsory education. — Pp. 491 — 500. — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Author examines the various factors that influenced the movement for the introduction of universal compulsory education in Ceylon. The machinery

\* See 33

E1.06.03

employed for the enforcement of compulsory education and the extent to which the measures for compulsory education efficiently encouraged educational provision and progress, particularly at the elementary level up to the appointment of elementary Education Commission of 1905 are described.

617. SRI LANKA MINISTRY OF EDUCATION :  
Curriculum Development Centre.

Democratization of education in Sri Lanka. — 83 p ; biblio. — Colombo 1978. — NIE.

Democratization of education in Sri Lanka is a result of the growth of a democratic tradition and a free democratic Society, traces the beginning of education in Sri Lanka to the arrival of the Aryans. Examines the role of the clergy in education, the breakdown of the feudal system and the emergence of a dual system of education and the change from the Colonial pattern to a National System of Education.

618. WANASINGHE, Jayampathie

The equality of educational opportunity to study science at senior secondary schools in Sri Lanka : a qualitative assessment. — Pp. 29.— 33. — maps, tables. — In. Economic Review. vol. 8, no. 2, May 1982. — MG.

Author attempts to establish on a scientific basis the level of disparities among different regions of the country, using five distinct criteria. Traces the history of Education analysing the various measures taken to promote equal opportunity. Finally author suggests the reversal of policies from the elitist system to a 'mass' system.

*E1.06.03*

619. **WANNIYANAYAKE, G. B.**

Educational opportunity in the Polonnaruwa District : an educationally disadvantaged area in Sri Lanka. — 437 p ; maps ; tables. Thesis (M.A.) University of Sri Lanka — Colombo 1983. — ULC — M 155 — 386986.

Research findings reveal that acute shortage of educational facilities and low socio-economic level of the families has resulted in, low level of school enrolment, high rate of school leavers at primary level, more failures at G.C.E. A/L and unfavourable attitude to education. Short supply of qualified teachers, inaccessible locations of schools, majority of schools being of lower grade, show the disparities in educational opportunity in this district. Author makes suggestions for improvement.

*E1.06.05*

620. **JAMES, Michael, M.**

The impact of western education on religion and society in Ceylon. — Pp. 19 — 42. Mimeo. — In. Pacific Affairs, vol. 40, no. 162. — 1967. — MG.

This study examines the important issues in the social and religious history during 19th and 20th centuries in Ceylon.

621. **ARIYAPALA, M. B.**

The life and aspirations of the people as conditioned by their education. — Pp. 139 — 150, In Education in Ceylon : a centenary volume, Part I.\*

Before the advent of Buddhism, the life style of the people were moulded by animism and witchcraft but the advent of Buddhism gave a philosophy

\* see 33

**E1.06.05**

of life ; learning without moral character was held in contempt. It was also the duty of the teacher to look after the moral and spiritual welfare of the pupils.

**622. BANDARAMENIKE, H. M.**

ශ්‍රී ලංකාවේ දහම් පාසැල් අධ්‍යාපනය පිළිබඳ විමර්ශනයක් (සාධු සාමාජයක් බිහි කිරීමේ අරමුණ ඉටු වී ඇති ප්‍රමාණය විමසීම කෙරෙහි විශේෂ අවධානයක් ඇතිව)

[A study of the Buddhist religious schools, as to how far the objective of promoting a righteous society has been achieved] (6) 351, graphs, tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1982. — ULP — 367476.

Author commences with a historical introduction, followed by a deducted description of the development of Buddhist religious schools — *Daham pasal* during 1948 — 1982, emphasising the significance of promoting values in children. Chapter VI deals with the organisations that have sided these schools and describes the role and value of moral and religious education. Chapter VI discusses the impact of these schools and on the society.

**623. CENTRE FOR SOCIETY AND RELIGION (COLOMBO)**

Justice and religion in education, In. Logos, vol. 1, no. 2, June 1982. — mimeo. — 124 p. — MG.

Consists of the following articles : (1) Injustice in education and the school model. — Sunil Bastian. — (2) Education today is a national disgrace. — Richard D. Karnnairajan. (3) False value of glamour sports in schools, Roy Mukaya. (4) Educa-



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tion for justice — Tissa Balasooriya. (5) Recommendations on educational reforms — a memorandum from Sri Lanka Buddhist Association. (6) Some aspects of free education must be reviewed — President Jayawardene, extract from Daily News. (7) Unitary School system to be amended — Lalith Athulathmudali. (8) Education, Culture for liberation. — Patrick Varnensburgh. (9) Summary of E. L. Wijemanna's recommendations — Religious Education Committee. (10) Role of religious education — L. G. Hewage. (11) Religious education — Tissa Balasooriya. (12) Review of report of 1981 Special Committee on education. (13) Catholics and educational policies in 1982. — Tissa Balasooriya. (14) Christian Service in education.

624. JAYASINGHE, Kusuma. Enid

සංවර්ධනය වෙමින් පවත්නා ශ්‍රී ලංකාවේ අධ්‍යාපන ක්‍රියාවලිය ගොඩනැංවීමට බුදු දහමින් ලද හැකි ආහාසය [Influence that can be obtained from Buddhism in building up the process of education in the developing country of Sri Lanka] v, 100 p ; biblió. — Thesis (M. Ed.) University of Colombo 1982. — ULC — M 124 — 385051.

Examines how far the teaching of the Buddha can be utilised to build up a new educational set up. Two aspects of development, material and spiritual are discussed as portrayed in Buddhists suttas such as *Vyaggapajja*, *Sigalovada*, and *Kalama* emphasizing the fact that spiritual development is valued more than the material aspect. Author concludes the at optimal use of the school in character building and mental development should be made use of: the present system of education is examination oriented ; no survey of occupational

Et.06.05

needs of the country has been carried out and there is hardly any co-ordination between education and planning ; and no relation between education and development. Author makes six suggestions to remedy this situation.

625. JAYASOORIYA, S. P.

Welfare services in education. — Pp. 717 — 726.  
— In. Education in Ceylon 1969.\* — NM.

A brief survey of the ancillary welfare services provided by the Ministry of education.

626. PATHIRANA, H. S.

ශ්‍රී ලංකාවේ සිංහල බෞද්ධ නව යෞවනයන් තුළින් ඉවත්ව යන ආගමික සාමාජික සාරධර්ම හා වර්ගාධර්ම පිළිබඳ අධ්‍යයනයක්. [A study of the decline in social and ethinical values among Sinhalese Buddhist adolscents in Sri Lanka] (VII) Phil. 185 p ; biblio. — Thesis (M.Ed.) University of Colombo, 1983. — ULC, — M 150 — 386591.

A research carried out on a sample of 300 students from the Colombo, Galle and Matara Districts. According to the findings, about 20 percent of Buddhist youths do not have Buddhists values. Author suggests remmedial measures.

627. SAMFEM, M.

Socio-economic factors and religious traditions as affecting educational progress : a special study of Kathankudy Village. — 50 p. — tables. — mimeo. — MG.

The author, the director of Education for Eastern Region attempts to show that after 22 years of independence education has become a state monopoly and out of a population of 12 million, three million are school going children. Yet the

\* See 33

**EI.06.05**

study of the village Katta-Kundy shows that progress has not reached these masses in the rural areas. Attendance at elementary and secondary level is only eighteen percent, which is below national average.

**628. GUNAWARDENE, C.**

Social mobility through science education : P.p 97 — 116, tables. — In. University of Colombo Review, Vol. 1, no. 2, 1982. — U L C.

Findings of research carried out on 400 individuals who left schools 10 years age, from a selected sample of schools reveal that even science education is potent in generating social mobility to its recipients. Access to science education, merely does not suffice to equalization of opportunities.

**629. LERY, Arich**

Youth in Ceylon. — Colombo : Govt. Press 1967. — 138 p ; (SP 3 of 1967). — ULP — 365419. The impact of the stem of education in Ceylon in establishing the identity of youth and also non-school going children.

**EI.07 ECONOMICS OF EDUCATION**

**630. EKANAYAKE, Marjorie, Esme**

The impact of economic factors on education in Ceylon from 1930 — 1940 (vi) 261 p tables ; biblio. — Thesis (M. Ed.) University of Peradeniya, 1965. — ULP 255174.

**EI.07.04**

**631. JAYASUNDERA, Edwin**

පාසැල තුළ සිදුවන නාස්තිය [Wastage in schools] IV, 192 p diagrams, maps, tables. — Thesis (M. Ed.) University of Colombo — 375932.

#### **E1.07.04**

Wastage in a school is assessed on the failure of fulfilling 4 aspirations of a school, which are identified by UNESCO. About 20 percent of the children of the eligible are not in school. Aim of the school seems to be either sending children to the university or joining in the competition for white collar jobs. Irresponsible use of school furniture and teaching aids, non-use of available resources and excess of teachers in schools are other areas of wastage in schools. Cause of early school leaving are socio-economic reasons inefficiency in teaching and physical reasons. Suggestions ; parent-teacher discussions, education of the parents use of other methods of assessment other than examinations, changing the attitudes of teacher ; more interesting lessons, schools time table be drawn up in such a way that maximum use is made of the ability of the teachers and cordial relations between pupils and staff.

## **E2. EDUCATIONAL ADMINISTRATION**

### **E2.01 Organisation and Management of the Education System (s)**

#### **632. ALLES, Jinapala**

Notes on structural and functional aspects of the educational system, relevant to educational administration, Colombo : Division of Secondary Education, Ministry of Education, 1967 ; 35 . — diags ; biblio ; photocopy. — NIE.

The author analyses the structural and functional aspects of the education system breaking it down into five operational levels which are represented

E2.01

in a schematic model, illustrated in a diagram at the end, which is meant for use by the executive ranks at the various levels in the education system.

633. ALLES, Jinapala

Some conceptual analyses relevant in education management, and administration. — Pp. 167 — 223. — In. Ceylon Association for the Advancement of Science, Part 1 — 2, 1962. — NIE.

Author delineates the role of conceptual analysis of problems and analyses the structural and functional aspects of an educational system in order to identify the vital role each participant in the system has to play, in solving the problems, posed by the society.

634. CEYLON LEGISLATIVE COUNCIL

System of Education in Ceylon : further dispatches relating to the proposed re-organisation of the system of education in force in Ceylon in continuation of Sessional papers XIX and XX of 1912 and XXVI of 1913. — Pp. 459 — 461. (SP 7 of 1914). — ULP — 365338.

Dispatches between Governor Sir Robert Charmers L. L. Harcourt and between Director of Public Instruction J. Harward and the Colonial Secretary on the subject of reorganization of the system of education in Ceylon are included in this document.

635. FERNANDO, Neil, *ed.*

Management for educational development in Sri Lanka, Colombo, Ministry of Education, 1984. — vi 160 p. — CLME.

E2.01

This report on management reforms has identified a spectrum of reform proposals from school to Ministry level, envisaged at the regional, sub-regional and school level by the Ministry of Education. Some of the reforms were put into effect in 1984/85. This volume deals with changes at the school level (chapter 2 — 4), the reforms in the management of schools clusters (chapter 6 — 9), planning changes 10 — 12 and personnel management (Chap. 13 — 16) and is divided into sixteen chapters.

636. GUNARATNE, D. and VIDYARATNE, K. S. De, S,  
A documentary analysis. — Colombo of Education.  
1983. — 107 p. — Typescript. — CLME REP/26.

This is a survey of the structure and process of educational administration in Sri Lanka. Methods and techniques, behaviour dynamics are dealt with in Chapter 3 and 4 respectively followed by the priority areas in education in (Pp. 83 — 95) and an assessment of training needs in (Pp. 36 — 105)

637. KARUNARATNE, N. L. D. F.

Administrative changes in education. — Pp. 661 — 675, maps ; tables. — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Author examines the succession of administrative changes that accompanied the various changes in the education system since 1869, from the confirmation of legal status of the Departments its expansion into several branches, and the decentralization and the structure of the existing Ministry of Education and Regional Department of Education.

\*See 33

638. WARNASOORIYA, W. M. A.

Educational administration in Sri Lanka. — Pp. 157 — 178. — In. Bulletin of the UNESCO Regional Office for Education in Asia, No. 15, June 1974. — ULC.

Commencing with a general introduction about the island, the author reviews the development of educational administration, emphasising the landmarks such as Education Ordinance 31 of 1931, decentralization of administration under assistant directors of education in 1962, amalgamation of the post of permanent Secretary with that of Director General of Education, up grading of assistant directors of education to that of Director of Education in 1966, establishment of the Division of Educational Planning and Programming, take over of private schools, administration of supplementary schools and the development after 1970.

639. THE CENTRAL SCHOOL COMMISSION FOR THE PUBLIC INSTRUCTION OF POPULATION OF CEYLON 1841 — 1868

Reports of the central school commission — Colombo : Govt. Printer, 1841 — 1868.

Almost all administrative reports of the Central School Commission, which are available at the National Museum, and the Department of National Archives adopt one pattern. They record the important events, Grants in aid for the year, progress of the prominent Educational Institutes, state schools and private schools, female education, teacher training, scholarships and prizes, full report on examinations, reports of the inspectors of schools, on provincial education, educational statistics including educational expenditure. Important events recorded are helpful in locating

E2.01

Chapter 28 examines the position and prospects of the personnel of the Education Department the land marks in the educational history. Out of these administrative reports 18th (SP 7 of 1861), 19th (SP 2 of 1862), 20th (SP 7 of 1863), 21st (SP 15 of 1864), 23rd (SP 10 of 1866), 24th (S P 13 of 1867), 25th (SP 2 of 1868) are available at the National Museum, 22nd (SP 2 of 1865) report is available at the Dept. of National Archives.

640 CEYLON. DEPARTMENT OF EDUCATION

Administration reports of the Director of Education 1912 — 1966. — Colombo : Govt. Printer, 1913 — 1967. — NM.

These administrative reports record the progress of education in all the schools, viz : English, vernacular training ; technical industrial, and female, special and physical education. In addition to these, the administrative reports include, the reports of prominent educational institutes, university scholarships, the problem of the establishment of a University in Ceylon, examinations both local and London, financial summary and statistics. Later reports include reports, of the university of Ceylon too. Each report records the new developments for that year and with the implementation of educational reforms the format of the administrative report also changes. In 1966 Department of Education was amalgamated with the Ministry of Education under a secretary and Director General of Education.

641. CEYLON DEPARTMENT OF PUBLIC INSTRUCTION

Report of the Director of Public Instruction 1869 — 1911. — In. Ceylon Administration Reports. — Colombo : Govt. Printer, 1870—1912 — NM.



E2.01.01

These reports summarize operations of the Dept. of Public Instruction, for the year concerned. The topics dealt with increase in number as the operations of the Department expand. They include educational statistics for the year, finances including the grant-in-aid system, vernacular education, full reports of examinations held during the year, reports of prominent educational institutions, and provincial education, subjects of school instruction, school management, higher education, school books from 1876, study of oriental literature and donations to libraries from 1878, technical and agricultural education from 1886, problem of the university for Ceylon, physical and moral education, state education, female education and training of teachers from 1903, and education of special groups from 1910.

**642. CEYLON LEGISLATIVE COUNCIL**

Proceedings of a special meeting of the Central School Commission together with a statement prepared by a sub-committee of the Commission with references to the report of the sub-committee of the Legislative Council on Education. — Pp. 475 — 487. — (SP 14 of 1867). — ULP 109672.

This paper includes the reply given by the Central School Commission to the subcommittee of the Legislative Council which criticized and proposed the dissolution of the CSC.

**643. CEYLON LEGISLATIVE COUNCIL**

The report of the Committee appointed to inquire into and report upon the position and prospects of the various Departments of the Public Service, (SP 35 of 1912). — 267 p. — NM.

E2.01.01

under the following heads : (i) Office establishment including Inspectors and sub inspectors of schools ; (ii) Technical schools ; (iii) Teachers in vernacular and English vernacular schools ; (iv) Training Colleges ; (v) Royal Colleges.

644. CEYLON LEGISLATIVE COUNCIL

Report of the sub-committee on the Reorganisation of the Staff of the Education Department, 1928 ; 6 p. — (SP 29 of 1927). — NM.

45. CEYLON LEGISLATIVE COUNCIL

The report of the sub-committee appointed for the re-organisation of the staff of the Education Department, 1928. — 6 p. — (SP 38 of 1928). — NM.

Having examined 37 topics, the Committee recommended that : (i) The unity among the heterogenous community be the basis for Ceylon Schools. (ii) Race and caste distinctions be abolished. (iii) Government should maintain neutrality towards religion. (iv) Action to be taken to prevent parents being prosecuted for sending children to schools of other denominations. (v) Establish schools only in areas where there are no schools and religious instruction be given according to the written permission of the parents. (vi) Facilities be provided for teaching pupils in their mother tongue which should be compulsory in elementary education.

646. FAREED, Razik

The Executive Committee for Education from inside. — Pp. 599 — 609. — In. Education in Ceylon : a centenary volume Part II.\*. — NM.

See 33

*E2.01.01*

Author gives his experience as a member of the Executive Committee on Education and personal views from within. The important motions on Education moved by Committee at the State Council are outlined.

647. JAYAWEERA, Swarna

Local Govt. Institutions and education in Ceylon. 1870 — 1930 ; Pp. 29 — 60. — In: University of Ceylon Review, Vol. XXIV 162, 1966 : Colombo, University of Ceylon. — NM.

Author traces the development of the Local Govt Institutions and their role in shaping and moulding the system of education.

*E2.01.02*

648. PERERA, R. C.

Content analysis of complaints. — Ministry of Education. — 18 p. — typescript. — NIE.

Author attempts to identify the deficient areas in the educational system from points of view of the public. Complaints are classified into : (i) petitions received by the Ministry of Education ; (ii) News paper comments, and (iii) Submissions.

649. SRI LANKA MINISTRY OF EDUCATION

Report on Management Reforms in the Ministry of Education, Colombo, Department of Govt. Printing, 1984. — 33 p. — CLME.

This is a report of a Committee, consisting of a number of educationists, chaired by the Minister of Education — which had, as a base, a report on reforms in the management support system prepared

E2.01.02

by N. Fernando in 1982. The recommendations of the report were implemented in a pilot project in 1984 in Kegalle, Matara, Chilaw and Trincomalee. This extract details out the proposals for reforms regarding schools. The report is available in Sinhala also.

650. SRI LANKA MINISTRY OF EDUCATION

Establishment of a Development Studies Unit at the Ministry of Education. — Colombo. — Ministry of Education, (1979). — 14 p ; two articles separately numbered. — NIE.

Article I justifies the establishment of such a unit, and identifies the term development studies. Article II explains the aims of such a unit, suggested structure of the organisation, office accommodation, foreign aid and collaboration with other units.

651. SRI LANKA MINISTRY OF EDUCATION

Re-organising the office of the Regional Directors of Education and Chief Education Officers, 1981. — 35 p., Sinhala version, P. 1.28. — CLME.

The role and functions of the five divisions of the administrative system viz. (i) Educational Administration ; (ii) Educational Development. (iii) General administration. (iv) Finance, and (v) School works are clearly defined and demarcated in this report.

652. SRI LANKA MINISTRY OF EDUCATION :  
(Planning and Management Development Division)

Re-organisation of the District Administration (Pilot Project) Kegalle, Matara, Chilaw, Trincomalee, 1984. — 21 p ; charts ; mimeo. — CLME  
REP — 146 and 231.

*E2.01.02*

This document gives the aims of the re-organisation, location of the District Education offices, and the functions of the key personnel in the District Education Offices.

653. SRI LANKA MINISTRY OF EDUCATION :  
Regional Supervision and Management Division  
Structure and Work Organisation of the Education  
supervision and School Management Branch,  
Colombo. Ministry of Education RSMD Division,  
1982. — 27 p. — CLME, REP/25.

This document gives information on the functions, personnel programmes, project monitoring systems of the newly established education supervision and School Management Branch of the Ministry.

654. SRI LANKA MINISTRY OF EDUCATION :  
Staff College for Educational Administration.  
An evaluation report of the Staff College, Kalutara,  
Colombo, Ministry of Education 1983. — 34 p.,  
Mimeo. — CLME — REP/23.

This is a critical evaluation of the relevance context processes and outputs of the training programmes and workshops conducted in the Staff College, Kalutara. Another document "Decisions arrived at, in regard to evaluation report of Staff College, Kalutara, 1983, consisting of six pages is also included.

655. SRI LANKA MINISTRY OF EDUCATION, Staff  
College for Educational Administration.  
Reorganisation of the Staff College for Educational  
Administration, 1984. — 40 p. — CLME — REP/  
07.

E2.01.02

This report contains guidelines that have been approved by the Minister of Education on the occasion of shifting of the Staff College from Kalutara to Maharagama.

656. ARIYAWANSA, C. M.

Upgrading management skills of educational administrators in Sri Lanka. — Pp. 40 — 52, photocopy. — In. Journal of Education Sri Lanka, 1980. — 12.

The Director of the Staff College for Educational administration describes basic aims of training programmes, the needs for training. The educational administrators of every level, the main themes of training programmes which were prepared after the reorganisation of the institution, and enumerates the main elements included in the modules for training, and the training modalities for different clientele groups.

657. ARIYAWANSA, C. M. and KULASENA, K. G.

Case study on training needs in educational administration and management for officers in the Sri Lanka Education Service, Kalutara Staff College for Educational Administration, 1981. — 43 p. Appendices, mimeo. — CLME — REP/208.

This study was commissioned by UNESCO to evaluate the training needs of Regional Directors of Education, Education officers and Circuit Education officers. Chapter 6 outlines the training modules in educational administration and management.

658. CEYLON DEPARTMENT OF EDUCATION  
Inspectors manual, Colombo, Ceylon Govt, Press,  
1956. — 98 p. — CLME — REP/176.

659. CEYLON DEPARTMENT OF PUBLIC INSTRUCTION

Scheme submitted by the Director of Public Instruction for the incremental additions to salaries of Inspectors and sub-inspectors of schools. — Pp. 311 — 314. — (SP 14 of 1899). — ULP 109700.

Director of Public Instruction : S. M. Burrows.

660. FERNANDO, Neil

Many voices, many needs : a study of tasks, needs and role perception of education managers. — Colombo : Ministry of Education 1984. — IV, 117 p., — NIE.

A diagnostic study on educational management sponsored by UNDP/UNESCO Regional Technical Co-operation Programme for increasing efficiency in education through improved management and planning. Findings of five surveys on the tasks, training needs, and roles of education officers and principals of schools are detailed out. A synopsis of the results of the study are given in Chapter VI.

661. GUNAWARDANE, G. B.

Professional Development of Educational Administrators in the context of Educational Reforms in Sri Lanka — VIII, 137 (6) p ; diags., tables ; biblio. — Thesis (M.A. Ed.) Monash University, Melbourne, 1981. — AA.

A research study carried out on a stratified sample of educational administrators by administering a questionnaire. The findings reveal that although the administrators in general were academically highly qualified and professionally experienced, they still need a re-orientation, and development of administrative competencies and skills to provide educational leadership in a situation of educational reform. It points out how the findings of the literature can be adopted profitably to develop programmes of professional improvement of educational administrators. Chapter II reviews the history of the development of the Educational Administrative Service.

662. MUNASINGHE, V. G. B.

Control and direction of education. — Pp. 641 — 651. — In. Education in Ceylon : a centenary volume, Part II.\* — NM.

The director of Education under the general direction and control of the Minister of Education is the central authority for education. Author examines how this control was exercised and the related legislature.

663. SAMARASINGHE, P.

The evolution of the concept of school inspection in Sri Lanka ; 141 p. — Thesis (M.A.) University of Colombo, 1981. — ULC, —M — 118 — 379077.

Traces the origin and development of the school inspectorate.

664. SENANAYAKE, B. P. H.

The education inspectorate : its growth and expansion. — Pp. 677 — 687 In. Education in Ceylon : a centenary volume ;

\*See 33



Author describes the historical background and development of the inspectorate, its expansion, appointment of local men emphasising the land marks such as the establishment of a cadre for special subjects, the education service and the formation of the Education Administrative Service union.

665. SRI LANKA MINISTRY OF EDUCATION AND THE SRI LANKA Institute of Development Administration.

Report of the colloquium on regional education management for Regional Directors of Education : held at the EDCS Auditorium, Colpetty, 13—18, November 1980. — 82 p ; charts, tables. — CLME — REP'44.

Includes a position paper from various Departments of the Ministry of Education covering almost all aspects of Regional Management of Education.

666. SRI LANKA MINISTRY OF EDUCATION

තාක්ෂණික අධ්‍යාපනය සඳහා පහසුකම් තක්සේරු කිරීම පිණිස සමීක්ෂණ මෙහෙයවීම සම්බන්ධව මාණ්ඩලික අධ්‍යාපන නිලධාරීන්ට උපදෙස් (චක්‍රලේඛ) 3 ප්‍රා. සු6/කා-1/40-18.1.82. කා අස 15 - (සහ) තාක්ෂණික අධ්‍යාපනය සඳහා පහසුකම් තක්සේරු කිරීම පිණිස ප්‍රශ්නාවලි සම්පූර්ණ කිරීමට උපදෙස් (චක්‍රලේඛ) 3 ප්‍රා සු6/කා/1/40-1982.1.18 කා. අ. ස. 13 [Instruction to the Chief Education Officers for Conducting surveys to estimate educational facilities for technical education] (circular) 3 ප්‍රා සු 6/කා/1/40 — 1982.1.18 කා. අ. ස. 15 and instruction's to complete questionnaires for the same (circular) 3 ප්‍රා සු 6/කා/1/40 - 1982.1.18 16 p ; 60 sheets ; CLME — REP'16.

667. SRI LANKA MINISTRY OF EDUCATION

Identifying the training needs, 1985. — 22 p. — REP'5.

This report examines the techniques of identifying the training needs, administrative changes and includes recommendations.

668. SRI LANKA MINISTRY OF EDUCATION :  
Department of Education. — Kalutara.

වර්ෂා සටහන් පත් සැකසීම හා පවත්වාගෙන යාම පිළිබඳව කළුතර කාර්යාල සම්මන්ත්‍රණ ශාලාවේදී කාර්යාලයේ නිලධාරීන් සඳහා පරිපාලන නිලධාරී වී. රුබසිංහ මහතා විසින් 1983. 08. 11 දින පවත්වන ලද දේශනයේ සාරාංශය [Summary of the lecture delivered by V. Rubasinghe at the Conference hall of the R.E.O., Kalutara on 11.8.83 on preparing and maintaining history sheets of the employees] 4 p ; 6 sheets — CLME — REP'15.

669. UDAGAMA, Premadasa

Educational administrator — discontinued or committed ? — Pp. 244 — 249. — In. Bulletin of the UNESCO Regional Office for education in Asia, nos. 15 — 17, 1974 — 76, Bangkok. — ULC.

For over a century British model served as a guide for the educational administrator, who moved up to the top acquiring an English education. Yet he occupied a low position in the bureaucracy. He has a difficult task to accomplish to make education relevant to the socio-economic needs of the country for which he should be exposed to new knowledge and trained in the managerial field and research.

670. KULASENA, K. G. and JAYASINGHE, L. D. P.  
A survey of training needs in educational management for Principals in grades 1A, 1B, 1C Schools in Sri Lanka. — Staff College for Educational Administration, Kalutara, 1983, 30 p. — CLME — REP/17.

This paper concentrates on a theoretical formulation of training needs in the largest schools in Sri Lanka. Table 8 : 1 contains the results of interviews with principals of four Maha Vidyalayas in Kandy and Badulla Districts.

671. KULASENA, K. G. *et al.*  
A training strategy for principals of type 1A, 1B, and 1C schools in Sri Lanka by K. G. Kulaseena, Hemamali Palihakkara, and L. M. C. Cabral : a draft report. — 20 p ; diags ; tables ; Staff College Maharagama, 1987. — NIE.

Training policy is outlined and followed by the justification of the need for training. Section 3 describes the training strategy planned out in 4 phases. Section 4 describes the implementation of it.

672. KULASENA, K. G.  
Training for Better management in schools. Some European Initiatives with special reference to approaches in England. A study attachment paper. — University of Bristol, Institute of Education, 1986. — NIE.

Author examines the need for training the head of schools and institutes which undertake this task in Great Britain and their curriculum. Chapter 5 includes a few case studies of such programmes conducted in 1982. Chapter 6 describes some

E2.02.02

ideas gleaned from European Training Programme, which can be applied in our country. In the final Chapter author discusses how these core elements can be applied here, to suit the needs of this society.

673. PERERA, R. C.

Management of a distance education course in a third world context : a self evaluation. — Mahara-gama Staff College for Educational Administration, Distance Educational Division, 1986. — 21 p ; graph ; tables. — NIE.

This is mainly a case study of a Distance Education Course conducted by the Staff College for Educational Administration for a group of primary and junior secondary school principals in Educa-tional Management.

674. SAMARANAYAKE, M. R.

The role of the Deputy/Vice Principal in school administration, xii, 238 p ; tables. — Thesis (M.A.) University of Colombo 1982.—ULC — M 151, —386651.

On the analysing the data collected from 5 schools in the Colombo South Region in 50 centres the author identifies the status, and the role of the Deputy Principals in schools and suggests that deputy principal should be a special post with a suitable salary scale with his functions and responsibilities and duties defined and also it should be a stepping stone to the principals post.

675. SRI LANKA MINISTRY OF EDUCATION;  
Regional Supervision and Management Division.

දෙවැනි සහ තෙවැනි ශ්‍රේණි විදුහල් සඳහා විදුහල්පති අත්පොත.  
[A principal's guide for Grade II and III Schools]  
Colombo, Ministry of Education 1984, 195 p ;  
diags ; tables ; mimeo. — CLME.

E2.02.02

676. VELAYUTHAN, T.

The areas of agreement and disagreement in the perception of a principal's role by principals, teachers and officials of the Education Department, (v) iv, 95 p ; (M.A. Ed.) University of Peradeniya 1968. — ULP 260320.

A research carried out on a sample of 26 officers of the Department of Education, 35 secondary school principals and 315 secondary school teachers to investigate the areas of agreement and disagreement in the perception of a principals' role by superordinate, coordinate and subordinate position of the school administrative hierarchy. The findings reveal that the largest number of areas of agreement and least number of areas disagreement were found between the principals and officers of the Department. Least number of areas of agreement and the largest number of areas of disagreement were found between the teachers and the officers of the Department. The number of areas of disagreement between the teachers and principals were intermediary to those between the other two groups. Author makes suggestions for further rseearch.

E2.03 TEACHERS

677. DE SILVA, ORLIN

The good and bad teacher : an undergraduate point of view. — Pp. 1 — 15 ; tables. — In. Journal of the NESC, vol. vii, No. 1, May 1958. — NM.

This is a study carried out on 62 undergraduates residing in one hall at the Peradeniya University by administering a questionnaire. Though the sample did not represent the unsuccessful pupils, it reveals one important fact that the great

E.2.03

responsibility that rests on the teacher, who can make or mar a young persons career both in school and later in the world outside. Therefore the teacher should indespensably be trained.

678. KULARATNE, N. G.

Secondary school teacher personality characteristics as perceived by students, teachers and principals. (I), xv 240 p ; tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya 1982. — ULP 367483.

Objectives of this study were to identify characteristics desirable for secondary school teachers, to determine their relative and absolute importance as perceived by the above groups of subjects. Three groups of 72 principals, 300 teachers, and 320 students were drawn from a stratified random sample of 40 urban and 40 rural schools. There was general agreement among all the three groups on personality characteristics of teachers valued with only slight disagree ment between principals and pupils from the former valued teaching skill efficiency, class management, social relevance, and educational competence, the latter teaching skill efficiency, sympathetic and fair treatment of students, good social relations, good conduct and a pleasant disposition.

679. WYETH, E. R.

Ceylon teachers and teaching. Pp. 15 — 23 ; tables ; biblio. — In. Ceylon Teacher, vol. xvi, no. 74, June 1952. — NM.

A study based on 254 students trained at Mahara-gama Govt. Training College. Test was given to students to describe the teacher they (i) liked best and (iii) the best teacher. Responses to the

**E2.03.**

questionnaire were classified according to religion, race, sex, age and place of origin and reasons given for individual likes and dislikes for a particular teacher. Comparison of data from three different countries USA, Australia, and Ceylon revealed that some kinds of qualities in teachers were appreciated despite the difference in culture education system and the status of the teacher in these countries.

**E2.03.02**

**680. FERNANDO, W. Dickson**

ශ්‍රී ලංකාවේ ගුරු විදුහල්හි පුහුණුව ලබන ගුරු සිසුන් ගුරුවරයාගේ භූමිකාවෙන් සංජනනය කරන ආකාරය. [A study of how the teacher trainees percieve the field of the teacher] 173 p ; Thesis (M. Phil.) University of Colombo 1985. — ULC, — M 210 — 400720.

**681. GREEN, T. L.**

The teacher and his function in Society. Pp. 9 — 13 ; In: University of Ceylon Review 1950, vol. VIII, no. IX. — ULC.

Education at present is in a state of chaos for it is now only a means of preserving existing social structures instead of remodelling and restructuring society. Research should be undertaken by the University supported by the Govt. Author was invited to occupy the 1st chair of Education, in the new Department and the teachers must play a vital part in determining the future of Ceylon.

**682. KALANSURIGE, Gunawathie**

ගුරුවරයා විලිබද බෞද්ධ අධ්‍යාපන සංකල්පය. [The Buddhist educational concept of the teacher]

E2.03.02

139 p ; diags ; tables ; biblio. — Thesis (M.A. Ed.) University of Colombo, 1985.—ULC,— M 206 — 400718.

This is a descriptive research study of the Buddhist Concept of the teacher ; although education process should promote independent thinking the mentality of the present teacher does not encourage this sort of thinking inquiring and investigation. Teachers should have a sound knowledge of the subject and method and philosophical background too. Author concludes that schools should provide religious education in order to promote, morality and peace. Parents and teachers should set an example to the children and curriculum development centre should introduce educational objective to suit the Buddhist way of thinking.

683. WIJERATNE, K. S. K.

Perception of the role of the English teacher by students, and parents, English teachers and other teachers. — 263 p ; tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya 1980. — ULP — 400611.

Differential perception was examined by means of a field survey conducted on a sample of 600 persons comprising 300 pupils, 180 parents, and the rest teachers by administering a questionnaire. Chapter I is a lengthy discussion of the concept of role, Chapter II the education and social variables that affect the English teacher. The findings reveal that the English teachers exhibited role conflict under three segments of teacher behaviour viz. Classroom behaviour, utilization objectives, and teacher personality. Also directions are needed in drawing up of syllabuses, the adaptation of the methodology and the selection, assignment and training of teachers and the writing of text books, and related material.



E2.03.03

684. DE SOYZA, P. L. M.

A study of the professional aspirations of Graduate teachers ; 439 ; tables. — Thesis (M.A. Ed.) University of Colombo, 1983. — ULC, — M 157 — 387363.

A research study of the job satisfaction, frustration, teachers estimation of their own social status and commitment to the job, on a sample of 300 graduates teachers in the Gampaha District. The findings reveal that teachers do not assign first place to the teaching profession, in the scale of preference and their estimation of the social status of the teacher in Sri Lanka is poor. Female teacher professes a higher commitment to the job than the male counterpart.

685. PALITHAPITIYA, E. D.

රාජකාරිය සඳහා ගුරුවරුන් සේවයට නොපැමිණීම ගුරුවරුන් අතර ප්‍රවාසිතාව [Absenteeism among teachers] VIII, 101 p ; graphs ; tables. — Thesis (M. Phil.) University of Colombo 1982. — ULC — M 379839.

Research carried out on 200 teachers and 100 pupils from 20 selected schools in the Awissawella District on the problem of absenteeism of teachers which is a hinderance to the education of children. On analysing of data author concludes that : (1) Sex of the teacher seems to be correlated to absenteeism for the woman plays a responsible role at home. (2) Married people take more leave. (3) Age is also another factor, middle aged teachers take more leaves. (4) Tendency to take leave when a teacher is new to the profession and also after about 20 years of service. (5) Serving in general schools also influence absenteeism.

E2.03.03

(6) Lack of responsibility. Absenteesism is mostly due to political transfers. Author makes suggestions for improvement.

686. PERIMPAHAYAGAM, S. D. E. R.

A Teachers' Registration Council and a Professional Register. — Pp. 35, 48, 46. — In. Ceylon Teacher, no. 14, Nov. — Dec., 1939.

The register of its members is the symbol of a profession. Author discusses the need for such a register for the teaching profession and makes suggestions for setting up regional councils.

687. SENEVIRATNE, D. T. D. S.

A study of attitude of teachers of state schools towards work satisfaction in relation to different areas of occupational situations within the teaching profession., VII 283 p ; — Thesis (M. Phil.) University of Colombo. — 1980. — ULC, M 96 — 375924.

With the data collected from a sample of 350 teachers in the Homagama District, using Lickert's attitude scale to measure work satisfaction, the author analyses the attitudes among various age groups, according to sex, in relation to environment etc. and makes the following recommendations :

- (1) Change the policy of recruitment, so as to form a well educated and a trained teaching profession
- (2) Better salaries.
- (3) Better conditions of service and better system of promotions.
- (4) Provision of basic amenities in schools.
- (5) Academic freedom should be granted in the discharge of duties
- (6) Wider role in the community should be assigned to teachers.
- (7) Political influence should be removed by establishing an Education Commission.
- (8) Grant opportunities to voice the grievances and problems.

E2.03.03

688. GREEN, T. L.

The S.S.C. — qualified English teachers in Ceylon : part I of the report compiled by T. L. Green on behalf of the Sub-Committee of the NESC. — Pp. 6 — 12. — In. Journal of the NESC, Vol. iv, no. 4, Nov. 1955. — NM.

Records the results of a survey of S.S.C. — qualified English teachers in the island, carried out by administering questionnaire to teachers. Conclusions are that : their reading interests and film-going experiences and acquaintance with English drama are very limited ; so is their knowledge which is not much expanded afterwards. Hardly has anything been done to improve the knowledge of this group of teachers on whom falls, the bulk of the burden of teaching English as a second language.

E2.03.04

689. CEYLON LEGISLATIVE COUNCIL

Report of the Committee appointed by the Government to investigate the question of the Pension Endowment scheme for teachers in Grant-in-aid schools : report of the Committee. — Colombo ; Govt. Printer, 1922. — 4 p. (SP 9 of 1922). — NM.

The Committee recommends that the scheme should be a pension scheme and not an endowment insurance as suggested in the annexure to Circular E 57.

690. CEYLON LEGISLATIVE COUNCIL

The report of the Committee appointed by His Excellency the Governor to consider a Pension Scheme for teachers in Assisted Schools. — 4 p. (SP 17 of 1923). — ULP 365342.

691. CEYLON LEGISLATIVE COUNCIL

The report of the Advisory Committee on Teachers' Salaries — 1926. — 10 p. — (SP 33 of 1926). — NM.

A report on the suggested salary and pension schemes of teachers in assisted schools as outlined in sessional paper 21 of 1925.

692. CEYLON LEGISLATIVE COUNCIL

Salaries of teachers. — 1 p. — (SP 6 of 1927). — NM.

States the decisions of the Govt. after consideration of the recommendations contained in the report of the Advisory Committee on Teachers' Salaries. — (SP 33 of 1926).

693. CEYLON LEGISLATIVE COUNCIL

Report of the Salaries Committee, 1930. Salaries and allowances of Public Servants graded in the civil list. — 115 p ; index. — (SP 1 of 1930). — ULP 35494.

Reviews the salaries of the officers in the Civil List of the Department of Education and professional and lecturing staff of the University College of Colombo.

694. CEYLON LEGISLATIVE COUNCIL

Report of the salaries and pension of teachers in assisted schools. — 11 p ; tables. — (SP 21 of 1925). — ULP.

Includes a letter to the Colonial Secretary on the subject.

695. CEYLON PARLIAMENT

Report of the Salary Anomalies Commission 1957. — 209 p. — (SP 2 of 1958) supplement to SP 27 of 1957. — ULP.

An exhaustive study of the anomalies in regard to salaries, salary scales, salary conversion, other emoluments and terms and conditions of service of teachers in state-aided schools, that resulted from the implementation of the recommendations of the Salaries and Cadre Commission of 1953 and proposes changes in salary scales according to grades detailed out in the appendix.

696. CEYLON STATE COUNCIL

Report of the Salaries Committee 1945. — 263 p. — (SP 22 of 1946). — ULP.

Salaries of teachers in pp 15 — 19, 213 — 219, 256 — 263

697. SOMARATNE, P. D. L. H.

The status of teachers in Sri Lanka : a comparative study of urban rural differences, III. — 53 p. ; biblio. Thesis (M.A. Ed.) University of Colombo, 1979. — ULC — M 51 — 37549.

The researcher highlights the importance of the lack of supervision on the part of teachers, which is due to their own evaluation of his professional and social status. Chapter II describes the status of the teacher in ancient Sri Lanka and how it changed with the impact of the West. The status of the contemporary teacher is evaluated on a mixed urban rural sample of teachers, students, parents from Colombo and Kegalle Districts. The findings reveal that causes for low professional status of teachers are complex. Their social

*E2.03.04*

status was higher in rural Sri Lanka than in urban areas. There is also a status differentiation according to level at which the teacher taught and the subjects which he/she taught. The relatively low status of teaching is due to its being thought of as a woman's job.

*E2.03.05*

698. DE SARAM, D. D.

Recruitment, Training and Supply of teachers in Ceylon ; 255 p ; map ; biblio. — MF. — Thesis (M.A. Ed.) University of London, 1956. — ULP.

This thesis investigates some of the measures taken in the past to secure an adequate and competent body of teachers. Chapter I reviews the period prior to the appointment of the Central School Commission, 1841. Chapter II deals with the attempts of the Central School Commission, which commenced training of teachers in 1842, to secure a better class of teachers. Chapter III surveys the important measures taken during the first 30 years (1870 — 1900) of the Department of Public Instruction. Chapter IV surveys the period from the beginning of this century to 1945 when reforms were introduced into the educational system, the main developments in the supply and training of teachers in the early part of this century, the main events that enhanced the social status and the economic security of the teacher and the supply and training of teachers in the latter half of the period. Finally, Chapter V examines the developments since 1945 and discusses some of the vital aspects of the problems today.

## 699. GUNASEKERA, Wimalajeewa Upali

ශ්‍රී ලංකාවේ ගුරුවරුන් පත්කිරීම සහ සැපයීම.  
 [Recruitment and supply of teachers in Sri Lanka]  
 iv, 770 ; tables. — Thesis (M. Ed.) University of  
 Colombo, 1981. — ULC — M106 — 383878.

A study of the policy and nature of appointment of teachers, the relation between appointment and supply of teachers from 1966 — 1976 based on a sample of 75 schools in Gampaha District and 91 officers in the field of education. Findings of the study are : (1) Political bias was a qualification to obtain a promotion, over which 95% of the teachers expressed their dissatisfaction. (2) An independent board with full powers should be given the responsibility of appointments. (3) There should be a change in the minimum qualifications for appointment of teachers. (4) Service in difficult areas should be made compulsory, but with provision of facilities and special concessions. (5) Teachers with experience and new attitudes should be consulted in formulating policies for appointment of teachers.

## 700. JAYASOORIYA, J. E.

Supply and training of graduate teachers in science.  
 — Pp. 21 — 29. — In. Journal of the National  
 Education Society, vol. Iv, no. 2, May 1955.—  
 NM.

Although there appears to be no shortage of graduate teachers, there is an uneconomical use of science graduates. Their quality compares very unfavourably with those of English and German Schools, for the best qualified are absorbed into the administrative service with higher salaries. The solution is in taking steps to increase the supply of science graduates and economical use of resources for which the remedial measures are detailed out.

E.103.05

701. SRI LANKA MINISTRY OF EDUCATION

Teacher requirements, 1975 — 1979. An analysis of teacher requirement by qualification for the different cycles of general education, 1975., 31 p., tables. — Mimeo. — CLME, REP'140.

In the introduction author gives the methodology used to calculate the teacher requirements.

702. WALATARA, D.

The Supply and Training of teachers. — Pp. 41 — 43. — In. Journal of NESC. — Vol. 5, No. 4, Nov. 1956. — NM.

E2.04 MANAGEMENT OF SCHOOLS

703. BANDARANAYAKE, Wilson

Schools in Sri Lanka : Their Structure and Management. — Pp. 106 — 111., diags., tables, photocopy. — In. Journal of Education Sri Lanka, 1980. — NIE.

Author examines the management of the existing system of schools in the island.

704. GINIGE, I. L. and LIYANAGE E. S.

An evaluation of the impact of School Management groups on management of two types 1A and 1B Schools in Sri Lanka. — Maharagama Staff College for Educational Administration, National Institute of Education, 1987. — 80 p. — NIE.

This study attempts to evaluate the impact of a SMG on the management of a selected sample of type 1A and 1B schools and identify healthy practices associated with such groups that assist the management and if they are successful, exact conditions that contribute to their success. Data



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was collected by studying the instruction manuals and various circulars etc. issued by the Ministry of Education and through interviews according to the guide prepared with the help of heads of schools and the staff members on the SMG and those not on the SMG and with Senior students. Chapter II gives the data thus collected from the Ministry documents and seven case studies. Chapter III analyses the data based on eleven points and examines the advantages and disadvantages. Pp. 72 — 75., contain suggestions for improvement.

705. GUNARATNE, A. P.

Management Structures and Leadership styles : Project No. 5. — 81 p. — Annexure on responsibility criterion (for Administrators) 10 p. National Institute of Educational Planning and Administration, New Delhi, 1984.

Author deals with management, structures and leadership, in the context of School Management.

706. GUNASEKERA, W. U.

ශ්‍රී ලංකාවේ තෝරාගත් ද්විතීයික පාසල් අනුසාරයෙන් තීරණ ගැනීමේ ක්‍රියාවලිය හා එහි ස්වභාවය පිළිබඳ පර්යේෂණාත්මක අධ්‍යයනයක්. [A study of the process of decision making and its nature in secondary schools in Ceylon.] (7)., 64 p ; tables ; biblio. — Thesis (M. Ed.) University of Sri Lanka, Peradeniya, 1974. — ULP 321135.

This research study was carried out to test the five hypothesis formulated by the researcher by analysing the instances and process of decision making by the principals of secondary schools in this island and various forces that influence decision making. The sample consisted of 15 Circuit Education Officers, 35 principals, and 320 assistant teachers

E2.04

from selected sample of schools representing the whole island. The results revealed that a principal is unable to implement his own decisions for he is subject to various rules and regulations laid down by the Ministry of Education and many other persons and forces that influence his decisions. Very often the administrators and assistant teachers disagree on many issues while the principal and the administrators are compatible with each other. There are also certain issues on which all the parties agree.

707. SRI LANKA MINISTRY OF EDUCATION

A Project for Management Development of Schools in Sri Lanka. — 5 p ; photocopy. — CLME — REP/68.

The purpose of this project to design institutional objectives, organisation and management structures for developing the educational process within schools with a greater degree of environmental relevance. The anticipated outcomes will be performance improvement.

708. SRI LANKA MINISTRY OF EDUCATION

A Project for management development of schools. phase I, Kuliyaipitiya region schools, 1982. — biblio. — 14 p ; typescript ; CLME — REP'28.

Case study of a Central School. Evaluates all aspects of development of this school. Includes five hand written pages analysing the problems.

709. SRI LANKA MINISTRY OF EDUCATION. The Staff College Educational Administration.

අධ්‍යාපන කළමනාකරණ ප්‍රකාශන [Educational Administration publications I], Kalutara ; Staff College 1982. — 76 p ; diags. — CLME.

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Contents : (1) අධ්‍යාපන සැලසුම්කරණ මූලධර්ම [Principles educational planning] by C. M. Ariyawansa. (2) සැලසුම් ශිල්පිකුම [Planning methodology] by K. G. Kulasena. (3) පාසල් කළමනාකරණයට ප්‍රස්තාවනාවක් [Preface to School Management] by Kumaradasa Hettiarachchi. (4) පාසැල් සංවර්ධනයේදී විදුහල්පති භූමිකාවෙහි මතුවන ගැටළු [Problems that arise within the field of the Principal in School development.] (5) ගුරුවරුන්ගේ සේවා නියුක්තිය පිළිබඳ අපේක්ෂා භංගත්වය [Frustrations arising from teacher unemployment] (6) විදුට්‍රි ක්‍රමය [Tution system] by a group of consultants. (7) සිද්ධි අධ්‍යනය [Study of phenomena] by L. D. P. Jayasinghe.

710. SRI LANKA NATIONAL INSTITUTE OF EDUCATION : Staff College for Educational Administration.

Workshop for the preparation of Distance Education Modules, Maharagama : Staff College, 1986. — NIE.

This set consist of the 20 modules on school management prepared by the Consultants. Each module defines its objectives, identifies the subject area, problems therein and gives activities for the principals and a system of self evaluation. The set include the following :

(1) පාසැල් කළමනාකරණය [School Management] by K. G. Kulasena. — 37 p. Highly commended by the evaluation Committee. (2) පාසැලක කාර්ය සංවිධානය [Work organization of the School] by L. D. S. Silva. (3) විදුහල්පතිවරයකු සතු මෙහෙයුම් කාර්යය. [Directive function of a Principal] 11 p ; biblio. (4) පාසැල තුළ සහ පිටත

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විධිමත් සබඳතා. [Internal and external relations a school should maintain] by L. Ratnapala. — 26 p; diags., tables. (5) පාසල හා විෂය මාලාව [School and the curriculum] by G. B. Gunawardena—19p. tables, biblio. (6) ශිෂ්‍ය මාර්ගෝපදේශකත්වය [Students welfare and guidance] Kumaradasa Hettiarachchi—diag., biblio. (7) ඉගෙනුම් ක්‍රියාවලි කළමනාකරණය [Management of learning process] by L. M. C. Cabral., 26 p. (8) ශ්‍රේණි සිසු අභිමුද්‍රනය. [Teacher student motivation] by M. S. Edussoriya., 28 p., available in English also. (9) සැලසුම්කරණය මූලිකාංග [Basic elements in Planning] by L. Ratnapala., 24 p ; diag. (10) කළමනාකරණයේ දී තීරණ ගැනීම. [Decision making in management] by L. D. S. Silva ; 29 p., diag. biblio. (11) ව්‍යාපෘති සැලසුම් කිරීම හා කළමනාකරණය. [Project Planning and implementation] by S. B. Kulatunga., 19 p., tables. (12) සම්පත් කළමනාකරණය [Resource Management] by L. D. P. Jayasinghe 29, XXI p., diag., tables. biblio. (13) පාසැල් මුදල් කළමනාකරණය [Financial Management in Schools] by G. N. De Silva., 19 p., tables. (14) පාසැල් කාර්යාල කළමනාකරණය [School Office Management] by P. N. S. Jayakody 37. p. biblio. (15) පාසල් අධීක්ෂණය. [School Supervision] by G. N. De Zoysa. (16) සිසුන්ගේ අධ්‍යාපන සාධන ඇගයීම [Evaluation of educational attainment of pupils] by T. P. De Zoysa, 22 p ; tables, biblio. (17) ආයතනික ඇගයීම [Institutional evaluation] by L. D. S. Silva, 27 p., diag., biblio. (18) සිසුන්ගේ පාසල් නොපැමිණීම පත්ති ප්‍රශ්නෝත්තරණය හා අකාලයේ පාසැල් හැරයාම පිළිබඳ ගැටළු හා එයට යෙදිය හැකි පිළියම්. [Problems and the remedial measures for pupil absenteeism, grade repetition and dropping out] by H. Palihakkara., 22p. (19) ග්‍රාමීය පාසැල් සහ එවා මුහුණ පාන ගැටළු [Rural schools and the problems they face] by R. C. Perera., 18 p., diag., tables ; biblio.

E2.04.

711. SRI LANKA NATIONAL INSTITUTE OF EDUCATION, Staff College for Educational Administration.

National Workshop for testing of Distance education modules on Educational Management sponsored by UNESCO, Bangkok, 30 Dec. 1985 — 3rd Jan. 1986, Maharagama. final report. — 62 p. — NIE.

Each of the 20 distance education modules on educational management prepared by the workshop organised by the Staff College sponsored by UNESCO, at the same workshop was evaluated by three groups of 30 principals, 18 consultants of the Staff College and four officers from the Ministry of Education. (පාසැල් කළමනාකරණය) School Management by K. G. Kulasekera was highly commended by all the three groups.

712. VELAYUTHAN, T.

Organisational climate of schools : its measurement and description. — In. Journal of NESO, vol, xxxii, 1973. — pp. 1 — 47. — Biblio.

Author describes the Organizational Climate and Descriptive Questionnaire (OCDQ) developed by Hulpin and Croft and the research carried out by the author to adopt this instrument for use in Ceylon.

713. WATSON, Leonard, E.

Management Development for Sri Lanka Schools : a report to the Ministry of Education in Sri Lanka. — 1982. — 14 p., xiii, five annexures, photocopy. — CLME — REP'198.

A report written by the Head, Department of Educational Management of the Sheffield City Polytechnic after a two-week tour of the Colombo,

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Chilaw, Vavuniya and Jaffna Districts. A follow up study was made after a second visit to Sri Lanka again for two weeks in March/April 1984. which is also available in photocopy. — CLME — REP'209.

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714. SUMANASEKERA, H. D.

A statistical model for the School-leaving process. — pp. 32 — 39., tables. — In. Modern Ceylon Studies, vol. 5, 1974. — ULC.

Author constructs a model for the process of school-leaving using statistics of drop outs and repeaters in each Grade up to Grade 9, passage and retention. There is a class analogy between dropouts in a school system and the labour wastage in an institution. Deficiencies in the model constructed are also discussed.

E2.04.03

715. CEYLON PARLIAMENT

The report of the Committee on Non-school-going Children 1958., 21 p ; tables. — (SP 3 of 1960). — ULP 365402.

Chaired by E. H. De Alwis. Analyses the causes for premature school-leaving ; poverty, lack of schools and unattractive curriculum are the main causes. There is no correlation between the increasing juvenile delinquency rate and rate of drop-outs from school. Chapter V includes the 10 recommendations made.

716. GOMES, P. D. I.

දකුණු කොළඹ අධ්‍යාපන ප්‍රදේශයේ බොරැල්ල ඡන්ද කොට්ඨාශයට අයත් සියළුම පාසැල් වල පාසැල් හැර යන්නන් පිළිබඳව විමර්ශනයක්. [A study of school dropouts in all schools in the Borella electorate in Colombo South Region] vii 146 pp. — Thesis (M. Phil.) University of Colombo, 1979. — ULC; — M 59 — 76909.

717. HAPUTANTRI, S.

A report of the survey of non-school going children and students, who dropout from school at an early stage in Sri Lanka, 1979 : Colombo UNICEF ; 1979. — VII, 89 p ; tables. — NIE.

The study reveals that 22 percent of the children between 5 — 14 years of age were not in school (in 1979) and that out of these 48.8 percent have never attended school. The author points out that 36 percent of the schools have classes only up to Grade V and thereafter the children have to look for new schools. This ensures an increase in the drop-out rate. Certain economic factors are important in urban areas. The drop-out rate is higher among estate Tamils and rural Muslims. Out of every 100 drop outs 57 are boys. The repetition of grades is also a major cause. Recommendations to reduce the drop-out rate and school avoidance are given in Pp. 41—55. They include strengthening of legal powers to enforce attendance, the development of adult education and reducing the repetition of grade, and solution to the problem of difficulty of access to schools.

718. JAYASOORIYA, J. E.

Some studies of early school leaving in Ceylon ; Pp. 18 — 26. — In. Ceylon Journal of the Historical Social Studies., vol. 30, no. 1, Jan — June, 1960. — NM.

The research survey carried out in three rural areas in Agalawatta and three semi-urban areas of Balapitiya. Data was collected by administering a questionnaire. On analysing the findings, the author concludes that early school leaver is encouraged by a certain pattern of factors operating together, namely the poor economic conditions,

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large families and the perceived uselessness of the available schooling from employment angle. Author suggests further research.

719. MADEGEDARA, H. B. M.

දඹුල්ල නැගෙනහිර අධ්‍යාපන මණ්ඩලයේ අනිවාර්ය වයස් සීමාවට පෙර පාසැල් හැර යන ළමුන් පිළිබඳ විවේචනාත්මක විමර්ශනයක් [A critical study of children who dropout from school before they reach the limit of compulsory schooling] (III) 384 p., — charts, graphs, maps, tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1974. — ULP 321139.

First four chapters of the thesis deal with the spread of the concept of compulsory elementary education throughout the world, the efforts in Sri Lanka to provide elementary education and previous research on the subject. Study is based on a sample of 212 (110 girls) school-dropouts with a control group of 177 (95 girls) school-going children in grade eight from the Dambulla East Education circuit. Data was collected by administering a questionnaire to these children, their parents and teachers. The findings reveal that the main cause given by all these three groups was poverty, others were social, psychological, educational, physical, and geographical respectively. Author makes suggestions to prevent premature school leaving in Chapter II.

720. PUNCHINILAME, L. R.

A study of some early school leavers in a backward area in Galaboda Korale. — 147 p. — Thesis (M.A.) University of Colombo 1979. — ULC M — 63 — 637547.

This is an exhaustive study of school leavers in a remote area in the Kegalle District during the period 1970 — 74, in Grade I — IV. Data was collected



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through interviews with teachers parents and students. The investigation pin-points socio-economic problems, curricular and academic deficiencies in schools and physical and mal-adjustments of students as the main causes. Author makes recommendations to solve the problem of school dropouts.

721. SRI LANKA MINISTRY OF EDUCATION : Non-formal Education Branch.

Report on a baseline survey on the educational needs of non-school going children in three AGA Divisions in the Anuradhapura District. — Colombo - Ministry of Education 1985. — 60 p. tables. — CLME.

This project funded by UNICEF is an indepth study of the needs of non-school going children as a preliminary step in planning educational opportunities to non-school going children and youth planned to be implemented in 1984 — 1988. The first study was carried out on the shanty dwellers in Colombo. The most significant reason for non-school going, is that the family, expect the child to fulfil the more immediate needs of the family which are considered to be more important than the benefits accrued from a long term educational programme. Total number of non school-going children were 101267, and approximately 85020 were between 6 — 14 years. Recommendations are made to solve this problem.

722. SRI LANKA MINISTRY OF EDUCATION: Non-formal Education Branch.

Report of the base line survey on the educational needs of the non-school going children in low income groups in the city of Colombo. — Ministry of Education, 1984. — 64 p. — NIE.

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This project is funded by UNICEF for the provision of educational opportunities for non-school going children and youth, in six special areas mainly in the plantation sector, Mahaweli H and B areas. Kalutara District, Batticaloa and Colombo Municipal areas. The survey ascertains socio-economic reasons for non-enrolment, absenteeism and drop-out, the aspiration of parents, their skills, aptitudes and aspiration of children and low rates of re-entry in to the formal school. Approximately out of 7,200 children of the school going age 6 — 8 years of the shanty dwellers, 3100 have not been to school. But the literacy rate in these areas are equal to the national literacy rate of 85 percent. Recommendations are made for improvement of the situation.

723. WICKRAMARATNE, E. K.

මහර අධ්‍යාපන මණ්ඩලයේ පාසල් හැර යන්නවුන් පිළිබඳ විමර්ශනයක් [A study of the school leavers in Mahara Education Circuit]. — Thesis (M.A.) University of Colombo 1978. — ULC, — M 54 — 37551.

724. WIJESEKARA, Wickramakulatilake, Mudalige Leela Soma Padmini.

තෝරාගත් මහා විද්‍යාලයක 6—9 දක්වා ශ්‍රේණි ඇසුරින් නුදුරු අනාගතයේදී අකාලයේ ගිලිහීමට ඉඩ ඇති සිසුන්ගේ ප්‍රමාණය සහ ආශ්‍රිත අධ්‍යාපනික, ආර්ථික හා සමාජීය සාධක පිළිබඳ පර්යේෂණාත්මක අධ්‍යයනයක්. [A research study of the number of pupils in grades 6 — 9, who are liable to drop out from school in near future from a selected senior secondary school and the associated socio-economic and educational factors] v, 462 p. — charts ; graphs ; tables ; biblio. — Thesis (M. Phil.) University of Colombo 1983. — ULC — M 163 — 386642.

*E2.04.03*

Study is limited to pupils of grade 6 — 9 in one school. Case studies of three selected pupils were carried out. Data was obtained by administering a questionnaire and interview. Author analyses the causes to premature school leaving and makes suggestions for its prevention.

*E2.04.04a*

725. GUNAWARDENA, Sooriyaarachchi

ශ්‍රී ලංකාවේ ජනප්‍රිය පාසැල් සංකල්පය තුළින් ගොඩ නැංවෙන කාලීන සමාජ වාතාවරණය [The social atmosphere created by the concept of popular schools] viii. — 149 p., graphs; maps; tables. — Thesis (M. Phil.) 1982. — ULC — M 123 — 379052.

On analysing the data on popular schools for which there is a great competition for admission. The author arrives at the following conclusions : the availability of educational facilities such as popular and recognized games in popular schools. Intellectual studies are pursued in these schools and they value Western culture and uphold social distinctions. For girls education in such a school is an additional qualifications at matrimony.

*E2.04.04c*

726. JAYAWEERA, Swarna

Survey of small schools, July 1980., 30 p., — 10 p., tables. — NIE.

This survey was based to a questionnaire mailed to all the small schools and 392 estate schools. The author points out that children who attended small schools appear to be disadvantaged in many respects and that the curriculum appears to have little relevance to their environment. She suggests

E2.04.04.c

that a detailed analysis of the data collected in her study might prove useful in formulating a positive policy in respect of these schools.

727. PERERA, K. P. A.

Development of new techniques in management of Small Schools in Sri Lanka. — Pp. 88 — 96., photocopy ; In. Journal of Education Sri Lanka, 1980. — NIE.

A study of the Special Development Programme and correlated measures that have been planned and put into effect in order to develop the small schools where the enrolment is less than 100, which comprise 20 percent of the number of schools. Author gives his broad objectives, the constraints to be overcome and new techniques that have been applied effectively.

728. SRI LANKA MINISTRY OF EDUCATION.  
Small Schools Unit and UNICEF, Colombo.

Summary Report of the small schools Mid-term review edited by Nimal, Kannangara, December 1980., Memio. — 64 p., tables. — NIE.

This is the summary of the following reports submitted by members of the small schools project Mid-term Review by J. E. Jayasooriya. — "Impressions of the UNICEF assisted small schools development project in Sri Lanka, July 1980 ; by H. D. Sugathapala Mid-term-review of the UNICEF assisted smalls development project by Swarna Jayaweera, August 1980.

729. SRI LANKA MINISTRY OF EDUCATION:  
Small Schools Unit and UNICEF, Colombo.

Department of Small Schools in Sri Lanka : report of a National Seminar held at Sri Lanka

E2.04.04c

Foundation Institute, Colombo : 17 — 21 Oct. 1977. — 27 p. — diags. Colombo : Marga, 1978. — MG.

Includes a discussion of "Small Schools" in Sri Lanka and recommendations of the seminar for their improvement.

730. UDAGAMA, Premadasa *et al.*

Small schools programme ; an attempt to reach the poor : an explanatory experience initiated in Sri Lanka by Premadasa Udagama, K. D. Ariyadasa, George Mendis, Kamala Peiris, Mahinda Ranaweera, and D. P. Wijegoonasekera. — Colombó : Sri Lanka Ministry of Education, 1976. — NIE.

Summary description of the Small Schools programme which is essentially based on a policy principle concerning the education of the poor in Sri Lanka. Author states that first priority of the study of this programme should be an assignment to prepare a comprehensive bibliography including a thorough search for dissertations and term papers from the University of Sri Lanka. — Faculty of education and Department of Sociology, Institute of social work.

E2.04.06

731. DE SILVA, G. N.

The study of classroom management in selected secondary schools in the educational region of Colombo., 207 p ; 1982. — Thesis (M.A.) University of Colombo, 1982. — ULC — M 132 — 385050.

E2.04.06

Survey revealed that the organisation of the School climate that prevails in the class and the school, type of parents' culture, social status, attitudes, goals, location of school, type of teacher, his personality, professional training, methods of instruction, lesson content all have a great bearing in classroom management. Author makes suggestions for improvement.

E2.04.07

732. SRI LANKA MINISTRY OF EDUCATION

Guidelines for computing the cadre of a school (Circular No. 3/pp/G, 3 and 1 the Secretary to the Ministry 1983) (4), V.P. — CLME — REP/10.

E2.04.09

733. ALLES, Jinapala, *et.al.*

Action research pilot project for improvement of school practices through supervision and assessment of school performance, by Jinapala Alles, Amaratunga De Silva, W. D. Fernando, U. D. I. Sirisena, and W. M. A. Warnasooriya, Colombo: Division of secondary education. Ministry of Education, 1967. — 22 p. — CDC.

This is a working paper to assess the performance of the secondary schools. Ten percent of the secondary schools system should be evaluated annually in order to find out the relative performance as seen in various areas in school administration wherein the principals and field staff need assistance and guidance and to provide guidelines for the supervisory staff through the mode of reporting for this study and to locate priorities of action. Annex includes school performance profile card.

E2.04.09

734. NANAYAKKARA, D. J.

School Inspections : then and now. Pp. 689 — 700., — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Author traces the origin of school inspections to 1870's when they were held to pass or fail pupils at an annual examination and the teachers were paid on the basis of these results. In 1893 a bonus was paid to teachers for supervision work, which was replaced by salary grant system. At the next stage, the assessment and evaluation of pupil achievement became the responsibility of the teachers and the school inspection was conducted for supervision and maintenance of educational standards.

E2.04.11

735. MARIKKAR, M. H. M. M. M.

Parents' involvement in school management and improvement in SDS programme., 26 p. — Diploma in Educational Management., — In. Sri Lanka Educational Personnel, NIEPA, New Delhi 1984. — CLME — REP/225.

This is the report of the Consultancy project assigned to the author by the Ministry of Education. Deals mainly with the emerging concept of the joint responsibility of school and community in the educational development with special reference to Sri Lanka situation, and makes suggestions to bring closer linkage between school and the community.

E2.04.11

736. WIJESINGHE, Somaratne

Public Interest and Community Participation in Education. — Pp. 727 — 734. — In. Education in Ceylon : a centenary volume ; Part II.\* — 1969 — NM.

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\* See 33

#### **E.04.II**

Examines how school came to be linked with the community through legislature at the turn of the 20th century and later through various welfare organisations such as Parent Teachers Association Clubs and Societies, etc.

#### **E2.05 PRIVATE EDUCATION**

##### **737. ABEYRATNE, Hillary**

The state and the private schools. — Pp. 736 — 739. — In. Ceylon Churchman. — vol. LXVI, no. 8, Sept. 1970. — NM.

The author argues that there is little justification for the present agitation. The difficulty which arises solely from the confusion over the nature and role of the private school will be removed if private schools can operate within the well defined limits laid down by the Government. The private school also should justify itself on other grounds than on denominational nature. The author suggests that the Government should increase the number of schools, and improve and liberalize them. He also examines the various charges against the private schools and suggests remedial measures.

##### **738. CEYLON LEGISLATIVE COUNCIL**

Education : Government and Grant-in-aid Schools : List to accompany map indicating the sites of the different schools, established throughout the island. — pp. 457 — 492. (SP 42 of 1876). — NM.

##### **739. FERNANDO, Lionel**

Private Schools : Points to ponder. — pp. 731 — 735. — In. Ceylon Churchman., vol. LXVI no. 8, Sept., 1970. — NM.



*E2.05.02*

This article declares the unwillingness to hand-over the church schools to the Government when the Government is ready to take them over. The author examines the position of protestants and the problems of the Roman Catholics and concludes that they should cooperate as a dynamic creative minority in effecting the standardization of education which is a national need.

740. FERNANDO, Patrick and PEIRIS, Rev. Fr. Aloysius  
On Christian Schools : Agtiation for their give-over., Pp. 726 — 730. — In. The Ceylon Churchman, vol. LXVI, no. 9., Sept. 1970. — NM.

The author brings out the pros of the takeover of private schools, in completion of the takeover programme launched in 1961. It is a national necessity. Culturally and socially also it is logical.

*E2.05.03*

741. HEMACHANDRA, H. L.

The growing phenomena of tution classes : the percieved reasons and some latent social factors. — Pp. 39 — 71, tables. — In. Sri Lanka Journal of Social Sciences, vol. 5, no. 2, Dec. 1982. — MG.

This is a research carried out on a sample of students from a category recognized to be most prone to private tution. Grades 10 — 12 (Sinhala medium) for a selected sample of schools in Colombo city and Kegalle District by administering a questionnaire. Findings reveal that the numbers attending tution classes were greater in Colombo than in Kegalle. Three main reasons for attending tution classes and for not attending were discussed. High correlation exists between family income and tution class attendance.

E2.05,03

742. SELVARAJAH, M.

A study of factors influencing the students of grades 9 — 12 in schools in Colombo South to obtain private tuition. — 143 p., tables., biblio. — Thesis (M. Phil.) — (University of Colombo, 1980. — ULC M 95 375923.

Text in Tamil.

E2.06 EDUCATIONAL FINANCE

743. SRI LANKA MINISTRY OF EDUCATION

Pension guide for financial assistants, branch heads of Regional Departments of Education, 1981. — 21 p., Mimeo. — CLME — REP/214.

E2.06.01

744. SRI LANKA MINISTRY OF EDUCATION

Manual of Instructions ; Part III : finance — Colombo : Ministry of Education, 1981. — 115 p. — CLME — REP/40.

This is a supplementary to the financial regulations provisions in the Establishment Code and other instructions issued by the Treasury, Ministry of Public Administration and the Ministry of Education.

745. ALLES, Jinapala *et al.*

Unit costs of education and the design of annual budgets. Short term plans and perspectives for the first and second level general education system in Ceylon by Jinapala Alles, W. D. Fernando, D. P. Wijegoonasekera, D. Gunaratne, M. A. De Silva, and C. Hettiarachchi. — Colombo : Ministry of Education, 1969. — 169 p. — biblio. — NIE.

*E2.06.01*

The study attempts to illustrate the use of unit costs for assessing the financial implications of plans and perspectives, and to the isolation and recognition of significant aspects of imbalance in the educational system having implications for the quality improvement within the education system. It is an integrated presentation of a series of executive actions carried out in the context of normal day to day work by the management having significant responsibility in the education system.

746. ALLES, Jinapala

Costs of education — elementary and secondary. — Pp. 1048 — 1066, graphs ; tables ; biblio. — In. Education in Ceylon : a centenary volume ; Part III.\* — NM.

This is the summary of an action oriented research carried out on the process of active administration of the educational system itself. The author analyses the components of an educational systems emphasising that the educational finances constitute a very significant place in it, followed by an overview of the period from 1930 — 1969 highlighting the trends, the growth of population, increase in pupil enrolment and educational costs and an analysis by unit costs of the period from 1952—66 with the aid of statistics. In the concluding comments the author suggests the active mobilization of local authorities industry and the community at large to channel additional resources for education.

747. ALLES, Jinapala *et. al.*

Financing and cost of education in Ceylon : a preliminary analysis of educational costs and finance in Ceylon 1952 — 1964, by J. Alles, S.

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\* see 33

E2.06.01

Victor de Silva, and Francis, W. Kulatunga, Paris, UNESCO, Office for Economic Analysis 1967. (4) 168 p., 54 tables. — MG.

Based on the Census 1921 — 1963, and Government revenue for 1951 — 1964, the study analyses cost and financing of education, which was expected to help in educational planning in the late 1960s.

748. ALLES, Jinapala and Gunaratne, D.

The School system — primary and secondary pupil enrolment and direct costs, some reflections, the planning of long term futures in Sri Lanka, 1986. — 30 p., graphs ; tables. — NIE.

749. CEYLON BLUE BOOK. — 1828 — 1911 ; Colombo: Govt. Printer — N A and ULP.

This is the record of returns sent to the Colonial Secretary by the Governor of Ceylon and is the counterpart of the present administration report, which replaced the Blue Book after 1911. Earliest is the Blue Book for 1821, and up to 1859 these were hand written, since then they were printed by Govt. Printer. Record include the return for the public schools, the names of the schools, name of the teacher, date of appointment and designation and the annual salary. The first lady teacher in a Govt. school is recorded as Simona of the Morotto (Moratuwa) School. The expenditure per school and notes about the curriculum and method of teaching in certain private schools are also given. In the Blue Books up to 1829 returns of the schools come under the title ecclesiastical. It is only after 1830 that the subject 'education' finds a place. Later records indicates the returns for the School Commission followed by Department of Public Instructions. Later returns of books and newspapers published in the island also came to be included.

750. CEYLON LEGISLATIVE COUNCIL

Papers relating to Grants-in-aid : return an order of the honourable Legislative Council dated 22nd Aug., 1860, for copies of the resolutions of the Central School Commission of September 20th 1859 and July 19th 1860, with the rules of May 1841 relating to Grants-in-aid, together with the correspondence between the Government and the School Commission, on the subject, including the letter from Mr. Lorenz and the Governor's reply thereto. — Colombo : (SP 1 of 1860). — NM.

Copies of eighteen letters, minute by the Governor, and a petition against restrictions as to religious instructions are also attached to the acceptance of grants-in-aid.

751. CEYLON LEGISLATIVE COUNCIL

Statement showing the expenses of Queen's College and Colombo Academy as compared with that of the Academy prior to the establishment of the College and return showing the number of students in each class of the Queen's College, during the years 1861, 1862 and 1863. — Pp. 193 — 195. (SP 17 of 1863). — NM.

752. DE SILVA, W. M.

කොළඹ දකුණ අධ්‍යාපන දිස්ත්‍රික්කයේ දෙනිවල අධ්‍යාපන මණ්ඩලය ඇසුරින් පාසැල් වල ජ්‍යෙෂ්ඨ ද්විතීයික අංශය සඳහා රජය දරණ පිරිවැය. [Per capita expenditure for the Senior secondary sections of the schools calculated according to the state expenditure in schools in the Dehiwala Education Circuit] Thesis (M.A.) University of Colombo 1982. — ULC, — M 204 — 385302.

753. VAIZEY, J.

The costing of educational plans : fundamentals of educational planning by J. Vaizey and J. D. Chesswas. — Paris : UNESCO 1967. — 65 p. — NIE.

*E2.06.01*

This booklet deals with administering and planning of educational systems in developing countries and is one in the series published in the 'double decker' form, in order to present both points of view in a specific problem in the same work. Part I, the first essay is a generalized treatment of costing and the second is a description of costing of plans as it actually occurred in a developing country. The second part examines how costing was simplified and is an straight forward account of an able and experienced Ministry of education in a developing country did in fact cost its plans.

*E2.06.06*

754. CEYLON STATE COUNCIL

Report of the Government Scholarship Committee, 1936. — 19 p. — (SP 4 of 1936). — ULP 365361. Chairman, C. W. W. Kannangara proposes a systematic method of selection and a new scheme of scholarships.

755. JAYASOORIYA, F. R.

"A pearl of great price" : an evaluation. — pp. 620 — 630. — In. Education in Ceylon : a centenary volume : part II.\* — NM.

Author discusses the national problems created by the "Free Education Scheme of 1946."

*E2.07* EDUCATIONAL FACILITIES

756. NESIAH, K.

The provision of university entrance forms in schools. — pp. 30 — 46. — In. Journal of NESAC, vol. iv, No. 1, Feb. 1955. — NM.

\*See 33

*E2.07.*

Examines the weakness in the setting up of sixth forms up to University Entrance Forms in Schools and suggests remedies.

757. SRI LANKA MINISTRY OF EDUCATION,  
Mahaweli Development Sub-Committee.

Educational facilities for areas coming under Mahaweli Development scheme 'H' area, Colombo : Department Govt. Printer, Sinhala 1979, 27 p. — NIE.

Basic statistics and a detailed list of building requirements according to the amendments in Jan. 1979 are included in this report.

758. UNESCO AND UNICEF

Improving the environment of Sri Lanka Primary Schools. — Bangkok, UNESCO, 1980. — 35 p ; drawings, maps, pictures, tables. — CDC.

In 1979 the Government with UNICEF support set out to improve the lot of about 500 schools, as the enrolment ratios had declined. The study revealed that all small schools are not disadvantaged in the same way. Some were in need of better facilities and buildings etc. Effort should be made to give children comfortable and pleasant work places so that they may be able to make better use of available resources.

*E2.07.01*

759. CEYLON LEGISLATIVE COUNCIL

Report on the extensions to the Government Training College. — 2 p ; (SP 15 of 1925). — NM.

This report includes the proposals made for the new scheme of buildings in order to meet the needs of the additional accommodation at the Training College for the resident staff and students.

760. **EDUCATIONAL BUILDINGS and Facilities in the Asian Region : Sri Lanka.** — Pp. 121 — 128, photocopy, tables.—In. Bulletin of the UNESCO Regional Office for Education in Asia, Nos. 15 — 17, 1946 — 76. ULC.

This document describes the typical types of school buildings in the island. Analyses the enrolment in schools and number of pupils by level of education, and type of education and examines suitable structure for school buildings and funds needed.

761. **FERNANDO, K. A.**

School buildings in Sri Lanka. — Pp. 112 — 118 ; photocopy. — In. Journal of Education Sri Lanka 1980. — NIE.

Author discusses the three main factors that bring about revisions and amendments in the standard type plans according to which nearly all school buildings in Sri Lanka are constructed.

762. **SENERATH, P.**

School buildings — old and new. — Pp. 701 — 716 ; graphs, tables. — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Author examines the laws, regulations, and codes, specifications for buildings for various types of schools and different types of schools ; buildings ; funds ; constructional procedure and organisation and the school works, Board of the Department of Education and its expansion.

763. **CEYLON DEPARTMENT OF HEALTH**

Memorandum on School furniture. — Colombo : Govt. Press, 1950. — 14 p ; diags ; — GL.

This memorandum describes the application of the findings of a survey carried out to determine the

\* See 33



*E2.07.02*

best from of school furniture, such as seats, back rests, cupboard, and the methodology adopted for the survey.

*E2.07.05*

764. **CEYLON STATE COUNCIL**

The schools emergency food campaign ; 6 p . — (SP 22 of 1944). — ULP 42762.

Progress report by the Assistant Director, T. D. Jayasooriya.

**E2.08. MICROPLANNING IN EDUCATION**

*E2.08.01*

765. **SRI LANKA MINISTRY OF EDUCATION**  
The Staff College for Educational Administration.

An impact evaluation of the pilot project on the decentralization of regional administration of 1984 in Kegalle, Chilaw and Matara Districts in Sri Lanka : a case study. — Sri Lanka Ministry of Education — SCEA, Maharagama, 115 p : 17 diags. and tables. — NIE.

This study is an evaluation of the pilot project at the level of District Education Officer, School Zonal level and school level of the organisation set up, by means areas of analyses of responses to the questionnaire from a sample of 2091 (teachers, pupils and officers) ; interview data and examinations of records. Chapter IV analysis the data to find out the level of achievement of each of the five objectives of the project. Chepter V makes 32 recommendations, the first of which is an immediate revision of the document "Reorganisa-tion of District Administration for improving

*E2.08.02*

quality in education and the document be prepared in Sinhala and Tamil and also objectives be clearly spelt out in the revision.

*E2.08.02*

766. GUNARATNE, D and NAVARATNARAJAH, S.

Inter-district comparisons of indices of educational performance ; Colombo : Ministry of Education, Planning & Programming Branch, 1982, mimeo. — 32 p ; graphs ; maps ; tables. — CLME — REP' 1971.

The authors take four selected parameters participation rate, advanced level Sciences enrolments per 1000 population in relevant age span, years required per pupils to complete primary education, and literacy rate. Galle, Jaffna, Colombo and Gampaha respectively obtained the first place in respect of these criteria in 1981. On a composite index Colombo and Galle take the first and second places while Batticaloa and Moneragala are at the tailend. Jaffna overall has fallen from 3rd place in 1971 to 5th in 1981.

767. HEMACHANDRA, H. L.

Educational disparities within urban sector. — A paper presented at the 42nd annual session, December, 1985. — SLAAS.

Survey conducted in four purposively selected slum and shanty gardens in Dematagoda ward with a fairly high level of alums and shanty population in Colombo. Data was collected through questionnaire by interviewing all families in the four gardens. National and regional data obtained from the census of population and housing in 1981 was also used for comparative analysis. Findings

E2.08.02

reveal that causes for relatively poor primary school attendance was not economic conditions and physical disability, but the incapacity of the formal school system to absorb all children seeking admission to Schools and parental negligence in admitting and sending their children to school.

768. JAYAWEERA, Swarna

Regional imbalances in education. — Pp. 52 — 92., tables. — In. Journal of the National Education a Society of Ceylon, Vol. 20, 1971. — NM.

Analyses the disparities in educational facilities in different regions in the island. Author states that any plan for educational development in Ceylon has to give priority to the under privileged areas and suggests positive steps to be taken to prevent the regional imbalances.

769. RUPASINGHE, S.

Some disparities in the Secondary School System of Sri Lanka. — Pp. 37 — 48 ; tables. — In. NESSL, vol. XXIII. — NIE.

Author traces the disparities that existed in the secondary school system of this island from the very inception of this system and the various reforms brought about in order to redress the injustices. Regional imbalances and also striking imbalances in these schools within the region, according to the socio-economic levels of the parents are highlighted with the aid of statistics. Finally author questions whether the unitary and cluster schools would adversely affect the education of the ablest children from the lower middle and lowest socio-economic strata due to their exclusion from these schools for financial reasons. Will the cluster system cut across regional imbalances or

E2.08.02

instead will there be rich clusters, and poor clusters in geographically rich areas and poor areas respectively.

E2.08.03

770. PERERA, Slerting

The School Clustering Pilot Project. — Chapter 4., P . 30 — 35. — In. Study Group Meeting on Interinstitutional and other Cooperative Networking Structures, (1 — 17 Nov. 1984, Bangkok) Grassroots networking for Primary education : case studies : Thailand Sri Lanka, Philippines, Japan. — Bangkok UNESCO, 1985. — 40 p. — CDC.

Author describes the concept of school clustering, its objectives, functions, organizational structure, mode of operation. Few pilot projects are evaluated highlighting the advantages of school clustering in areas where disparities in the quality of teaching and learning prevail.

771. SAMARANAYAKE, Mallilka Rukmani

Introduction of school clusters in Sri Lanka. — Paris, IIEP, 1983. — (vii) 70 p., tables. — photocopy, (IIEP Occasional papers 67). — NIE.

Author analyses the concept of school clusters as a school mapping and a micro planning device and as a solution to the problems of imbalances in the school system. In Chapter I the background to the reform proposal is discussed with a brief introduction of the education system and an analysis of the related problems. Chapter II deals with the concept, scope, definition and objectives of school clusters. Operationalization of the project at the pilot stage is described in Chapter

E2.08.03

III with the controversies regarding some aspects of it. Chapter IV highlights some of the achievements with reference to pilot clusters. Chapter V is a discussion of the constraints encountered at the pilot stage. Conclusion of the study and the authors recommendations.

772. SURIYAKUMARA, H. M.

කුඩා පාසල් පවුල් සංවිධානය කිරීමට පාසල් සමාජ  
ඒ කෙරෙහි දක්වන ආකල්ප පිළිබඳ විග්‍රහයක්  
[A study of the attitudes of various groups in the  
school community towards the implementation of  
the school cluster system] (ii), 289, tables, biblio. —  
Thesis (M.A. Ed.) University of Peradeniya  
1982. — ULP 367479.

A study of attitudes towards the 'school cluster' concept by administering an attitude test on a sample of on 566 persons consisting of 202 pupils, 130 teachers, 178 parents, and 26 principals. Representing both 'mother schools' and small schools. Most favourable attitude to clustering is shown by principals of the mother schools, and all the groups of the mother school sector. Out of the small schools sector, it is the parents who have developed favourable, awareness of the concept. Although the pupils of mother schools do not perceive the concept favourably, according to the analysis of data no sector has rejected this concept of 'school clusters'

E2.08.04 See also 558 & 669.

773. GURUGE, Ananda, W. P. and ARIYADASA, K. D.  
Planning the location of schools : case studies  
Sri Lanka, — Paris International Institute of  
Educational Planning, 1977. — 94 p. — MG.

*E2.08.04*

Analyses the basic factors for designing methodology for planning the location of schools and applying them. Case studies of seven selected areas are included.

*E2.08.05*

774. GUNARATNE, D. and PERERA, W. L.

A framework for realization of school network of the city of Colombo, based on pupil flows and available facilities. — Colombo : Ministry of Education, 1983. — 13 p. — 24 tables, (Planning Management Series Vol. I, No. I, CLME— REP/21).

The study suggests methods by which schools in the suburbs could be developed, so that the flow of pupils into Colombo could be arrested.

*E2.09* **EDUCATIONAL STATISTICS**

775. SRI LANKA DEPT. OF CENSUS AND STATISTICS

Statistical profile of children, 1977 Sri Lanka. — Colombo Department of Census and Statistics, 1984. — 85 p ; tables. — CLME — REP/02.

Contains a list of tables of population and vital statistics of children in Sri Lanka.

776. SRI LANKA MINISTRY OF EDUCATION; Statistics Branch.

School Census data, 1973 — 1985, Colombo, Ministry of Education, 1974. — 1986.

Set includes : 1973. — IV p. — MG. — 1974, 23 p. — MG, 1975. School library statistics are also included. 1976 — 1977 tables. — MESB. — 12 tables. — MESB. — 1978, 13 tables. — MESB.

E2.09

— 1979 14 tables. — MESB, — 1981 44 p. tables  
— MESB. — 1982 22 p ; tables. — MESB. —  
1983 MESB. Consist of 3 reports. Part I State  
Schools, 136 tables. Part II, Private, estate and  
Pirivena Schools 11 p., tables. Part III teacher  
training colleges MESB, — Vol. II has not been  
compiled. 1984 — Vol. I, Part I, 14 tables.  
Govt Schools students. Part III, 30 tables,  
private, estate and Pirivena Schools. — MG 1985,  
17 p ; tables. Preliminary release to serve the  
needs in Ministry of Education. — MESB.

777. SRI LANKA MINISTRY OF EDUCATION;  
Statistics Branch.

අධ්‍යාපන සංඛ්‍යා ලේඛන පිළිබඳ සංඛ්‍යාති සංග්‍රහය  
[Educational Statistics] Ministry of Education,  
1973. — 55 p., charts, tables. — mimeo. — NIE.

778. TIMES OF CEYLON GREEN BOOK 1921 — 1942  
Colombo : Times of Ceylon.

This directory provides information about the  
country in a classified form under several headings.  
Under each they are arranged alphabetically. In  
the section on general information educationist  
finds some valuable informations specially on  
crime in Ceylon, and education, in addition to  
those in the classified section. This set consist  
of 22 volumes from 1921 — 1942. It derives the  
name Green Book from the colour given to its  
cover.

E2.10. EDUCATIONAL LEGISLATION

E2.10.01

779. ATUKORALE, Steven

ශ්‍රී ලංකාවේ අධ්‍යාපන නීතියෙහි විකාශය, එහි ව්‍යවහාරය,  
වලංගුතාව පිළිබඳ විවේචනාත්මක විමර්ශනයක්.

E210.01

[A critical examination of the evolution of the educational law in Sri Lanka, its application and validity] ii, 518 p., biblio. — In. Thesis (M.A. Ed.) University of Peradeniya, 1981. — ULP.

This work which is written from a lawyers point of view gives the major laws and regulations in detail on Pp. 52 — 480. — The validity of the law is discussed in pages 481 — 513.

780. JAYAWEERA, C. S. V.

Education Ordinance No. 1 of 1920. — Pp. 545 — 556 ; biblio., — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Education Ordinance No. 1 of 1920 is the first serious attempt by the Government to give the subject of educational finances, its legitimate sphere in the official schemes which resulted in planned expansion of educational facilities in partnership with denominational organisations. Central Govt. took over the entire burden of the educational expenditure and the new system of grants was a great advance on the existing system. The control and finance were to be two functions of the Central Govt. with some decentralization provided for by the creation of new local organizations.

781. LUKE, Brother

New Ordinance : Education Commission : Security of tenure. A survey of educational problems. — Pp. 9, 17, 19. — In. Ceylon Teacher, No. 10, March/April 1939. — NM.

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\*See 33



2.01.01

782. SIRISENA, U. D. I.

Legislation for compulsory education. — Pp. 501 — 512, biblio. — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

Town Schools Ordinance 1906, Rural Schools Ordinance 1907, Education Ordinance 1920, Education Ordinance 1931, and Education amendment Ordinance 1947, which were enacted for the proper implementation of the recommendations of the Elementary Education Committee of 1905, are examined with special reference to their weakness which cancel the amendments.

*E2.10.02.*

783. CEYLON LEGISLATIVE COUNCIL

Code for aided schools 1881 prepared by the Director of Public Instruction. — Colombo : Govt. Printer, 1880. — 23 p. — (SP 18 of 1880.) — ULP 109681.

Includes a memorandum on the amendments contained in the present revised code. Since then committees were appointed from time to time to revise this code and was revised for each year to suit the problems that cropped up. Those which were located are listed below.

Revised Code for 1880 — SP 46 of 1880. — ULP ; 1881 — SP 47 of 1880. NM ; 1883 — 23 of 1882. NM. — 1884 — 11 of 1883. ULP ; 1885 — 7 of 1884. ULP ; 1886 — 5 of 1885. — 1885 — 7 of 1884. ULP ; 1886 — 5 of 1885. — NM ; 1887 — 17 of 1886. NM ; 1888 — 10 of 1887. NM ; 1889 — 8 of 1888. NM ; 1890 — 39 of 1889. NM ; 1891 — 45 of 1890. NM ; 1892 — 28 of 1891. NM ; 1893

\* See 33.

E2.10.02

— 38 of 1892. ULP; 1894 — 15 of 1893. ULP; 1895—23 of 1894. NM ; 1897—28 of 1896. NM ; 1898 — 3 of 1898 ; 1899—23 of 1898. ULP ; 1900 — 23 of 1899 ; 1901 — 29 of 1900. ULP.

784. CEYLON LEGISLATIVE COUNCIL

Report of the Select Committee of the Council upon the 46th revised code for aided schools Colombo, 1880. Further papers on the subject of revised code for aided schools in continuation. — Pp. 513 — 536. — (SP. 46 of 1880). — NM.

Main theme in this report is the spread of primary education ; several memoranda submitted to the Select Committee by the Galle Industrial Committee, Sir, P. Ramanathan, Director of Public Instruction and letters sent by Rev. J. D. Simmons are included.

E2.10.02

785. CEYLON LEGISLATIVE COUNCIL

Report of the Select Committee of the Legislative Council to report upon the "Revised Code for aided Schools 1881"; Colombo: Govt. Printer 1880. — Pp. 537 — 540. — (SP 47 of 1880). — NM.

Committee recommended insertion of a new clause regarding the location of new schools in relation to the location of existing schools.

786. CEYLON LEGISLATIVE COUNCIL

Correspondence on the subject of Revised Code for aided Schools ; 1881. — Pp. 197 — 214 ; tables ; (SP 30 of 1882).

Views of the Bishop on the revised code sent to the Governor, ~~correspondence between the Director of~~

Public Instruction and Inspectors and between the former and the Colonial Secretary.

787. CEYLON LEGISLATIVE COUNCIL

Bill to transfer schools to municipalities : report of a Sub-committee of the Legislative Council appointed to report upon the Bill entitled "An Ordinance to authorize municipal councils and Local Boards of Health to provide for maintenance of schools in which the English Language is taught. — Pp. 149 — 151. — (SP 16 of 1884). — ULP. — 365315.

788. CEYLON LEGISLATIVE COUNCIL

School Bill : Report of a sub-committee of the Legislative Council appointed to report upon the bill entitled "An Ordinance to extend the powers of Municipal Councils and Local Boards with regard to the provision and maintenance of schools. — 1 p., (SP 30 of 1906). — NM.

The sub-committee recommends that (1) the power to establish vernacular schools given by the Draft Ordinance to Municipal Councils and Local Boards should be extended so as to provide for the establishment of such schools in towns and villages subject to the "The Small Town Sanitary Ordinance." (2) The attendance of children should be made compulsory not only in schools established under the Ordinance but also at existing schools at which efficient provision is made for instruction in vernacular languages.

789. CEYLON LEGISLATIVE COUNCIL TOWN SCHOOLS BILL :

Town Schools Bill: Report of a sub-committee of the Legislative Council appointed to report upon the bill entitled "An Ordinance to provide for

*E2.10.02*

compulsory vernacular education in Municipal and Local Board Towns and in towns under the operation of "The Small Towns Sanitary Ordinance 1892". — Colombo ; (SP 34 of 1906). — NM.

The sub-committee recommends : (1) The principle of compulsory education should be applied either to both boys and girls or to boys only. (2) The restriction of age limits in case of Mohamadan and Tamil girls from ten to twelve. (3) The modification of the conscience clause so as to cast upon the parent the duty of objecting to religious instructions.

790. CEYLON LEGISLATIVE COUNCIL

Report of the Select Committee of Legislative Council appointed by the Governor of Ceylon on the Education codes (1923), (SP 20 of 1924). — NM.

Though the terms of reference were to report upon the scope and operation of clauses 10, 13, 32, and 34 of the English Education Code and of clauses 10, 27 and 38 of the vernacular Education Code, the Committee also reports on other relevant clauses bearing on the Control of Finances. Schools Teachers' Salary scales are also discussed.

791. CEYLON LEGISLATIVE COUNCIL

Code for assisted vernacular and Anglo vernacular schools, Colombo : Govt. Printer, 1928. — 24 p.— CLME.

This code contains rules that govern the different categories of schools with regard to the appointment of teachers, levying fees, etc.

792. SRI LANKA PARLIAMENT OF THE DEMOCRATIC SOCIALIST REPUBLIC OF

National Institute of Education Act No. 28 of 1985. — 15 p. — NIE.

793. CEYLON DEPARTMENT OF EDUCATION  
Regulations for English (Local) Examinations 1922  
— Colombo : Education Office Press, 1931. —  
16 p. — CLME — REP/06.
794. CEYLON DEPARTMENT OF EDUCATION  
Regulations for English (Local) Examinations 1937.  
— Colombo : Education Office Press 1936. — 40 p.  
CLME — REP/08.
795. CEYLON DEPARTMENT OF EDUCATION  
Extracts from the Code of Regulations for Govern-  
ment Schools : Colombo : Govt. Press, 1983. —  
23 p. — CLME — REP/07.
- Contains regulations that govern the administration  
of Government Schools, Classification of Schools,  
Appointment of teachers, facilities, etc.
796. SRI LANKA MINISTRY OF EDUCATION  
කණිෂ්ඨ විද්‍යාලයේ ගුරුදෙහුරු සමිති ව්‍යාපාරය  
[Parent-Teacher Associations in Junior Schools]  
1972, 16 p. — Circular No. 247 of the Ministry of  
Education. — CLME — REP/65.
797. SRI LANKA MINISTRY OF EDUCATION  
1973 වර්ෂයේදී රජයේ පාසල් වලට ළමයින් ඇතුළු කිරීම.  
වක්‍රලේඛ අංක 270 [Admission of Children to State  
Schools in 1973. — Circular No. 270] Colombo,  
Department of Govt. Printing 1973. — 12 p. —  
CLME — REP/64.
- The circular fixed the minimum age for admission  
to school at six years on 31 January of the relevant  
years.

E2.1.03

798. SRI LANKA MINISTRY OF EDUCATION

තාක්ෂණික අධ්‍යාපන සඳහා පහසුකම් තක්සේරු කිරීම පිණිස සමීක්ෂණ මෙහෙය වීම සම්බන්ධව මාණ්ඩලික අධ්‍යාපන නිලධාරීන්ට උපදෙස් වනු ලේබ 3 ප්‍රාසු 6/කා/ 1/40-18-1-82 [Instructions to circuit Education Officers for estimating facilities necessary for technical education. Circular 3. 6/I/40, 18.1.82].

799. SRI LANKA MINISTRY OF EDUCATION

අධ්‍යාපන අමාත්‍යාංශ වනු ලේබ අංක 4/ගුවැප්/1 (Ministry of Education Circular No. 4/TSR/I

ගුරුවරුන්ගේ සහ අනෙකුත් කරුණු සමාලෝචනය කිරීම සඳහා පත් කරනු ලැබූ දයාරත්න කමිටු වාර්තාවේ නිර්දේශ ක්‍රියාත්මක කිරීම [Implementation of the recommendations of the Dayaratne Committee appointed to review the Salaries and other related matters of teachers and other educational personnel] 4th Feb 1984. — 58 (12) p., tables. — mimeo. — MERR.

Includes both Tamil and English versions. Un-numbered pages include other circulars sent to regions regarding the same.

**F. EDUCATIONAL SCIENCES**

**FI.01. Educational Alternatives and Futures**

800. ALLES, Jinapala

An appreciation of the present and some reflections on the implication for the future : Chief Guest Lecture. — Pp. 14 — 17. — Biblio. — In. Chemistry in Sri Lanka, Vol. 1, Nov., 1984. ICSL. —

FI.01

This is a note of appreciation of the selected achievements in chemistry with a plea for considering the implications of the second law of entropy for the reorienting of attitudes and values relevant to life and living in the future.

801. DISSANAYAKE, Dudley

Ivan Illich on de schooling, Society. — Pp. 27—30. — In Economic Review, Vol. I, no. 7, 1975. — NM.

According to Illich, the schools have an anti educational polarizing effect on society. De-schooling promotes self motivated learning wherein, the issue of a credit card to a citizen enables him to fulfil the need of learning at his convenience. The 3 purposes of a good education system such as (1) access to available resources to all those who want to learn at any time in their lines. (2) Improve all who want to share their knowledge, with those who want to learn from them. (3) Opportunity for all those who want to present an issue to the public can be achieved by utilising things, models, peers and elders.

FI.02

802. ADIKARAM, E. W.

Introduction of Buddhism and its influences Learning. — Pp. 9 — 17. — In. Education in Ceylon : a centenary volume, Part I. \* — NM.

Author traces the origin of organized education to the Thuparama Council which was organized with the objective of teaching Vinaya by a Sinhala Bhikku to the Bhikkus. Since then the monk's duty consisted predominantly of teaching people the right way of living, for which the more formal

\* See 33.

method of preaching was adopted. Later salaries also were fixed for preachers. Gradually village monastery became the village Council.

803. ANTHONISZ, R. G.

A Dutch Education Report No. 5, 1913 — 1917. — In. Journal of the Royal Asiatic Society. Supplement to Vols. XXIII — XXIV, Part I — VIII, 1913 — 1917. — Pp. LXXXVI — XC. — NM.

Author attempts to reconstruct in account of the Dutch system of education. (In June 1896) the Colombo Seminary was opened and six years later the 1st Jaffna Seminary with the objective of training of native youths to aid the propagation of Christianity. At first only Sinhalese and Tamils were admitted alter youths whose fathers are a Europeans of their descendents were also included. The staff consisted of the rector and four other members. Theology was the main subject taught. Promising youths were sent to Holland for further education. Chief Headman, and Mudliyors received education here.

804. DE SILVA, C. R.

Education. — Pp. 1 — 5. — In. Education in Sri Lanka. — Colombo : Ministry of Education. 1978. — MG.

A brief overview of the development of the system of education in Sri Lanka.

805. DE SILVA, E. R.

Expansion of the Grant-in-aid system. — Pp, 461 — 463. — In. Education in Ceylon : Part II.\* — NM.

The administration of the Grant-in-aid system of schools which was established in order to cooperate missionary activity in educating the community

\* See 33



was the responsibility of the State. Codes of regulations were enforced from 1872. This incentive payment caused tremendous increase in the educational activity. But the payment which was made according to the percentage of the passes calculated on the number presented for the examination, began to be exploited.

806. DE SILVA, Kingsley, M.

The influence of the English evangelical movement on education in Ceylon. — pp. 375 — 385. — In. Education in Ceylon : a centenary volume : Part II\*. — 1969. — NM.

Author highlights certain benefits accrued to this island from the revival of the religious movement in England, which resulted in more missionary societies arriving in this island. They used education to propagate Christianity. In this effort they demonstrated the value of vernacular education. They were largely responsible for the acceptance of education as the responsibility of the state. The influence of the missionaries were more prominent after the appointment of Mackenzie as the Governor, who became the chairman of the School Commission.

807. DE SILVA, W. A.

Ancient system of teaching Sinhalese. — pp. 82 — 97. — In. Journal of the RAS (Cey. Br.) vol. 26, 1918. — NM.

Author examines the ancient methods of teaching the mother tongue. Centre of learning was the village temple where the children were first introduced to the vowel sounds and consonants. The next stage was writing on the sand board and spelling. It normally took two years to complete the first two readers and master reading.

—\* See 33

808. DISSANAYAKE, D. M. S. B.

ක්‍රි. ව. 19 සියවසේ අග භාගයේ ශ්‍රී ලංකාවේ ආගමික අධ්‍යාපනයේ ප්‍රගතිය තුළින් ඇති වූ බෞද්ධ අධ්‍යාපනයේ පුනර්ජීවය සහ ඊට බලපෑ හේතු සාධක [The resurgence of Buddhist education which emerged through the religious movement of the latter half of the 19th century and the factors that caused it 1870 —1900] (xi) 239 p., tables, biblio.—Thesis (M. Ed.) University of Peradeniya, 1981. — ULP—356502. Author examines how the religious movement in the 19th century, which caused the resurgence of Buddhist education and many other causes that led to this revival.

809. DON PETER, Rev. Fr., W. L. A.

Portuguese missionary activity in the sphere of education. — pp. 283 — 291. — In. Education in Ceylon : a centenary volume : Part I. — 1969\*. — NM.

Author points out that the portuguese, the first Western power, who arrived in this island used education to propagate Christianity and that out of their four Orders, the Franciscans, Dominicans Augustinians and Society of Jesuits, the latter were the best trained educators. Missioneries were also tutors to certain Sinhala princes of Kotte and they opened schools and colleges for Ceylonese children. Curriculum consisted of Christianity, reading and writing Portuguese and singing. Grammer and Latin were taught to more intelligent boys. Arithmetic and attiquette were the specialities for the Royalty.

810. DON PETER, Rev. Fr., W. L. A.

The Portuguese and the study of the national Languages. — pp. 293 — 302. — In. Education in Ceylon : A centenary volume : part I. — 1969.\*  
NM.

\* See 33.

**FI.02**

Author reviews the development of the vernaculars, Sinhala and Tamil which were used by the missionaries to communicate with the masses in their attempt to propagate Christianity. Portuguese administrators were never interested in these languages but their missionaries learned them and translated catichism into vernaculars and compiled lexicon. Production of Christian religious drama further enriched these native languages.

**811. FERNANDO, C. N. V.**

Christian Missionary enterprise in the early, British Period III. — In. University of Ceylon Review VIII. — Jan. 1950. — Pp. 110 — 115. — NM.

Author reviews the activities of the American Missionaries who arrived in Ceylon in 1814 and established themselves in Jaffna and concentrated on elementary Schools. They had established 12 boys vernacular schools by 1816 in Batticaloa, and schools for girls in Uduvil. By this cause they had 32 free day schools where the curriculum consisted of reading, writing in tamil Arithmetic and geography. Their evangelical work was concentrated in Tamil speaking areas.

**812. FERNANDO, C. N. V.**

Christian Missionary Enterprise in the early British period, IV. — Pp. 203 — 206. — In. University of Ceylon Review July 1950. — NM.

This is a continuation of the previous study. Church Missionary Society and CMS Association which was established in 1818 opened a branch in Jaffna. First Missionary school was established in Baddegama. Rev. Joseph Knight, who was appointed to Jaffna studied Tamil and opened Tamil schools, in Kandy A Mission House was opened in Kotte in 1823.

813. FERNANDO, Rev. C. N. V.

Some aspects of Baptist and Wesleyan work from 1827. — 1864. — Pp. 106 — 112. — In. University of Ceylon Review, IX, Jan. 1951. — NM.

The founder member of the Baptist Mission was Charles Carter who translated the scriptures. His second successor who came to Ceylon in 1830, studied Sinhala and Pali and began Sunday schools for Sinhalese and Tamils and also started a Seminary of Colombo to train youths for the Baptist Missionary. Two magazines 'Touchstone' and Commentator were also published. James Carter published a dictionary and also a Sinhalese Grammar book. Great preacher Gogerly did a special study of Buddhism and Pali. Percival translated the Bible and Ventral school. They had schools in almost every important village, Wesleyan Press was an asset to education and an evangelical aid.

814. GODAGE, Charles

The School Commission. — Pp. 399 — 414. — Biblio, — In. Education in Ceylon : a centenary volume, Part II.\* — NM.

Review the History of the School Commission from its first appointment in 1834, its dissolution and re-establishment as the Central School Commission 1841, highlighting the important changes such as the appointment of the Bishop of Colombo as the Chairman of the Commission, its working under each Governor in chronological order and also under the functions such as, medium of instruction, establishment of Schools, including Central Schools, the Colombo Academy, Governments super schools and Teacher training schools. Govt. Grant-in-aid system and the commencement of examinations.

\* See 33.

815. GODAGE, Charles

The last days of the School Commission. — Pp. 415 — 424, biblio. — In. Education in Ceylon : a centenary volume, Part II.\* — NM.

Examines in detail public opinion against the School Commission which appeared in the news papers how it led to the appointment of a Committee of inquiry and the sub-committee under the Chairmanship of Sir Richard Morgan to inquire into the working of the School Commission and the state of public instruction in this island. The recommendations of the Committee of which the first was to appoint a Director of Public Instruction to replace the School Commissioner are listed.

816. GODAKUMBURE, C. E.

Some ancient seats of Learning. — 4 p. — In. Ceylon Daily News, Vesak number, — May 1944. — NM.

With the introduction of Buddhism new seats of Learning which centred round Anuradhapura were established. By the 11th century literary activity was shifted to Polonnaruwa. As they spread into the other areas, two sects, viz. village dwellers and forest dwellers developed. The former specialised in orthodox Buddhism while the latter had a wider curriculum in the villages. Pirivena was established by the end of the 14th century and there were a number of such colleges in the 15th century, the foremost among them was Thotagamuwe Vijayaba Pirivena.

817. GOVERNMENT SCHOOLS IN CEYLON 1798—1832 ; (ND) : 28 p. — typescript. — NIE.

This is a manuscript of a collection of papers which were published in Ceylon Antiquary. Includes the following papers : (1) Parish Schools under Governor

\* See 33.

*F1.02*

North ; (2) The Parish schools reviewed ; (3) End of the Parish Schools ; (4) The Seminary at Wolfandal ; (5) Seminary at Hulfsdorp ; (6) Anglo-Dutch Schools under Governor North : 1798 — 1805. All these papers are based on official correspondence preserved in the library of the Secretariat.

818. GRATIEN, L. J.

Central School Commission 1841 — 1848. — Pp. 488 — 508. — In. Journal of the Royal Asiatic Society, Vol. xxxi, no. 81, Part iii and iv, 1928. — NM.

Author declares that this article is an orderly statement of facts regarding the government schools gathered from the news papers of the period and partly from the original correspondence from the Government Department of National Archives. No statements are made unsupported. Reviews the work of the Commission under its main functions such as the administration of schools, examinations etc.

819. GRATIEN, L. J.

Central School Commission 1848 — 1849. — P, 37 — 54. — In. Journal of Royal Asiatic Society. Vol. xxii, Nos. 84 — 86, 1931. — NM.

School Commission was dissolved 1841 and a new one was appointed under the Chairmanship of the Colonial Secretary. In 1848 there were 85 Govt. Schools of four kinds, out of which the Colombo Academy was the foremost school in the island. Though scanty, the records for this period prove that the School Commission has had a few books translated during the period from 1850 — 1853. School Commission enjoyed a quiet sleepy period in the fifties but sixties were the days of controversy caused by the devastating reports by Sendall which killed the Commission.

820. GRATIEN, L. J.

The Government schools 1804 — 1820. — Pp. 71 — 86. — In. Ceylon Antiquary and Literary Register, Vol. 9, ii, Oct. 1923. — NM.

The author critically reviews the expansion of state schools and educational reforms during this period.

821. GRATIEN, L. J.

The last years of the School Commission 1858 — 1869. — Pp. 84 — 86. — In. Journal of the RAS (CB), Vol. xxxii, No. 86. — 1933. — NM.

In this paper the author examines the activities of the School Commission up to its abolition in 1869. The situation of Government Schools is described with the aid of statistics. Sendall who assumed duties as inspector of schools in 1862, brought in several changes, chief of which was his report on the general education in the country criticising the activities of the Central School Commission, which recommended its dissolution. In 1869 the Department of Public Instruction was established, vesting the whole responsibility of the education of the island, on a single person.

822. GRATIEN, L. J.

English Schools in Ceylon 1870 — 1900. — Manuscript, 1933. — 12 p. — NIE.

A detailed historical study of the English Schools in Ceylon.

823. HANWELLA, W. D. M.

The educational activities of the Baptist Missionary Society in Ceylon 1812 — 1912. — [5] 203 p., map ; tables ; biblic. — Thesis (M.A. Ed.) University of Ceylon Peradeniya, 1965. — ULP 255184.

A systematic and detailed study of the educational activities of the Baptist Missionary Society and an attempt to evaluate its contribution to the education in Ceylon. The unique feature is that they concentrated on elementary education and the vernaculars.

824. HERATH, H. M. Padma

Education in Dutch Ceylon 1658 — 1796 and the impact of the Dutch system upto about 1805. — 114 p., tables ; — Thesis (M.A.) University of Peradeniya, 1965. — ULC, M 01 — 374823.

Author examines how the Dutch set up schools in maritime areas mainly for the purpose of indoctrination. Indigenous system of education deteriorated and the Portuguese Roman Catholic Schools became the centres of education. Dutch Scholarchial Commissions which were established in Colombo, Galle, and Jaffna conducted annual inspections, laxed after 1698. There were five kinds of schools. Parish School master was the Thombo holder and the Registrar of marriages, births, and deaths. Curriculum consisted of reading, writing, scriptures, catechism, singing, arithmetic and geography. Seminaries were the higher institutes of education, where curriculum included Latin, Greek, mathematics and moral science etc. Their literary work contributed to the development of Sinhala and Tamil languages and education while the introduction of the printing press in 1736 was an asset to education.

825. HETTIARACHCHI, D. P. E.

Governor North and the first English School in Ceylon. — Pp. 143 — 148. — In: Ceylon Antiquary and Literary Register, Vol. ix, Part iii, January 1924. — Colombo. — NM.



Author quotes from documents to prove the sincere interest Governor North had in improving the education of the youth in Ceylon and the establishment and the progress of the Colombo seminary.

826. HEWAWASAM, P. B. J.

Education in ancient Ceylon, Pp. 1 — 21. — biblio. In. Journal of the NESC., Vol. vii, no. 4, Nov. 1958. — NM.

Author proves the existence of ancient seats of learning by quoting evidence in Vadan Kavi Pota and Lokopakaraya.

Primary education consisted of reading and writing letters of the alphabet, imparted at the residence of the school master, who was held in high esteem. Generally, the son learned the father's trade. Very few needed higher education. Education consisted of listening, memorizing, repeating lessons, at the Pirivena. Extant texts bear evidence for existence of institutions of learning from Anuradhapura to Tissamaharama, where Buddhism, Pali, Sanskrit with grammar and prosody rhetoric, logic, astrology, politics, economics were studied.

827. HULUGALLA, H. A. J.

The national movement and its influence on education. — Pp. 483 — 490. — In. Education in Ceylon : a centenary volume : Part III.\* — NM.

Author traces the beginnings of the National movement to the rebellions against the British rule just after the Kandyan Kingdom was captured. English educated middle class learned Sinhala to obtain high priority in the Government. The

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\* See 33

formulation of the Ceylon League carried the national movement into the arena of political freedom, which resulted in the Donoughmore constitution granting adult franchise and creation of a Board of Ministers. Free Education Bill of Dr. C. W. W. Kannangara was also a direct outcome of the agitation for a national system of education. The University College which was established in 1923 was converted into a full fledged University in 1942. The progress of education in the island influenced the Donoughmore Commissions to grant adult franchise and also facilitated the march towards self government in 1948.

828. JAYARAJAH, S.

The Hindu educational movement in Sri Lanka in the 20th Century with special reference to Jaffna Peninsula. — 233 p ; biblio. — Thesis (M.A. Ed) University of Colombo, 1978 — ULC — M 35 — 371542.

Text in Tamil.

829. JAYASEKERA, U. D.

Early history of Education from earliest times up to Mahasena. — [II] 512 p. ; bibilo. — Thiesis (Ph.D.) University of Ceylon 1966. — ULP 250003.

It is a treatise that examines comprehensively the educational history of early Ceylon. Chapter VII gives an account of early educational institutions, a descriptive list of scholars and teachers of the period in Chapter VIII, examines the curriculum and methods of teaching. Chapter IX and X evaluates the stand ard of education during this A period. chronological table is appended at the end.

830. JAYASURIYA, John Ernest

Education in Ceylon before and after independence 1939 — 68 ; Colombo : Associated Educational Publishers, (1969) (8), 218 p. — ULP.

A critical survey, including useful information on educational legislation and a list of Committees and Commissions on education are included in the appendices.

831. JAYAWEERA, Swarna

Religious Organisations and the State in Ceylonese Education. — Pp. 159 — 170, tables. — In. Comparative Education Review, vol. xii, 1968. — ULC.

Author traces the development of the struggle among the various religious bodies and the state in the field of education in this island. By the dawn of the 19th century foreign missionary societies appeared as the only educational institutes in the island, relegating the indigenous religions to the background. Former attained the height of their power during the middle of the century, with the implementation of the grant-in-aid system and the Colebrooke reforms. By the latter part of the century indigenous religious organizations too gained status as educational institutes. Denominational system was weakened with the implementation of the free education scheme in 1945, and the final blow was struck by the takeover of private schools in 1961.

832. JAYAWEERA, Swarna

British educational policy in the nineteenth century. — pp. 69 — 90. — reprint. — In. Pedagogica Historica. International Journal of the History of Education, vol. ix, no. 1, 1969. — NIE.

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\* See 33

Author reviews the educational developments during the British occupation of Sri Lanka, that resulted from the inter-action of the political and social environment in which the policies had to work. The salient features of the British educational policy in Ceylon were, the British pattern of partnership between the state and the voluntary agencies in education, the dominance of elitist concepts and contemporary literary traditions in Europe and the trend towards more state activity.

833. KARUNARATNE, W. Saddhamangala

Sectarianism and the setback to learning. — pp. 81 — 89. — In. Education in Ceylon : a centenary volume : Part I.\* — NM.

With the advent of Buddhism, education became an organised activity, but sectarianism crept in during the reign of King Valagamba. Since then in the attempts to suppress unorthodox Buddhism Kings destroyed seats of learning and books. Yet the keen competition among rival factors contributed to the development of education too.

834. KURUPPU, K. M. W.

Some well known seats of learning. — Pp. 175 — 184. — In. Education in Ceylon : a centenary volume : Part I.\* — 1969. — NM.

The author examines how 'pirivena' which began as a secluded residence of a bhikku came to be a place of learning too, and expanded into the status of educational institutes. Includes a classification of the seats of learning of the Polonnaruwa and Kotte periods and a brief description of each pirivena institute.

\* See 33.

835. LAURIE, J. S.

Special Report on the State of Public Instruction in Ceylon. — 49 p. — (SP 5 of 1869). — NM.

Includes a letter from the Colonial Secretary conveying the views of the Government upon the Director's proposal.

836. MATTAU, S. A. M.

Education under the Dutch. In. Education in Ceylon : a centenary volume : Part I, \* 1969. — Pp. 303 — 317. — NM.

The author examines the system of education during the Dutch period under the following headings : previous system of education, charitable institutions, the School Board, Dutch Schools including Parish Schools in each commanment, the two seminaries, female education, education of the slaves, School teachers, their salaries, the dress of the school masters, school books and school buildings.

837. NESIAH, K.

The British period and its educational system. — Pp. 24 — 32. — In. Journal of NESC, Vol. 5, No. 1, Feb. 1956. — NM.

Author reviews the history of education in Ceylon under the British emphasising the causes that led to Western domination, and the significance of English in this context and recommends bilingual education for permanent national unity.

838. PALM Rev. J. D.

Education Establishment of the Dutch in Ceylon. — Pp. 105 — 133. — In. RAS Journal (Cey. Br.) Vol. I, Part I. — 1845. — NM.

Author reconstructs the Dutch system of education through the sources of information about the which are the two volumes of minutes of a meeting of educational personnel enrolling the annual reports of the inspectorate of the schools in Colombo District. The educational establishment consisted of the Scholarchial Commission, which was the governing authority, the native schools in the District of Colombo, Jaffna, Galle and Matara the seminary and nornal schools in Colombo, the seminary in Jaffna and the Dutch Schools including orphan, parish and private schools.

839. PANNATISSA, Thero, Induruwwe

Secular education in the Pirivena School. — Pp 38 — 41. — In. Gunasena Vesak Kalapaya 1971. — ULC.

Author traces the beginnings of the Pansala (School) — the pansala which imparted primary education, to the first Pansala (school) established in Pelmadulla by Sri Sumangala Maha Nayaka Thero and the first Pirivena for secondary education to the establishment of Parama Dhamma Chetiya Pirivena in 1841. The development of the curriculum of these institutions is also examined.

840. PARANAWITHANA, S.

The Maha Vihara and other ancient seats of learning. — In. — Education in Ceylon : a centenary volume ; Part I.\* — NM.

Describes the method of educating bhikkus by handing over the scriptures orally and training them to specialize in each section of the canon.

\* See 33.

The highest title was "*Bahussruta*." The tradition of Mahavihare and Abhayagiri and the factors that influenced the seats of learning and the research work of Buddhagosa, are examined.

841. PEIRIS, Rev. Edmund

Religious instruction in state schools : an historical survey. — In. New Lanka, Vol. iv, no. 2. — Jan. 1953. — Pp. 9 — 14. — NM.

Author points out that imparting education was the duty of the Buddhist clergy during the reign of Sinhala Kings. Conversion of the natives into Christianity was the main purpose of the Portuguese, and the Dutch who occupied this island. Schools were used for this purpose. Christianity was a compulsory subject in the missionary schools. Even after British occupation one hour was allocated for religious instruction. Widespread disapproval of this resulted in appointing a sub-committee to report on this matter. It recommended that every denomination should have a school for its own children. Consequently, Buddhist schools were set up by the Buddhist Theosophical society. But according to the education ordinance of 1920, religious instruction was prohibited in state schools, which resulted in a struggle among the state, missionaries and the native religious institutions. Author reviews recommendations of the Committee, the various issues in this struggle, and the education ordinances of 1920 and 1947.

842. PERERA, Lukshman, S.

The Colebrooke Commission and Educational reforms. — Pp. 387 — 397. — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

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\* See 33.

Author analyses the recommendations of the Colebrooke Commission. It is the two motives, humanitarian and utilitarian, that made him recommend that natives should be trained and employed in Civil Service, which should be open to all according to qualifications. In order to achieve these he made three specific recommendations, viz : (1) The establishment of a college of the University status. (2) Reform of Government schools by placing them under a Commission which is responsible for the appointment of teachers, and (3) It is not necessary to retain Government schools where there are missionary schools giving English instruction. He dismissed national languages and the ancient system of education.

843. RAHULA, Rev. Walpola

Education in Ancient Ceylon. — 3rd century. — BC. Pp. 48 — 60. — In. Vidulakara, I Sept. 1961. — NM.

Author examines the status of the Buddhist monk in education and aims and methods of education during this era.

844. RAJENDRAN, A.

Dual control in education. — Pp. 434 — 446. — In. Education in Ceylon : a centenary volume, Part II.\* — NM.

With the assumption of direct responsibility for education by the state, the Department of Public Instruction headed by a Director, the tradition from the religious to secular ideal and the expansion of the sphere of education to include the masses continued. The changes in the curriculum and state control of education caused conflict between the Director of Public Instruction and the School

\* See 33



Managers. The enforcement of the Code of regulations for grants-in-aid which was revised yearly resulted in the emergence of a new pattern of schools geared to the needs of the society and improvement of schools with regard to curriculum, quality of teachers, and school buildings. With the appointment of a Board of Education in 1896 the single minded directorate ceased to exist, and the conflict between the School Managers and the Directors of Public Instruction too came to an end.

845. RAJENDRAN, A.

The Department of Public Instruction. — Pp. 427 — 436. — In. Education in Ceylon : a centenary volume, Part II.\* — 1969. — NM.

In this paper author reviews the history of the Department of Public Instruction which was established in 1869 with J. S. Lauri as the first Director of Education in the island, marking the beginning of a unitary system of education originating from state, introducing the secular ideal into education. It also widened the field of education so as to include in principle, the whole community without sectarian barriers of any kind.

846. RANASINGHE, B. L.

Education in Ceylon since 1900. — VI, 314 p ; graphs ; tables ; biblio. — Thesis (M.A. Ed.) University of Ceylon 1960. — ULP 159623.

Attempts to furnish a comprehensive account of the education in Ceylon. Section 2 is devoted to Landmarks in the history of education in Sri Lanka from 1900.

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\* See 33

847. RATNAPALA, Mutukuda Arachchige

ශ්‍රී ලංකාවේ බෞද්ධ පරම විඥනාර්ථ සමාගමේ අධ්‍යාපනික කටයුතු පිළිබඳ විචාරාත්මක අධ්‍යයනයක් (ක්‍රි.ව. 1880-1960) [A study of the educational activities of the Buddhist Theosophical Society 1880 — 1960] VII, 320 p ; biblio. — Thesis (M.A. Ed.) University of Colombo 1977. — U L C M 28 365650.

Reviews the history of Buddhist Education, the revival of Buddhism which led to the establishment of the Buddhist Theosophical Society, its ideals and describes its educational programme, which had a practical bias, the various obstacles it had to overcome. Author evaluates its contribution.

848. RICHMAND COLLEGE, GALLE

Richmand Centenary 1876 — 1976. — Colombo : Aitken Spence, 1976. — 128 p ; photocopy. — GL.

Reviews the history of the College, accounts of the earlier principals and also includes an article on the City of Galle.

849. RUBERU, Tantirige Ranjit Abhaya

Educational developments under the British in Ceylon during the period 1796 — 1834. — VII, 380 p., maps, tables ; biblio. — Thesis (Ph.D.Ed.) University of London 1961. — ULP 268966.

A study of the development of education in Ceylon during the first 38 years of the British rule 1796 — 1834.

850. RUBERU, Ranjit

The School Commission of Ceylon 1834 — 67: a discussion of their educational policy. — Pp. 244 — 268. — In. University of Ceylon Review, Vol. XX, No. 2, 1962. — NM.

Author reviews the activities of the School Commission which was established in 1834, with the implementation of the Colebrooke Reforms — highlighting both its achievements and failures. Colombo Academy was established in 1836, Superintendent of Schools, a translation Committee were also appointed and established normal schools and set up two scholarships for students of the Colombo Academy to study at the Bishop's College of Calcutta. The Central School, Commission was not a perfect administrative body, for one of its main features was the provision of public funds for the maintenance of Christian Schools which was opposed by the other, religious groups. But two of its innovations were introduction of the Grants-in-aid system and the local examinations. Main weakness was that efficient administration could not be effected by its members, who had other professional responsibilities. The causes that led to its dissolution are examined.

851. RUBERU, Ranjit

Educational work of the Christian Missionary Societies in Ceylon during the early years of British rule III : The Wesleyan Methodist Missionary Society. — Pp. 157 — 168. — In. Ceylon Journal of Historical and Social Studies, vol. 4, no. 1, Jan. — June, 1961. — NM.

This is a historical Review of the educational activities of this Missionary Society. Use of vernacular language and the establishment of the press were two important aspects of the educational activity of this missionary.

852. RUBERU, Ranjit

Educational work of the Christian Missioneries in Ceylon during the early years of British rule, IV. — The American Missionary Society. — Pp. 71 — 83. — In. Ceylon Journal of Historical and Social Studies, vol. vi, no. 2, July — Dec. 1963. — NM.

Members of the American Missionary Society which was founded in 1812 in Massachusetts arrived in Ceylon in 1813, warmly welcomed Governor Brownrigg, established themselves in Jaffna by opening four stations in the North. They learned Tamil and set up free vernacular schools. Colebrooke Commission appreciated the work of the missionaries and recommended help from the Government for their three types of Schools : (1) Village or native schools ; (2) Central or Day Schools ; (3) Free or charity Boarding Schools, and the seminary for Higher education.

853. RUBERU, Ranjit

Early British Educational activities. — Pp. 359 — 374. — In. Education in Ceylon : a centenary volume, Part II.\* — 1969. — NM.

Author reviews the educational activities of the British period under the Madras administration, education development under Governors North, Maitland, Brownrigg and educational pattern at the time of the arrival of the Colebrooke Commission.

854. RUPASINGHE, S.

The progress in the Schools of Sri Lanka, during the 50 years of universal adult suffrage. — Pp. 84 — 96, tables. — In. University of Ceylon Review, vol. I, no. 2, Dec. 1982. — ULC.

\* See 33.

Author reviews the development of the school system during different stages of its evolution.

855. SAMARAJEWA, Carlton

Unaided Schools. — Pp. 735 — 743. — In. Education in Ceylon : a centenary volume ; Part II.\* — NM.

Author reviews the history of the unaided schools up to 1969, emphasising their rise and fall.

856. SAMARAWEERA, D. D. P.

Early history of Buddhist education in Ceylon (third century B.C. to fifteenth century A.D.). — 108 p ; biblio. — Thesis (M.A. Ed.) University of London, 1949. — ULP 116295.

An examination of the origin, course and the influence of Buddhist education system in the early history of the Sinhalese Nation.

857. SARAM, D. D.

Social class differences in education under the Central School Commission. — Pp. 99 — 105. — In. University of Ceylon Review, vol. 17, 1979. — NM.

Examines how the Central School Commission discriminated between social class in imparting education, training children of the higher classes for the higher professions and those of poorer classes for subordinate posts in the government service.

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\* See 33.

858. SIRISENA, U. D. I.

Introduction — P. xxv — p. lxvi. — In. education in Ceylon is a centenary volume. Part I\* — NM.

Prelude to the 100 chapters which comprise the centenary volume in education, tracing briefly the history of education in the island highlighting the significant features of each of the following period periods in history ; Ancient, medieval, portuguese, Dutch and the British, and the modern period. The latter part of this article gives an account of the Department of Public Instruction and the important changes that took effect after regaining independence.

859. SOUTHLANDS BALIKA MAHA VIDYALAYA  
Galle.

Southlands centenary, 1885 — 1985, Galle.: Southlands Balika Maha Vidyalaya, 1985. — (125) p ; photographs; graphs ; tables. — NIE.5

This special issue includes an article “Southlands Complete Hundred Years of Service” with the Sinhala translation also, which reviews the history of the school, shedding light to the development of the schools system.

860. SUMATHIPALA, K. H. M.

C. W. W. Kannangara's contribution to the educational development of Ceylon. — (II) IX, 819 p. tables; biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1967. — ULP 250014.

This is a valuable and exhaustive collection of material on Dr. C. W. W. Kannangara, on his life, his thought, his work, and also his critics, specially extensive quotations from the press how they disreputed this reformer.

\* See-33.

861. TRINITY COLLEGE, Kandy

Centenary number 1872 — 1972. — Kandy : Trinity College, 1975. — 392 p ; photo copy. — TCK.

This special edition of the School Magazine traces the origin of the College back to 1823, shedding light on the history of the school system of the island. Reviews the history of every aspect of the college including, the curriculum, the house and the prefect Society system, the literary and extramural activities and visitors too.

862. WEERASINGHE, Henry

A critical study of educational developments in Ceylon (1865 — 1905) (IV) 242 p., biblio. — Thesis (Ph.D Ed.) University of Peradeniya, 1973. — ULP 296813.

The thesis is mainly a study of the achievements and failures of the educational policy of the Morgan Committee, the implementation of which marked a significant epoch in the history of education in this country.

863. WICKRAMARATNE, Gunapala

Some aspects of education in Ancient Ceylon, from the earliest up to the 16th century. — VI 314 p. ; biblio. — Thesis (M.A.) University of Ceylon 1959. — ULP 255448.

This is a pioneer research work in the field of history of education dealing with the following topics : education of monks and the manastic curriculum (Chap. II), Seats of learning (Chap. III). Professional and vocational education (Chap. IV), popular education and the general standards (Chap. V). Educational Organisation, Adminis-

tration and finance (Chap. VI). Womens' education (Chap. VII), and preservation of knowledge (Chap. VIII).

864. WIJESEKERA, O. H. De A.

Language and the proficiency among scholars and literary activity in Pali and Sanskrit. — Pp. 185 — 192. — In. Education in Ceylon : a centenary volume : Part I., \* — NM

Author examines the proficiency standard of the Polonnaruwa period which is marked with intense literary activity in Pali and also in Sanskrit. Proficiency in these two languages constituted the Chief mark of scholarship in ancient Ceylon and scholars of this period were masters of all the three languages Sanskrit, Pali, and Sinhala. The author surveys the works of grammar, lexicography, exegetical works and other literary works of each scholar belonging to each school of study.

865. WIJETUNGA, Somapala

Government effort and missionary enterprise in education. — Pp. 447 — 461. — In. Education in Ceylon : a centenary volume : Part II.\* — NM.

A study of the policy-conflict between the Govt. and the missioneries. The revised policy of the missionary education devolved on the high schools, which were focal points of their power in the upper classes, while the Department of Public Instruction worked with the broad concept of raising the level of literacy in the community. The standard of instruction in the missionary schools equalled that of Europe, even in female education. It also paved way for the Buddhist resurgence, which was

\*See 33



followed by Muslim and Hindu revival, causing the spread of the vernacular education to the remote areas too. In policy the work of the Buddhist schools were related to life of the people of the locality. As the responsibility of the educational policy rested on legislative, the foundation for a unified system of education was laid down.

866. WIJETUNGA, Swarna

A decade (1975 — 1985) in retrospect : the history and the development of the faculty of education. — Pp. 73 — 84 ; tables. — In. Journal of the NESSL, vol. 24, 1985. — NIE.

Reviews the history of the Faculty of Education of the University of Colombo, highlighting the special developments with descriptions of various courses of study.

867. WHYNDHAM, H. A. C.

Native education : problems of imperial trusteeship : a report in the study of the Royal Institute of International Affairs. — Pp. 11 — 66. — In. Native Education 1933. — MG.

Includes reports of eight countries in South East Asia including Ceylon. Reviews the history of education in Ceylon from Portuguese period up to the period of writing the article.

For history of Higher education see under C, and history of universities see under C4.01 See C4.01 for History of University education.

\* See 33.

868. ABEYRATNE, K. M.

විසුද්ධි මාර්ගයෙන් හෙළිවන අධ්‍යාපන සංකල්ප  
[Educational concepts gleaned from Visuddhi-  
magga] — (xiv) 206 p., biblio. — Thesis (M.A. Ed.)  
University of Peradeniya, 1984. — ULP 400612.  
Exhaustive study of the objectives, psychology,  
techniques of education, curriculum, teachers and  
teacher-pupil relationships as depicted in Visuddhi  
Magga. Compares each concept with its modern  
counterpart highlighting that Buddhist concepts  
of education are much more advanced than the  
modern concepts. Author concludes that de-  
schooling as suggested by the educational revolutionaries  
does not offer a solution to the present World  
crisis but re-schooling on the basis of Buddhist  
concepts that could solve the present problems.  
Buddhist countries should take the initiative.

869. ARCHIBALD, Rev. Gratien Campbell

Purpose in Education. — In. New Lanka, vol. II,  
July 1951. — Pp. 4 — 8. — Colombo. — NM.

According to the White Paper containing the  
proposals for educational reform 1951, the aim of  
education is the development and enrichment of  
personality. The author quotes Dr. Spencer, and  
Ruskin and other educationists.

870. AZEEZ, A. M. A.

The Muslim Tradition. — Pp. 1145 — 1152 ;  
biblio. — In. Education in Ceylon : a centenary  
volume, Part III\* — NM.

Describes the Muslim tradition of education  
centred on Maktab and Madasa and reviews its  
history in Sri Lanka.

\* See 33

871. GUNARATNE, Perumbuli Arachchige

ලාංකීය ජනශ්‍රැතිය තුළින් පිළිබිඹුවන අධ්‍යාපන චින්තන  
 [Educational thought reflected in Sinhala folk] VII  
 236 p., plates. — Thesis (M. Phil.) 117, University  
 of Colombo, 1980 — 81. — ULC M 103 37905  
 Historical analysis of the Sinhalese folk art, dancing  
 music and literature. Author concludes that it  
 portrays an educational process which helps the  
 balanced development of personality. Education  
 should aim at producing a human being and not a  
 learned person. In order to promote the aesthetic  
 values necessary to achieve this goal Sinhala folk  
 music should be taught in schools.

872. HEWAGE, L. G.

A theory of education based on Buddhist  
 philosophy. 19185 p. — Thesis (M.A. Ed.) Univer-  
 sity of Ceylon 1958. — ULP 12389.

Author examines Buddhist textual sources to  
 formulate a theory of education based on its  
 philosophy. Thesis consists of four parts. Part I,  
 Education for peace through Buddhism (II)  
 Nature of Nature. (III) Individual differences  
 (IV) For noble truths and education.

873. HEWAWASAM, P. B. J.

The Buddhist tradition. — Pp. 1108 — 1130,  
 biblio. — In. Education in Ceylon: a centenary  
 volume: Part III.\* — NM.

Traces the history of the Buddhist tradition of  
 education in Ceylon.

\* See 33

## 874. KOBBEKADUWA, L. A.

A study of educational thought and educational contributions of the Mahabodhi Society of Ceylon (Sri Lanka). — 240 p. — Thesis (M.A.) University of Sri Lanka, Colombo Campus, 1977. — ULC — M 26 — 365646.

Part I gives the historical background to the conception of the Mahabodhi Society, although the Missionary schools received grants from the state, 1000 temple schools were not granted any assistance from the Government except the Vidyodaya Pirivena.

Revival of learning, Panadura Controversy formulation of the Buddhist Theosophical Society by Colonel Olcott are described in detail. Appendix V — VVI give the structure of the Mahabodhi Society. Pioneering Work of the Buddhist leaders, for the revival of Buddhism, establishment of Buddhist Schools, aims and policy of Mahabodhi Society are examined.

## 875. MARTIN, P. W.

Education for a World Community. — Pp. 66 — 69. — In. Ceylon Teacher, vol. 16, no. 74. — June 1952. — NM.

Research findings reveal how children form national stereotypes through mass media and conversation with parents. Good citizens of one country can become good citizens of the World. Author describes certain projects undertaken by UNESCO such as the "Tensions Project." The findings of this project were published in the series. "The way of life of 12 different countries" and "Community studies of four different countries."

876. ORATA, Pedro, T.

What is fundamental education ? — Pp. 15 — 23.  
In. The Ceylon Teacher, Vol. 17, No. 17, Jan.  
1953. — NM.

In the introductory study of fundamental education the author defines its aims as providing a common goal to all peoples, the whole of mankind may live together in peace, free from want, poverty ignorance fear, exploitation and discrimination. Literacy without moral education is a danger to society. Fundamental education is orientation in right living, which gives a sound philosophy of life. It is a continuation of Eastern culture and philosophy with the scientific technological discovery of the west.

877. RAMACHANDRA, Sharma, A.

The educational philosophy as depicted in the Upanishads, VI, 103 p., — bibilo. — Thesis (M.A. Ed.) University of Colombo, 1979. — ULC — M 64 — 376038.  
Text in Tamil.

878. RATANASARA, Thero, Havanpola

බෞද්ධ අරමුණු හා සැසඳෙන නවීන අධ්‍යාපන පරමාර්ථ  
[Modern educational objectives as compared with Buddhist objectives] Pp. 112 — 118. — Vidulakara  
Sept. 1961. — NM.

This is a comparative study of the aims of education in various countries and Buddhistic aims.

879. SHANMUGANATHAN, K.

Educational ideas as gleaned from Tamil ethical works. — VII, 503 p., biblio. — Thesis (M.A. Ed.) University of Colombo, 1978. — ULC — M 49 — 365648.  
Text in Tamil.

880. SILVA, Mahinda

Some current Educational Assumptions. — Pp. 22 — 26. — In. Journal of the NESC, vol. iii, no. 4, Nov. 1954. — NM.

The author observes that confused thinking on the part of educationists of today is caused by the preoccupation with methodology and reliance on vague psychological theories. It is almost a review of "Freedom and Authority in education by G. H. Bantock, according to which, education should be geared to both individual and social needs ; Free play for child's interests should be encouraged within limits ; the teachers authority and discrimination necessary to distinguish between what is desirable and undesirable for the child. The author enumerates the current educational assumptions which have been disproved by Bantock.

881. SIVAPRAKASAM, V. K.

The educational thought and educational contribution of Sir Ponnambalam Arunachalam. 215 p. Thesis (M.A.) University of Sri Lanka, Colombo Campus, 1977. — M — 30 — 365647.

The author examines Sir P. Arunachalam's educational thought and assesses his contribution to educational development in Ceylon to the national languages, and to education of the under privileged and to the whole nation.

882. SOMASEGARAM, S. U.

The Hindu tradition. — Pp. 1131 — 1143., biblio. — In. Education in Ceylon : a centenary volume, Part III.\* — NM.

Reviews briefly the history of the Hindu tradition of education both in India and Sri Lanka and examines its scope and nature.

\* See 33

883. THUWARAGESWARA, K. M.

The contribution of Dr. Sarvapalli Radhakrishnan to educational thought. — 343 p., — Thesis (M.A.) University of Sri Lanka, Colombo Campus, 1975. — ULC — M / 14 — 366 422M / 15— 366146.

Biography of Dr. Radhakrishnan is followed by a definition of concept of education in the West, comparing it with that of the East, emphasising Radhakrishnan's view that the curriculum should include religious instruction in order to create a perfect Society for which the development of aesthetic sense in children is essential. Technology should find an important place in general education. Democratic habits such as humility, compassion, service before self should be cultivated. Influence of great religious leaders on his philosophy and the failure of science to promote wisdom is discussed. University education should promote international understanding and world peace.

884. TILAKARATNE, M. A.

Educational thought of Acharya Vinobhabave and their applicability to Ceylon, (II) III, 178. — Biblio. — Thesis (M.A. Ed.) University of Ceylon 1965. — ULP 250008.

Chapter I — 7 describes educational philosophy of Acharya Vinobhabave followed by a synopsis of it in Chapter VIII, Chapter IX, descusses its applicability to Sri Lanka.

F2. EDUCATIONAL INNOVATION

885. DE ALWIS, E. H.

Understanding educational changes. — 14 p. — In. Lanka Guardian, vol. I, no. 1, 1st May 1978. — NM.

886. SAVARIMUTTU, P.

Educational changes in Ceylon during the twentieth century. — 239 p., maps ; microform. — Thesis (M.A.) University of London, 1949. — ULP 116295.

887. JAYASOORIYA, J. E.

Report of consultancy on educational innovation and change (August 1982 — Jan. 1983) UNDP/ UNESCO Project SRL/SJ/005/ Colombo, 1983. (III) 12 p., tables. + mimeo. — NIE.

Report of the innovative project to teach life skills in schools, for which 300 schools were identified. Annexure I includes a list of 85 life skills project.

888. SRI LANKA MINISTRY OF EDUCATION

National Inventory of educational innovations in Sri Lanka 1976. — Colombo, Ministry of Education, 1976. — 265 p. — MG.

This inventory contains descriptions of projects programmes and studies initiated under the educational reforms of 1972. Accounts of each of these innovations have been prepared by those directly involved in their design and implementation.

889. VELAYUTHAN, T.

Organizational climate and Innovativeness of Schools ; An alternate conceptualisation. — Pp. 25 — 31, diags ; biblio. — In. NESSL, vol. 23, 1983. — NIE.

Author defines organizational climate as the collective perception by a group of organisation, members of the various organizational properties,



### *F1.03*

and processes. This research justifies the need and appropriateness of such a specific climate to understand organizational behaviour of schools related to innovativeness. Climate of innovativeness is considered a mediating variable, as a fairly stable psycho-social context of a school organization and it may be placed anywhere in a continuum extending from a climate of low innovativeness to a climate of high innovativeness which may be expected to change only with durable variations in organizational structure and process. The concept and the perpetual measure of climate of innovativeness help to encapsulate the many inter-related functions that influence the acceptance and implementation of innovations.

### *F3. COOPERATIVE EDUCATION*

#### *F3*

#### 890. WIMALSIRI, P.

A comparative study of the organizational pattern of Education in Ceylon and Kerala. — v, 203/vii graphs, maps, tables, biblio. — Thesis (M.A. Ed.) University of Kerala, 1970. — ULP 280569.

Education in Sri Lanka is dealt with on 75 — 99, and 131 — 147. A very general account based on published documents.

### *E4. EDUCATIONAL PSYCHOLOGY*

#### *F4.01*

#### 891. BALLEY, Yesut

Early Childhood education. — Pp. 16 — 20. — In. New Lanka, Vol. II, No. 4, July 1953. — NM.

Author examines the significance of the psychological development of the child up to 8 years, and what material should be given to the child for his

*FI.03*

gradual and happy development. The need for training colleges for pre-primary teachers is emphasised.

892. GUNATILAKA, Godfrey

Children in Sri Lanka: a status report. — Colombo, MARGA Institute, Sri Lanka Centre for Development Studies, UNICEF, March 1987. — 44 p ; graphs ; map ; tables. — ULC

Author points out that though the low mortality rate is an achievement, malnutrition of various types affect more than 40. percent of the children. The problems affecting children in this island to a great extent portray attendant problems of mortality transition where death rates decline but other problems surface which are associated with rapid social transformation and change. Chapter 4 deals with improving the wellbeing of children, current trends and problems ; Chapter 5 the pre-school child, Chapter 6, Special graphs of disadvantaged children and conclusions are given in Pp. 41 — 44. It contributes to formulation and implementation of policies to develop an environment where all children have a better opportunity of enjoying a healthy physical growth and psychological development.

893. JAYASOORIYA, J. E.

The concept of the ideal self in Sinhalese children. Pp. 155 — 162, tables. — In. Journal of Historical and Social Studies, vol. I, July 1958. — NM.

*F4.01*

A survey carried out on a sample of 100 boys and 100 girls from rural area and 108 girls from schools in Colombo, in the age group of 8 — 18. Motivations, attitudinal patterns, psychological make up

F4.01

and parent child relationship and 8 categories of ideal types are examined. Statistical table shows the percentage distribution by these categories. choice of each category and reason for the choice are given. Five conclusions arrived at are discussed.

894. KRISHNAPILLAI, Wimaladevi

Studies in realism, animism and artificialism in children of a select ethnic group. — X, 239 p., graphs ; biblio. — Thesis (Ph.D.) University of Colombo, 1984. — U C M 194.

A research study carried out on a selected ethnic group of children in Sri Lanka modelled on piagets study. The sample consisted of 400 children, of ages ranging from 3 years to 10 months. Findings revealed that the nature of thought is qualitatively different at different points, in life. Cultural background plays an all important point in influencing the thought of children specially so in the area of animism and allied concepts.

895. RAJARATNAM, K. S.

A re-examination of the piagetian concept of the development of the moral judgement in relation to a selected group of children in Ceylon. (v) vii, 93 p., tables. — Thesis (M.A. Ed.) University of Ceylon Peradeniya 1966. — ULP 310565.

A study of the Piagetian concept of the development of moral judgement in children with the help of stories framed on Piagetian lines. The concepts associated with moral judgment like the child's mode of thinking and continuity of moral development were clarified and analysed. This research, based on a sample of pupils between the ages of 6 — 12 revealed a high relationship between the development of moral judgement and chronological age but an even higher relationship between moral

F4.01

judgment, social maturity and intellectual development.

896. RAJARATNAM, K. S.

A study of the effect of pre-school education for the development of thought and personal relationship in two selected groups of children of age 4 — 7 Years. 358 p. — Thesis (Ph.D.) University of Colombo ; 1972. — D 34 — 374412.

A study undertaken with 96 children aged 4 — 5 years from affluent and non-affluent homes in Colombo South educational region. Major findings: (1) attendance in a pre-school has a significant effect on the cognitive development and emotional adjustment of children enabling them to adapt more readily to formal schooling than those who have not attended pre-school. (2) Child rearing practices of parents and participation in intellectual stimulation had a significant effect on cognitive development, but no significant effect on emotional adjustment, acceptable social behaviour and readiness for formal school. This was presented as a paper at the 37th annual session of the SLAAS in 1981.

897. ELIZEBETH, J. M. D. H. E.

බුද්ධි වර්ධනය පිළිබඳ පියාජේගේ න්‍යාය ලංකාවේ ළමුන් සම්බන්ධයෙන් කොතරම් දුරට අනුකූලතාවයන් දක්වන්නේද? [How far is Piaget's theory of intelligence applicable to Sri Lankan children.] — Thesis (M.A.) University of Colombo 1979/80. — ULC — M 69 — 375934.

F4.03

898. ARULNANDHY, K. S.

Productive thinking. — Pp. 6 — 10. — In. Journal of the NESC, vol. III, no. 4, Nov. 1954. — NM. The contribution made by the Gestalt School in “productive thinking” which is defined as “the

ability to percieve and recognize the inner structural, relatedness of the parts of the whole object or situation" is discussed. Author observes that productive thinking is rare in the classroom and suggests that opportunities be provided for such thinking which produces originality and creativity.

899. KARUNANAYAKA, Indrani

ද්විතීයික පාඨශාලීය ශිෂ්‍යාවන් අතර පවතින සිංහල භාෂාවේ ප්‍රජාතන කැමති ශෛලීන් පිළිබඳ අධ්‍යයනයක් [A study of cognitive preference styles among secondary school students in relation to Sinhala language] i, 321 p., diags., tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1981. — ULP 382207.

A research carried out on 300 pupils in G.C.E. O/L classes to study their cognitive preferences towards the four language constructs, Sinhala essay writing, comprehension, grammar and summarizing and the relationship between the cognitive preference and achievement in that construct. The findings revealed that cognitive preference shown for any language construct did not show any relationship to achivement in that construct, but the level of achievement in language was high among those who had high preference to essay writing and comprehension.

900. KARUNATILAKA, B. G.

ඉගෙනුම් මාරු පර්යේෂණ කිහිපයක් පිළිබඳ පුනර් විමර්ශනයක් [A second look at some research on transfer of learning] 100 p. — Thesis (M. Phill) University of Colombo, 1980 — ULC — M 100 — 379840.

901. KARUNATILAKE, B. G.

ඉගෙනුම: ඓතිහාසික මත විග්‍රහයක් [Learning : a historical analysis] Pp. 40 — 51. — In. Adyapana Vidya, vol. 01, no. 01. — 1984. — ULP.

F1.02

Author reviews the evolution of the definitions of learning from Plato to the modern times and concludes that learning is not limited to the class room but a life long continuous activity.

902. KODAGODA, Saumya

අපේ සිසුන් ගේ දුබලතා සහ ඊට පිළියම් [Weaknesse in our pupils and their remmedies]. — In. Nava-yugaya 12 : 24, Pp. 14 — 15. 13 : 1, 1968, Pp. 56 — 57, 13 : 2, 1968, Pp. 40 — 41. — photo-copies. — NIE.

Weaknesses in pupils in Grade 10 — 11 in schools in expressing themselves at examinations are analysed with solutions given. The two main weaknesses are (1) writing short answers and (2) weak presentation. Author emphatically points out that the main cause for there is the lack of reading and study skills. Plan for improving learning and teaching ability is laid out.

F4.03

903. MEEGASKUMBURA, B. M. C. P.

එලෙසි ඉගැන්වීම මගින් ගැඹුරු අවබෝධ මට්ටම් වලට අවතීර්ණ විය හැකිවේදැයි උසස් පෙළ සිසුන් උපයෝගී කර ගනිමින් කරනු පර්යේෂණයක් [An investigation as to whether 'effective teaching' could promote deeper levels of understanding : a survey based on a sample of Advanced level students] ii,i 119 p. ; tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1983. — ULP 385920.

A research carried out on a sample of 44 girls in A/L classes in a girls school in Kandy. Author examines previous research on the subject and bases her study on Pask's model. On analysing the data obtained she concludes that 'effective teaching' could promote deeper levels of comprehensive among pupils whose understanding was earlier at the surface level ; achievement can be improved in those pupils who were comprehensive

### **F4.03**

learners ; but there may be a few for whom this method is not effective.

#### **904. NILES, F. S.**

Student's orientation to learning ; paper presented at the 37th annual session, SLAAS, Dec. 1981 — SLAAS.

Report of the work carried out during the first phase of an International study, with the objective of finding out what motivates students to learn. Although there is great emphasis on assessment, examinations, preliminary studies suggested that there are other orientations to learning. In depth studies were carried out with a sample of grade 11 and 12 (N — 17) students from three schools in Colombo. Findings revealed strong social class bias in students orientation of great importance but variations in its strength and presence or absence of other orientations is very much a product of one's home and school background.

#### **905. PERERA, S. J.**

Cognitive profiles of A'L students. — 3 p. — Paper, presented at the 42nd SLAAS, Dec. 1985. — photocopy. — NIE. ,

The aim of the study was to determine the relative standing of the three A'L student groups, Science Commerce and Arts with respect to analytic and divergent thinking abilities. Previous studies indicate that science students are more analytic than arts students ; the converse holds in divergent thinking. The present study whilst reaffirming this finding also hypothesized that the cognitive profile of commerce student would be similar to that of science student. Both hypotheses received support in this investigation.

## 906. PERERA S.J.

Cognitive styles among primary school children. — (ii) 238 p., diags. tables. — Thesis (M.A. Ed.) University of Bristol, 1963. — AA.

First part of the study reviews the previous literature and adopts definitions of cognitive style as given by previous researchers. In the investigation proper Thurstan's Cocealed Figures test has been used to elicit analytic cognitive styles as ability in a sample of 10 — 11 years old children with different levels of styles (analytic and synthetics) have been compared in memory tasks. Analytics and synthetics have also been compared in certain conceptual tasks : listening, comprehension, vocabulary and arithmetic.

## 907. RATNAPALA, B. M.

කණිෂ්ඨ පාසැල් සිසුන්ගේ සමාජ අධ්‍යයන ඉගෙනුම්  
 ශෛලි, විෂය සාධනය හා ආකල්ප පිළිබඳ අධ්‍යයනයක්.  
 [An examination of learning styles, achievement  
 and attitudes in junior grades in relation to social  
 sciences] viii, 152 p. ; tables ; biblio. — Thesis  
 (M.A. Ed.) University of Peradeniya, 1981. —  
 ULP 371015.

A research based on a random sample of 62 boys from 7 schools in the city of Kandy. According to the findings the author recognises 4 predominant styles of learning, such as experiment, discussion, listening and copying which was accepted as a second rate method. Pupils who had a lower level of achievement showed poor grasp of the style of learning too. No previous research has been carried out on this subject.



## 908. SIVANESAN, Sasidevi

An attempt to survey the attitude to science of pupils who have followed the programme of intergated science course for four years. — v, 88 p., tables. — Thesis (M.A. Ed.) University of Colombo, 1982. — ULC — M 148.

A research carried out by administering a questionnaire to a sample of 489 pupils in 12 schools in Colombo. The results of a computer analysis of the answers reveal that while students appreciate the utility value of science, the curriculum needs alteration to provide greater motivation for the acquisition of scientific knowledge.

## 909. TENNAKOON, N. K.

පියාජේගේ ගණිත සංකල්ප සංරක්ෂණ ප්‍රතිමාන හා ශ්‍රී ලංකාවේ ළමයි: සංයුක්ත වින්තන අවධිය ආශ්‍රයෙනි. [Piaget's theories relating to mathematical concepts and Sri Lankan children of concrete operational age] (vii) 178 p., tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1982. — ULP 371929.

This study investigates Piaget's theories in relation to the development of mathematical concepts in children on a sample of 60 children (boys and girls) in the age group 9 — 11. The results are parallel to those of D. Elkind, but Sri Lankan children develop these concepts sooner.

## 910. WALATARA, Douglas

Education of the emotions : an outline of a theory and methodology with reference to some psychological fundamentals of early Buddhist philosophy (IV) V 186 p., biblio. — Thesis (Ph.D.) University of Ceylon, 1972. — ULP 310577.

F4.03

Author points out that the cognitive development of man in the fullest sense would involve mastering such factors as 'feeling' and emotions for the increase of human understanding and intellectual growth, and disrupt higher technical behavioural patterns, which require proper mental 'awareness' or attention. The methodology of developing attention (sati) is provided in the Buddhist discourse of "*Satara Sathipatthana*" or the setting up of mindfulness, in relation to a scheme of values or knowledge, which according to Buddhism is '*Samma ditti*.' This is the education of emotions and as it provides from the 'displacement of affect' would also be therapeutic.

911. WICKRAMASOORIYA, Sita

The vocabulary of young Sinhalese children of five to seven years in a play situation in rural Ceylon with comments on the psychological and pedagogical implications. — Part I, v 228 p., maps, tables, biblio. Part II unnumbered pages of tables Thesis (M.A. Ed.) University of Ceylon 1956. — ULP 110966.

A study of the vocabulary of 100 children of the age group of 5 — 7 in five schools in the electorate of Akuressa. Their conversation is analysed (Chapter IV) in terms of linguistic development, personality traits and functional use of speech, thus providing a basis for a study of child behaviour in relation to the development of language. A critical evaluation of the existing Sinhala readers in the light of their functions, are given in Chapter VI. This research is limited to one dialect of the Sinhala language.

F4.03

912. WIJEKOON, A. W. P. M.

පුර්ව සංකල්පනා වින්තන අවධියේ ළමයින් ගේ ගණිත කෙරෙහි ස්වභාවික අත්දැකීම් වල බලපෑම  
[The impact of Natural experiences on the formation of mathematical concepts in children of pre-conceptual age] (v) 165 p., tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1980. — ULP 347404.

A research carried out on a sample of 80 children of the age group 5 — 8 selected from 2 private schools in Kandy schools as well state schools. It is presumed that children of the private schools who belong to the upper class have less natural experiences. The findings reveal that there is no differences in the apprehension of mathematical concepts between these two groups of children, but that the grasp of the concepts does improve with age in accordance with Piaget's findings. It is also found that socio-economic status does make a difference.

See also entries under D6.01

F4.01.01. EDUCATIONAL ENVIRONMENT

913. ABAYADEWA, Chitrangani, M.

Day-care services in Sri Lanka : draft report prepared for the Ministry of Social Services, Sri Lanka : 1983. — 68 p., tables ; biblio ; typescript. — NIE.

Author defines day-care centres in chapter 3 and the establishment of day-care centres in Chapter 4. The need for pre-schools and creches and the facilities available in day-care centres are examined in Chapters 5 and 6. Their curriculum, training, and supervision and management are discussed in Chapter 7 and 8. Recommendations are included in Chapter 9.

914. DE MEL, Beatrice, V. and ABEYRATNE, Kamalika  
Patterns of growth in children in Sri Lanka. —  
Pp. 25 — 27. — In. Economic review, Vol. 5,  
May, 1979. — NM.

Author points out that nearly 25 percent of the babies born in Sri Lanka, fail to reach the minimum of 25000 grams during the intra uterine period due to malnutrition, retarding their mental growth too. This prevents the child from making use of the free education system. Inability to achieve full physical and mental stature becomes a socio-economic handicap in adolescence. She suggests preventive measures.

915. DEVENDRA, T. O.

Some aspects of institutional child care in Ceylon. Pp. 25 — 31. — In. Ceylon Journal of School Work. vol. iv, no. 2. — NM.

Author states that 132 institutions of child care such as orphanages and children's homes existed in 1961, with 5493 children in the age range of 1 — 2 years. There had been complete re-orientation of out look during the last 5 years with regard to policies, and criterion for admission. He discusses the following aspects of child care in these institutions : medical care, nutrition and dieting, educational programmes, vocational training, recreation and liesure time activities, individualized care and financial support.

916. GREEN, T. L.

Mental hygiene in home and school. — In. New Lanka, vol. III, july 1952, no. 4. — NM.

For his personal and social development, the child needs a feeling of security, affection, a sense of belonging, approbation, achievement and opportu-

F4.04.01

nity for experiment. But the authoritarian society of this island, where caste-determined obedience to authority is demanded, does not produce the democratic environment favourable to the mental development of the child. The make shift from matriachial to patriachial system of society makes its worse. Author makes suggestions to remmedy this situation.

917. GREEN, T. L.

Sociometric analysis in Education. — Pp. 1 — 6 ; biblio. — In. Journal of the NESC, vol. 5. no. 3, Aug. 1956. — NM.

Author discusses (i) How sociometric analysis of children gained importance as the concept of education changes ; (ii) Its significance as an aid for studies of problems of adjustment and as a basis for the republic and remedial treatment, and (iii) Such studies undertaken in Ceylon.

918. GREEN, T. L.

Sinhalese children's consciqusness of socio-economic levels — Pp. 16 — 21. — In. Journal of NESC, vol. vii, no. 1, May 1958. — NM.

919. HAMULYN, Cyril

The child and the society. — In. Ceylon Journal of Social Work, vol. II, no. 2, 1957.

Author emphasizes that the maximum physical mental and emotional development of the child should be ensured, for the future of the society depends on the present child. Education for citizenship should begin within the family. Kind authortiarianism is the best method for the development of good citizenship. Community and state should ensure that parents acquire this knowledge and skill.

920. ISMAIL, A. G. H.

Some of the environmental factors, affecting educational attainment of the children of the lower income group in Kalutara District. — 191 p., maps ; tables ; biblio. — Thesis (M.A. Ed.) University of Colombo, 1980. — ULC — M 85 — 376910.

Text in Tamil.

921. KOTALAWALA, Elsie

Some child rearing techniques of a group of Sinhalese mothers. — (ii) v, 108 p ; tables biblio. — Thesis (M.A. Ed.) University of Sri Lanka 1966. — ULP — 254134.

A research carried out on a small sample of 25 mothers of whom the majority were from low income groups in Gangasiripura, having daughters in the Kindergarten. The findings reveal that there is a correlation between child rearing and development of the main characteristics of personality and suggests that there is an urgent need for intelligently relaxing the child rearing techniques of the mothers to the point that would enable the children to advance in emotional maturity.

922. PERERA, Earnest, F. J.

අද ළමයා හෙට රැජිණ [Today's child is the man of tomorrow]. — Pp, 11 — 12. — In. Ceylon Journal of Social Work, vol. III, no. 2, Dec. 1958. — NM.

Author emphasizes that, sufficient attention should be paid to the needs of children, to provide for a happy and a comfortable life. Children suffer from malnutrition and majority of the juvenile delinquents come from poor families. Preventive

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action is most important, the different social service units should be amalgamated. He makes four suggestions as preventive action.

923. SIRIWARDENE, Bodhipriya, Subhadra

Child rearing patterns among two contrasted types of two low country Sinhalese communities in Ceylon (I) 305 p., diags., maps ; photocopy, tables, biblio. — Thesis (Ph.D. Ed.) University of London 1974. — ULP 351354.

A research carried out on a sample of 200 (100 girls) children of the 11 year group, 100 mothers and 25 teachers representing two low country Sinhalese communities in the village of Kahapola and the city of Colombo. Author examines the adult's views of the child from conception to child birth, infancy and childhood, how the child is socialized and trained in the traditions and superstitions that prevail in these communities.

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924. SIRIWARDENE, Subhadra

Growing up in a Kandyan village. — iv, 382 p. ; maps, tables, biblio. — Thesis (M.A. Ed.) University of Ceylon, Peradeniya, 1960. — ULP 159626. A study of child rearing, the pattern of socio-economic life in the village, Dambarawa and the role of its schooling, the training of children, with a view to understanding the particular educational needs and problems.

925. SOMAWATHIE, K. A. D.

සමාජීය සාධක ළමා පෞරුෂත්වය කෙරෙහි බලපාන අන්දම පිළිබඳව විමර්ශනයක් [A study of the influence of the social factors on the development of the personality of the child] — iv, 158 p., — diagrams, charts, tables. — Thesis (M. Ed.) University of Colombo, 1979 — 80 — ULC — M 71 — 375746.

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A survey of 100 children between 4 — 10 years revealed that it is the influence of parental behaviour, principles, over protection by parents, unity of the parents, firm control, school environment association of friends, that cause feeling of inferiority, aggressiveness, or make him an extravert or an introvert. Author analyses the data and makes the following recommendations : (i) Mother plays a vital rôle on the personality development of the child. Therefore, parents should provide situations and experience to the children for them to get adjusted to the environment. (iii) Child should be given enough freedom at home. (iv) Teachers should consider it their responsibility to produce good citizens and take an active part in the process by intelligent guidance.

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926. STRAUS, Murray Arnold

Child training and child personality in a rural and urban areas of Ceylon, 229 p., tables. — microform. — Thesis (Ph.D.) University of Wisconsin, 1956. — ULP.

A research study carried out to test the cross cultural hypothesis regarding socialization of children, 9 years of age, in the village of Wattappala in Kandy and Urban area of Maradana, in Colombo

927. WIJERATNE, W. A. R.

A study of the effects of home and school environmental variables on the language attainments and social development of children in top primary grades of a selected sample of schools in Sri Lanka. 290 p. ; tables. — Thesis (Ph.D.) University of Colombo 1984. — ULC — M 172 — 391109. The findings of this study reveal, that factors like family background, personality socio-economic level of parents have a definite influence on language development of children. Unequal opportunity for education in certain schools is caused by



F4.04.06

differential facilities. Author suggests the promotion of social desirable behaviour and stimulation of interest in the school in children.

928. GREEN, T. L.

Teachers attitude to childrens' behaviour. — Pp. 70 — 73 ; biblio. — In. Ceylon Teacher, Vol. 16, No. 74, June 1959. — NIE.

In his series of studies on Education and Psychology by Dr. E. A. Pires of the Central Institute of Education in New Delhi — which includes a survey of teachers attitudes towards children, author describes the general pattern which characterized the attitude of teachers. There is a conflict between the attitudes of teachers and mental hygienists, towards children, regarding the rating scale for behaviour problems.

929. ALAMALPOTHA, H.

ගැටවර විෂය නාගරික ළමුන්ගේ මානසික අවශ්‍යතාවන් පර්යේෂණාත්මක අධ්‍යයනයක් [A reearch study on the psychological needs of urban adolescent school children] xi, 184 p., tables ; biblio. — Thesis (M. Ed.) University of Peradeniya. — ULP 371926.

This is a study of the behaviour of adolescents with regard to satisfying selected six of their basic psychological needs and their relationship with the mother, the father, brother, sister, friends, relations, teachers, and the love. — the representative sample consisted of 480 pupils (240 girls) of the ages of 14 — 17 from six schools in Kandy. Method of paired comparison was used. Author concludes that the members of the family plays a more important part in satisfying the instincts of love, security and acceptance while children depend more on those outside the family for freedom, intellectual and sexual needs. Urban girls seem to value intelligent out look more than other factors while urban boys place affection first.

930. ALLES, Mrs. E. P. R.

A study of attitudes to home and school among school-going adolescents. — 109 p., tables ; biblio. — Thesis (M.A.) University of Peradeniya, 1973. — ULP 313713.

The sample of this study consisted of 204 school children from rural secondary schools, emerging from a background of the emergency of 1971. Research was carried out on the hypothesis that adolescents are in conflict with the established institutions of the society and value, using the Semantic Differential Scale, with slight adaptations to assess the attitudes of school going youth towards home and school. The findings partly support the hypothesis. The major institutions home and schools, and the values they represent such as friendship, success and authority are seen in a negative light. The attitude of rural youth who comprised the majority sector in the insurgency of 1971, is much more negative. In spite of this, attitude of youth towards their parents and home are more favourable than towards school.

931. BALAPATABENDI, Y.

Adolescent's attitude to education : a case study of some social, psychological and educational factors underlying the adolescents attitude to education, ix (5) 306 p., graphs ; maps ; tables ; biblio. — Thesis (M.A.) University of Peradeniya, 1969. — ULP 310571.

A sample of 390 students of grades 10 — 12 (208 girls) from Pilimatalawa Maha Vidyalaya were investigated using a special attitude scale designed by the author. The author seeks to relate data on attitudes, social and economic background, intelligence and achievement, which was measured using the results of the third term tests in schools. Other information was obtained by tests and

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questionnaires. The findings reveal that attitudes, socio-economic conditions and intelligence were linked to achievement.

932. DAYALATHA, P.

ශ්‍රී ලංකාවේ නව යොවුන්වියේ සිසු සිසුවියන්ගේ පාසැල් පරිසරය ආශ්‍රිතව සාමාජීය අවශ්‍යතා පිළිබඳව අධ්‍යයනයක් [A study of the social needs of the adolescent children in Sri Lanka in relation to their school environment] 248 p. — Thesis (M. Phil.) University of Colombo 1981. — ULC M 35 — 377542.

This is a research based on a questionnaire administered to students from Nuwara Eliya and Gampaha Districts, 50 percent of the sample survey were girls. 50 percent in the age group of 13 — 16 and the rest between 17 — 21. On findings of the study author constructs a list of social needs of youth. The results are discussed in Chapter V, and the author urges that greater attention should be paid to the attitudes and aspirations of youth.

933. DURAYAPPAH, Stella, Pushpamalar

Interests and attitudes of Tamil speaking students to geography in Grades nine and ten, — viii, 129 (2), tables. — Thesis (M. Ed.) University of Ceylon, Peradeniya, 1968. — ULP 263140.

A research carried out to find out (i) whether there are any differences in the interests and attitude to geographical location of schools and (ii) to find out better teaching methods and ways of organising the subjects in schools. A questionnaire in Tamil was administered to a sample of 522 pupils (298 girls) 13 — 18 years of age in grade 9 and 10 from a representative sample of nine schools, from the electorates of Jaffna and Kandy and a check list was given to teachers. Analysis of data revealed that discriminations existed in their interests in different aspects of geography and also between

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urban and rural students mainly due to lack of facilities and qualified teachers. Author makes suggestions for improvement.

934. HATTOTUWEGAMA, I. C.

A study of the attitudes of adolescents to religion and the teaching of religion in schools in relation to Buddhism and the teaching of Buddhism in schools in the Kandy Education Region (9) 146, xpp ; graphs, tables, biblio. — Thesis (M.A. Ed.) University of Sri Lanka, Peradeniya Campus, 1974, ULP 313716.

This survey carried out on a sample of 350 adolescents (160 girls) in grades — viii — xiii, from a representative sample of schools in the Kandy Education Region reveals that the attitude to Buddhism is positive, while 16 — 20 year old group is more favourable in their attitudes than the 12 — 16 year olds. There is a highly significant relationship between home background and the attitude to Buddhism. Chapter II includes a review of previous research on the subject.

935. JAYASOORIYA, J. E.

Problems of adolescents in Ceylon. — Pp. 28 — 34. In. Probation and Child Care. — Journal, vol. 3, No. 2 ; 1964. — ULP.

Report of a sample survey of Sinhalese adolescent boys and girls between 12 — 15 years of age.

936. JAYATISSA, D. M.

ගැටවර විශේෂ ග්‍රාමීය පාසැල් ළමුන්ගේ මානසික අවශ්‍යතා පිළිබඳ පර්යේෂණාත්මක අධ්‍යයනයක් [A research study on the psychological needs of the rural adolescent pupils] (X) 183, tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1981. — ULP 364072.

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Research based on a sample of 320 (160 girls) of the ages of 14 — 17 in few selected rural schools in the Kandy District. The findings reveal that development of an intelligent philosophy of life ranks first among the psychological needs. Love and affection takes second place. Girls place greater emphasis on 'acceptance'. Boys rate a higher value to 'security.' Generally mother exerts a greater influence than the father. Teacher is the main source for the development of an intelligent philosophy.

937. KRISHNAPILLAI, Vimaladevi

A study of the religious activities of Hindu adolescents studying in traditional Hindu oriented and non Hindu oriented schools in Sri Lanka (VII) 140 p., tables. — Thesis (M. Phil.) University of Colombo 1981. — ULC-M 11-379049.

A study carried out to examine whether the type of school, geographical area, sex and the subjects studied in the A/L classes have a bearing on the religious attitudes of the Hindu adolescents, by analysing the data collected through a questionnaire and attitude test designed according to the Lickert's Attitude Scale. The findings of the research rejectes the hypothesis, and reveal that the religious attitude of adolescents in Hindu schools in significantly higher than those in non-Hindu oriented schools and that the religious attitude of Hindu adolescent students in Jaffna were higher than that of those in Colombo schools.

938. NANAYAKKARA, Clarice

An investigation of the problems of adolescent children in Ceylon using a Sinhalese adaptation of Mooney Problem Check-Inventory. (iii) 78 — 24 p; tables. — Thesis (M.A. Ed.) University of Ceylon, Peradeniya, 1966. — ULP 255180.

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A research carried out on 278 pupils from 3 schools in the Central Province with 200 items of the Mooney Problem checklist tested for validity. Author states that this survey suggests that teenagers are eager for adult guidance which will help them to formulate a philosophy of life and a proper code of ethics but fight shy of getting any kind of advice from their school authorities.

939. PERERA, J. D. K.

ශ්‍රී ලංකාවේ නව යොවුන් වියේ පසුවන සිසුන්ගේ ගැටළු පිළිබඳ කරන ලද පරීක්ෂණයක්. [A survey of the problems of adolescent pupils in Sri Lanka] IV, 145 p. — Thesis (M. Ed.) University of Colombo 1978. — ULC M 44 — 375927.

A research carried out on a sample of Sinhala and Tamil children in the age group of 13 — 22 and from grades 6 — 12, in the 9 provinces, for the period May 1977 to March 1979. Data was collected through a questionnaire. It was revealed that they suffer from problems related to adolescence such as sexual changes and problems arising from the immediate environment such as the conflicts in the family, educational background of the parents, the environment and the school reasons for early school leaving are also discussed. Suggestions : Many pupils have suggested that there should be more library facilities. Parents should pay more attention to frequent absenteeism of the children, more cordial relationship with teachers, who also should pay more attention to the needs and problems of the children. Tamil students seem to have a feeling of insecurity. Close relationship with the community should be developed through the organization of various clubs, etc.

940. SAMARASINGHE, Sita Sandaseeli

ආරම්භක නව යොවුන් වියේ පාසල් සිසුන්ගේ ශාරීරික හා අධ්‍යාපනික ප්‍රශ්න තුළින් පැන නගින සිත් කරදර පිළිබඳ ශ්‍රී ලංකාවේ එක් අධ්‍යාපන මණ්ඩලයක් ඇසුරින් කරන අධ්‍යයනයක් [Anxieties in young adolescent school children in relation to physical and educational problems. A study in a single educational circuit in Sri Lanka] v 350 ; tables. — Thesis (M. Phil.) University of Colombo, 1982. — ULC — 130 — 379841.

A research study based on a random sample of 1225 students of 13 — 16 years of age studying in Sinhala medium from the Matara District consisting of 615 girls and 435 pupils from urban schools by administering a questionnaire and interviewing 10 percent of the sample. The entire investigation was carried out between June 1980 and March 1981. Chapter IV discusses the results of the investigation. The conclusions give a good summary of this in-depth investigation, wherein the author states that the educationists have not paid enough attention to these problems as to their causes and the pupil teacher relationship. Suggestions are made to alleviate these anxieties.

941. SRI LANKA UNIVERSITY OF PERADENIYA;  
Department of Sociology

The needs of youth in Sri Lanka : a psychological approach to the levels of fulfilment and the problems relating to the basic and the immediate needs by the Department of Sociology, University of Peradeniya in collaboration with the Research and Development Unit of the National Youth Services Council. — Maharagama : National Youth Services Council, 1982. — 18 p.— NYSC.

This is the summary of a section of the report of the systematic and comprehensive survey of the sample of youth representing various ethnic groups and economic sectors of the island from 8 districts. The youth in Sri Lanka have become a much more significant and dynamic social factor

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during the last four decades when compared with the past. According to the findings of the survey, the main cause of dissatisfaction among the youth is the unemployment problem which should be given high priority. The main development task, that each young person in the modern society is obligated to tackle are summarised here.

942. WEERARATNE, G. V. Y. C.

ප්‍රථම නව යොවුන්වියේ බාලිකාවන්ගේ රුචි අරුචිකම්  
[Likes and dislikes of girls in early adolescence]  
175 p., tables, biblio. — Thesis (M. Phil.) University of Colombo, 1985. — ULC M — 197 400724.

A research carried out on a sample of 100 students from selected schools in Colombo and Kalutara Districts, to investigate whether there is a set of interests among the young adolescent families, whether the interests differ in rural and urban population, and how do the interests influence the personal life, vocational and religious aspect. The findings reveal that they had a special set of interests, that they prefer subjects like logic commerce, aesthetic studies but are not very interested in academic pursuits. They need guidance from parents and teachers in all these aspects and curriculum should be designed accordingly.

943. CASINADER, R. A.

The sociology of a certified school. — Pp. 47 — 67.  
In. Ceylon Journal of History and Social studies. —  
vol. 8, nos. 1 & 2, 1965. — ULC.

Author defines a certified schools and list out their functions. Achievements of the schools, relationships among and inmates, staff and inmates and interstaff are analysed. Each different type of delinquent needs a special school. Suggestions for improvement are given.



944. CEYLON LEGISLATIVE COUNCIL

Report of the Committee appointed to consider the various schemes for the reform of juvenile offenders that have been suggested to the Government and to advise the Government on grounds of economy, efficiency and suitability to local conditions and as to what system should be adopted. — 14 p., tables. — (SP 18 of 1928). — ULP 365347.

Chaired by L. C. Carlton. Appendix A includes a scheme for a training school for young offenders.

945. GILLES, Rev. C.

Children need a family even in an approved school. Pp. 7 — 10. — In. Ceylon Journal of Social Work, Vol. III, No. 2, 1958. — NM.

Author emphasizes that the juvenile delinquent who enters even an approved school too needs love affection and self discipline of the normal home. Poverty is not the main cause of juvenile delinquency. Factors such as heredity, physical construction, illness at infancy are other causes but priority is given to the psychological factors, environment and education. Author gives statistics for the school at Maggona. Death of a parent, separation of parents, disunion in the family, absence of the father for prolonged periods and mental health of the parents are primary reasons. Parents are partly to be blamed for the faults the child has committed. Education has a vital role to play.

946. HAMLIN, Cyril

Juvenile delinquency. — Pp. 1 — 7. — In. Journal of the National Education Society of Ceylon : vol. 21, no. 3, Nov. 1953. — NM.

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Author recommends a new approach to the treatment of juvenile delinquency taking into consideration, the social background, physical or mental conditions and environment of the child instead of punishment ; welfare of the child and prevention is the ultimate aim. Special Juvenile Courts are the best to diagnose the cause of delinquency. Treatment may consist of guidance of the delinquent at his own home, a selected private home, or a certified school. Prevention would involve better housing, education of the parents themselves, opportunities for the children and child guidance clinics for the maladjusted.

947. JAYASOORIYA, J. E. and KARIYAWASAM.

Tilokasundari

Juvenile delinquency as gang activity in the city of Colombo. — Pp. 203 — 215, tables. — In the Journal of Historical and Social Studies, Vol. I, 1957. — NM.

This is a research study of the problem of juvenile delinquency in Ceylon. A sample of juvenile delinquents and youthful offenders in the age group of 7 — 19 were taken from every remand home in this island. Analysis of statistics reveal distinct pattern of juvenile delinquency in Colombo different from the rest of the island, with clearly defined areas of delinquency, preponderance of gang activity, with their own structure and the activities of groups. Author emphasises the need for theraputic procedures to be applied to the whole group to rehabilitate them, which is the task of the social psychologist. Social programmes to eradicate the delinquency producing factors in the community as a whole are necessary.

## 948. KARIYAWASAM, Tilokasundarie

The problem of juvenile delinquency in Ceylon. — vi, 306 p., graphs, maps, pictured, tables ; biblio. Thesis (M.A. Ed.) University of Ceylon, 1958. — ULP — 128387.

Commencing with a historical sketch of legislation relating to juvenile delinquency in Ceylon, this thesis reports the findings of a field study that included a control group of non-delinquents. Author examines the causes for delinquency. Frustrations arising from school relationships are highlighted as one of the causes. She also offers an analysis of the probation records of juvenile delinquents and investigates in detail the special features of juvenile delinquency as gang activity in Colombo. An evaluation of the existing institutions for rehabilitation of the delinquents is also included. Finally author makes suggestions for reorganization of the existing probation services and the rehabilitation of juvenile delinquents.

## 949. MANIKE, K. P. R., Somalatha

අපවාරි ළමුන් සඳහා ආයතනිකව පවත්වාගෙන යනු ලබන සමාජාන්ත්‍රයෝගී වැඩ සටහන් පිළිබඳව කෙරෙන විමර්ශනයක් [A study of the educational and socialization programmes in the institutions for juvenile delinquents] 246 p. — Thesis (M.A.) University of Colombo, 1987. — ULC — M 193 — 398909.

## 950. MUNASINGHE, W. D.

Socio-economic (conditions) status and the juvenile delinquency in Sri Lanka (A study done on the Western provinces) IV, 70 p., diags. ; graphs ; tables. — Thesis (M. Ed.) University of Colombo, 1978 — 79. — ULC — M 42 — 375926.

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Research carried out on a sample of 178 children selected from the houses and certified schools in Western Province. Information was collected through a questionnaires and interviewing. analysing the data the author concludes that several unrelated factors including a number of cultural factors caused the problem of juvenile delinquency. The socio-economic background of the children and their parents have higher correlation with juvenile delinquency in our country. Lack of motivation for education is another cause. Remedial measures suggested are : (i) Controlling the environment specially home. (ii) Re-organisation of the educational systems — providing skilled and semi-skilled employment. (iii) Giving publicity to child rearing practice through mass media. (iv) Providing employment and vocational training to the young people between 14 — 21. (v) Changing the system of juvenile courts and (vi) Removing class difference making a change in attitude.

951. PERERA, Gamini

ශ්‍රී ලංකාවේ බාලාපවරින් වශයෙන් තීන්දු කරනු ලැබූ අය එම තත්වයට පත්වීමට බල පෑ හේතු සාධක විමර්ශනයක් [A study of the causes that led those who are branded as juvenile delinquents in Sri Lanka into that state] VI, 182, charts, graphs. — Thesis (M. Ed.) University of Colombo 1979'80. — ULC — M — 73 — 377308.

Analysis of data reveal that the causes for delinquency are : (i) socio-economic class ; (ii) Broken homes ; (iii) unsuitable home environment (iv) instability of the home ; (v) Wrong way of bringing up children ; (vi) wrong attitudes of parents ; (vii) bad homes ; (ix) bad company (x) Wrong way of spending leisure ; (xi) mental and physical defects. Different methods adopted in various countries to overcome these are discussed

## 952. SAMARASINGHE, S. J.

ගැටළු හැසිරීම දක්වන ශිෂ්‍යයන් (බාලාපවාරින්) පිළිබඳ කොළඹ දිස්ත්‍රික්කයේ බාලාපවාරි — පාසැලක් ඇසුරින් කරනු ලබන අධ්‍යයනයක් [A study of children with problematic behaviour (juvenile delinquents) in a certified school in Colombo District] 229 p. — Thesis (M. Ed.) University of Sri Lanka, Colombo Campus 1979. — ULC — M 65.

Author defines delinquency and describes the Certified School at Makola and the interviews with its resident delinquents. Delinquent behaviour was more pronounced during the decade 1966 — 78. This is followed by a description of the certified school at Makola and the interviews with delinquents. Findings reveal that the causes for delinquency are: Poverty, over population, death of a parent, illness of a parent, wrong method of child rearing, the influence of undesirable peers and dropping out from school. Author suggests that state can step in and remove the young offender to a better environment, the parents should be instructed on upbringing of the children, schools should maintain guidance and counselling services and sex education and more responsibilities should be given to children.

## 953. SIRIWARDANE, T. A. P.

Psychiatric basis of deviant behaviour. — Pp. 13 — 18. — In. Ceylon Journal of Social Work, vol. vi, no. 2, 1962. — NM.

Author explains three categories of behaviour disturbances in children. Latter part of the article deals with the deviant behaviour in adults. He also analyses the causes for the three types of deviant behaviour defined earlier.

954. SUMANA, Rev. Bhikkhu

Observations on approved homes in Ceylon. — pp. 37 — 42. — In. the Journal of Social work, vol. iii, no. i, 1958. — NM.

Author points out that though in Ceylon, the new member to the approved home is like an unpaid servant, in England the new comer is treated like a new member to the family. With his experiences in running the approved home at Dodanduwa, Kalutara, he finds that, personnel, buildings, equipment and finance finances are the four main factors involved in the management of such an institute. He opines that the ideal person to manage an approved home is a person who has given up worldly life, but a temple is not suitable.

955. WICKRAMARATNE, E. K.

අපරාධයට යොමුවුන නව යොවුන් කණ්ඩායම් පිළිබඳ අධ්‍යයනයක්. [A study of a gang of youngsters involved in delinquency] x, 386p. — Thesis (M.A.) University of Colombo, 1983. — ULC — M 202 — 388304.

956. WIJENAYAKE, Irene

Juvenile delinquency and culture conflict. — LX 83, XXI p., diags ; tables ; biblio. — Thesis (M.A. Ed.) University of Ceylon 1966. — ULP 255178 ; ULC M 02 — 360066.

A research carried out to investigate the extent of the conflict between the expectancy of parents on one hand and the actual behaviour of the individual and the peers on the other and the relationship that this conflict has to delinquent behaviour. The analysis of the data collected by interviewing 600 families of the Peliyagoda urban

F4.04.10

delinquent area and 300 families of the more delinquent areas of Narammala village in the Biyagama electorate revealed that while the presence of conflicting values, ideals and behavioural patterns tend to make him a criminal, the conflict must be extensive in that it covers many spheres of activity.

957. JAYAWEERA, Swarna

Report of the Ninth World Conference of the New, Education fellowship. — Pp. 40 — 42. — In. Journal of the NESC, vol. VI, no. 1, Feb. 1957. NESC, NM.

Author reports that constructive education and mental health in home, school and community was the theme of the Conference which was attended by 400 participants, mainly from the Western countries. Author was the only representative from the East. The need to achieve mature personality in both the parent and the teacher was realized by all groups. There was also a general demand for reorganisation of curriculum and school structure to make learning a creative activity.

958. SENEVIRATNE, S. D. S. E.

Parental expectations from school children (a study of differences in parental expectations according to social class, educational level of parent, and rural and urban residences (I) 105 p., graphs, tables, biblio. — Thesis (M.A. Ed.) University of Ceylon, Peradeniya 1974. — ULP 321130.

This is a research based on a sample of 500 parents from five villages and five towns. Findings reveal that the expectations of the parents differ

F4.04.10.

according to the social class and the educational level of the parents. The location of residence (rural-urban) also showed correlation the the difference.

## F5. EDUCATIONAL EVALUATION

### F5.03 EDUCATIONAL OBJECTIVES.

959. DE SILVA, W. A. *et al.*

Assessment oriented learning and adult work attitudes : the development of measures of adult learning orientation by W. A. de Silva, S. Rupasinghe, Chandra Gunawardane, and S. Sandarasegaram. — Pp. 16 — 46. biblio. — In. NESSL Journal of the National Education Society of Sri Lanka, Vol. XXIV, 1985. — NIE.

A research study of the relationship between individual learning orientations at school and his work styles a few years later in his working life. A questionnaire was administered to representative sample of 324 grade 12 students, and 420 grade 9 students from 27 schools. The present report describes the first stage of the study : the validation of suitable instruments to asses student learning situations.

960. GEEWARATNE, T. C. C.

A study of the awareness in secondary school children and teachers of educational and behavioural objectives vital to education. — Paper presented at the 42nd Annual sessions of the SLAAS, 1985 SLAAS.

The main purpose of the study was to determine the awareness of secondary school teachers and students of educational objectives. A list of 45 objectives, in the three domains, cognitive,



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Affective and psycho-motor (15 each) was given to a sample of teachers readomly selected from the Colombo District. They were asked to rate the importance of each objective comparing it with the rest using the paired comparison method. Again the list was given to a sample of 400 students who were asked to select 30 educationa objectives 10 from each domain familiar to them. The analysis of these responses reveal that there is no significant difference in the awareness of the objectives between sub-samples of teachers and students and also between the total teacher sample and the student sample.

961. GUNAWARDANE, Chandra

Student learning orientation and adult work : The SLOC project. — Pp. 217 — 227 ; biblio; photocopy. — In. International Journal of Educational Development, vol. 5, no. 3, 1985. — NIE.

Over the past two years a collaborative research network known as Students Learning Orientation Group (SLOG) has been developing new measures of learning orientations among secondary school students in Engiland, India, Japan, Malaysia, Nigeria and Sri Lanka. The research is a long term project examining the links between students learning orientations and subsequent work orientation and behaviour. This paper describes briefly the research problem, the objectives of the international study, the organization of the collaborative research network, the annual research workshops, problems of funding and research design method and preliminary results.

962. NILES, F. S.

Student's orientation to learning. Paper presented at the 37th annual session, SLAAS, December 1981. — SLAAS.

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This paper reports the work carried out during the first phase of an international study (by Japan, India, Malaysia, and Sri Lanka) with the objectives of finding out what motivates students to learn. Although there is great emphasis on assessment examinations, preliminary studies suggested that there are other orientations to learning. In depth studies were carried out with a sample of grade II and 12 (N — 17), Students from three schools in Colombo. Findings reveal strong social class bias in students orientations to learning. Most of the sample find the assessment orientation of great importance, but variations in its strength and the presence or absence of other orientations is very much product of one's home and school background.

963. NONIS, S. K. I.

කණිෂ්ඨ ද්විතීයක අවධියේ විධිමත් අධ්‍යාපන ක්‍රියාවලිය කෙරෙහි විවිධ රැකියා කණ්ඩායම් වල අපේක්ෂණ පිළිබඳ අධ්‍යයනයක්. [A study of the expectations relating to formal education at the junior secondary level in respect of different occupational groups in the society] xx, 377 p., tables ; biblio. — Thesis (M. Phil.) University of Colombo, 1982. — MLC — M 165 — 386984.

A research carried out by administering a questionnaire to 218 parents of school going children of junior secondary level from the Negambo area. The study reveals that although a vast majority of parents favoured a general education at this level, many felt that the knowledge and training given in certain subject areas was not deep enough, there was a general consensus on the need for training to be good citizens. The author makes suggestions for improvement.

964. <sup>1</sup> SEDERA, Mohottige Upali

මනෝවාලක ක්ෂේත්‍රයේ අධ්‍යාපන අපේක්ෂණ වර්ගීකරණයන් පිළිබඳ විමර්ශනයක්. [A study of the classification of educational objectives in psychomotor domain] In. Adhyapana Vidya, vol. i, no. 1, 1984. — ULP.

Author defines the psychomotor domain and describes different levels of psychomotor skill development. He gives Dave's and Simpson's classification of psychomotor domain.

## F6. EDUCATIONAL MEASUREMENT

## 965. JAYASENA, Dunuachchige

[A research study of the evolution of the methods of educational measurement with the development of the curriculum of the senior secondary schools in Sri Lanka] i, 257 p., diags., graphs, tables. — Thesis (M. Ed.) University of Colombo, 1978. — ULC — M 20 — 379989.

Author examines the historical background of the revolutionary development in the curriculum effected in 1972, and corresponding changes in the methods of assesment in public examinations. On analysing the data the author arrives at the following conclusions : (1) Multiple questions should be given broader coverage and examiner's bias should be removed. (2) The desired effect in the measurement of skills and attitudes have not been achieved. (3) Though some units of the syllabus have been left out entirely, no corresponding changes has been effected in assesment. (4) Both of these curriculum and assesment are important aspects of education (5) School drop-outs are not given due consideration (6) No provision is made for in-service training of teachers, whose attitude needs change.

## 966. PERERA, Lal

The nature of quantitative approach to measurement of cognitive abilities. — Pp. 10 — 15. — In NESSL, vol. xxiv, 1985. — NIE.

## 967. PERERA, L.

Nature and limitations in confining measurement and evaluation of cognitive activities to the end product. — pp. 117 — 123. — In. University of Ceylon Review, vol. 1, no. 2, Dec. 1982. — ULC.

Western measurement and evaluation theory based on poor conditions adopted in Sri Lanka over emphasises the value of examinations, subordinating the objectives of education. Cognitive activities are ignored. Need for assessing mental processes of examinees between stimulus and response is highlighted.

## 968. CEYLON PARLIAMENT

Report of the Committee of Inquiry into the Examinations Department Procedures 1966. — 14 p. (SP 15 of 1966) — ULP.

Chaired by Dr. N. D. Wijesekare. Recommends the discontinuance of the G.C.E. O/L Examination and holding only one examination a year in December and the introduction of better procedures to announce the results.

## 969. DE ALWIS, D. S.

A study of performance in social studies at the G.C.E. examination. 1975 in the Colombo South Education Region. — 133 p., charts, tables; biblio. — Thesis (M. Phil.) University of Colombo 1981. — ULC — M — 144.

A research study carried out on a stratified random sample of students from three types of schools viz. (1) the best (2) medium (3) poor schools in the

F6.02

Colombo South Education Region. Findings reveal that : category (1) schools have performed better than categories (2) and (2) schools ; there was no correlation between sex and performance at the examination in all the schools. Student performance was better in paper I than in paper II of the GCE O/L. Physical amenities in the school, availability of text books and completion of the syllabus also influence the performance at examinations. Unwieldy syllabus, lack of content validity of questions and lack of cohesion in marking schemes are other factors which have an impact on the performance. Poor performance of the majority of students is a remarkable feature. Steps should be taken to reduce the difference in performance among schools.

970. GUNASINGHE, S. G.

අධ්‍යාපන උසස් පෙළ සිංහල භාෂා (අතුරු නිර්දේශය 1981) පරීක්ෂණයේ වලංගුතාව හා විශ්වාසනීය පිළිබඳ සහ සම්බන්ධතා විශ්ලේෂණයක්. [An investigation into the reliability and validity of the examination in Sinhala language at the General Certificate of Education Advanced Level Examination Supplementary syllabus 1981] XVI, 345 p., tables ; biblio. — Thesis (M. Ed.) University of Peradeniya, 1982. — ULP 376218.

This investigation was carried out by analysing logically the marks giving to a random sample of 450 answer scripts (50 from each examiner of the selected panel) at the G.C.E. A/L examination held in April 1981. The findings reveal that the content validity was very poor and the prevalence of examiner variability. The results of the research study are discussed in Chapter VI.

## 971. KALUARACHCHI, Pushpa Lakshmi

ජාතික පොදු අධ්‍යාපන සහතික පත්‍ර විභාගය (සා. පෙ.) නිර්ණායන වලංගුතාවය පිළිබඳ තුලනාත්මක අධ්‍යයනයක් [A comprehensive study of criterion related validity of the National Certificate of General Education and the General Certificate of Education (O/L) Examination] (xx) 189 p. ; biblio. — Thesis (M.A.) University of Peradeniya 1982. — ULP 367469.

A research carried out with the objective of investigating the predictive validity of the G.C.E. O/L and N.C.G.E. examinations in selecting students for G.C.E. A/L by correlating the results obtained by the selected sample of pupils of the six selected schools from Kandy District at one of these examinations with those obtained at GCE A/L examination. The analysis of data revealed that predictive validity is low in both examinations, but that it improves with the second attempt of students at the GCE A/L examination, but NCGE has slightly higher validity. Results of urban pupils show greater predictive validity compared with those of rural pupils. Overall results in science subjects seem to have greater predictive validity than those in commerce subjects though in the case of boys results in commerce bear greater validity.

## 972. LEWIN, Kieth and LITTLE, Angela

Examination reforms and educational changes in Sri Lanka, 1972 — 1982 ; modernisation of under-developed countries [International Development Studies. Sussex discussion paper 180, preliminary material and internal research results circulated to stimulate discussion and critical comment] Nov. 1982, 48 p. MG.

The examination system in Sri Lanka as in many other countries provides access to power, prestige and income in both domestic and international labour market. It has been reformed twice during the last 10 years. The reform provided a focus for political debate on the need for general educational reform and the employment needs of the country. Authors examine these reforms in detail together with the context within which they have occurred.

973. NAVARATNA, A. A.

පස්වන ශ්‍රේණියේ ශිෂ්‍යත්ව පරීක්ෂණයෙහි වලංගුතාවය.  
[Validity of the fifth Standard scholarship examination] XVI, 346 p., diags. ; tables. — Thesis (M Ed.) University of Colombo, 1977 — 78. — ULC M 27 — 376651.

The findings of the study reveal that the predictive validity of the Fifth Standard Scholarship examination in predicting the future success of the students is very poor. It also reflects poor relations with the syllabus. Aims and aspirations are too broad. The quality of the test should be improved. Attention should be paid to the reading age of the students. Experts should be given the responsibility of preparing questions. All the subjects should not be examined on the same day.

974 PERERA, S. J. and M. Malligamaarachchi.

Some determinants of grade 5 scholarship examination performance : paper presented at the 42nd Annual session of the SLAAS, Dec. 1985. — photocopy. — NIE.

Five variables were employed to determine their relationships with grade 6 scholarship examination performance. Measurements in these were corre-

lated with 1985 scholarship examination marks. Three of these variables, intelligence, language and mathematics had significant correlations with scholarship examination results. However, the subject environment failed to show a similar relationship. Surprisingly the only self-referent measure employed the students academic self concept, was clearly a non-determinant of scholarship examination performance. The correlation coefficient obtained were low. Hence a replication of the study is desirable. Data for the study was obtained from 35 grade five girls from two schools.

975. SIRISENA, R. D.

Examinations. — Pp 1023 — 1030. — In. Education in Ceylon : a centenary volume, Part III,\* 1969. — NM.

A brief survey of the history of public examinations held in this country during the hundred years beginning from 1869.

976. SRI LANKA MINISTRY OF EDUCATION, Dept. of Examinations

Administration Reports Parts IV : Education science and art (p.). — Colombo : Govt. Press. 1953. — DERR.

Department of Examination was first established on the 1st of October 1951, with 10 branches with Mr. L. L. K. Gunatunga as the first Commissioner of Examinations. First Administrative Report of this Department was issued on 1952 which was published in 1953. It describes the organisation of the 10 branches. Since 1952 administrative report of the Dept. of Examination are published every year describing the operations of the Dept. the new developments and the problems it had to

\* See 33



face. Reports up to 1985 were available at the Record Room of the Dept. of Examinations, at the time of data collection.

977. SRI LANKA DEPT. OF EXAMINATIONS :  
Research and Development Unit.

Reports of the controlling chief examiners, GCE A/L, — 1968 — 1985. — Colombo : Govt. Press, 1972 — 1986. — NIE.

GCE Advanced Level 1968 science subjects. — 159 p., published in 1972. Analysis of the student performance in pure and applied maths, physics, chemistry, and zoology. Performance in each question is analysed drawing attention to the general weakness. 1981 — 49 p. no date. Analyses the performance in all the 28 subjects, by each question drawing attention to the weaknesses and suggests remedial measures. 1984 — Analysis of performance in each subject in separate booklets, only reports on commerce and Finance, were located. 1985 — August, published in 1986. Separate reports for each of the following subjects, physics, 69 p., home-economics 78 p., applied maths 48 p., zoology 56 p., pure mathematics 76 p., Geography 50 p., Logic and scientific methods 57 p., Commerce and finance 47 p., accounts 47 p., Buddhist Culture 96 p., Agriculture 40 p., economics 65 p., Each report analysis the performance of students in three sections. Analysis of answers by question; and the conclusions and suggestions.

978. SRI LANKA MINISTRY OF EDUCATION

[Interim report of the Committee appointed to inquire into and report on public examinations at secondary level in Ceylon] Colombo: Govt. Press. — 574 p., 1972 (SP 5 of 1972). — NM.

Chaired by Professor Valentine Basnayake. A review of the history and purpose of examinations in Sri Lanka prefaces the report. A discussion of the nature of reforms which should be effected is followed by a summary of recommendations. Important recommendations include the decentralization of the GCE O/L examination, with modifications and the establishment of a National Council of Educational Testing.

979. SRI LANKA MINISTRY OF EDUCATION, Dept. of Examinations Research and Development Unit  
 ඉධාන පාලන පරීක්ෂක වාර්තාව: අධ්‍යාපන ජනරජ සහතික පත්‍ර (උසස් පෙළ) විභාගය 1984 අගෝස්තු [Chief Controllers report on the General Certificate of Education. Advanced Level Examination] August 1984, Colombo : Department of Examinations 1985. — NIE.

This report which provides feedback with regard to GCE O/L Exam, Aug., 1984, includes the question paper, the marking scheme expected subject matter and special features in the answers of the candidates and the level of performance.

980. SRI LANKA MINISTRY OF EDUCATION, Dept. of Examinations : Research and Development Unit  
 Examiners' report : GCE A/L August 1985. — Colombo, Dept. of Examinations, 1986. — NIE. These reports which provide the teachers, students, and others with a feed back on GCE O/L examinations, include the question papers, the marking scheme, expected subject matter and special features in the answers of the candidates. They also highlights the level of achievement of the total number of candidates, and their answers to this respective question papers. Reports for the following subjects are available: Accounts —

47 p. ; Agriculture — 40 p. ; Applied maths 48 p. ;  
Botany — 56 p. ; Buddhist culture — 96 p. ;  
Commerce and money — 47 p. ; Economics —  
65 p. ; Geography — 49 p. ; Home Science —  
76 p. ; Logic — 54 p. ; Pure mathematics — 76 p. ;  
Physics — 69 p.

981. SRI LANKA MINISTRY OF EDUCATION;  
Regional Education Office, Gampaha.

අගයීම් වාර්තාව, වාරවසාන පරීක්ෂණ [Evaluation  
report of the school year end test 1983,  
Gampaha] N. 1984 213 p., tables. — NIE.  
An analysis of the marks scored by the pupils at  
the year-end test in schools in the Gampaha  
District by grade, subject, schools, and circuits.  
According to the data obtained from 392 schools  
from grade 6 — 10, the achievement on the  
following subjects were analysed: (1) Sinhala,  
(2) English, (3) Science, (4) Arithmetic, (5) Social  
science, (6) Commerce, (7) Home science, (8) Art,  
(9) Agriculture. Individual reports on certain  
subjects are also included. The table gives data  
on these subjects for each district.

982. SRI LANKA MINISTRY OF EDUCATION;  
Regional Office, Kandy.

Evaluation report 1984. — Regional evaluation  
unit, Dept. of Education, 1984. — 37 p., tables,  
REO Kandy.

Chief education officer in charge of the Evaluation  
Committee explains the aims and the difficulties  
in providing equal distribution of competent  
teachers to every school, the resulting problems  
and the remedial measure to be taken, provision  
of opportunities for the gifted children, Marks  
are tabulated according to circuits, schools grades  
and subjects.

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983. SRI LANKA MINISTRY OF EDUCATION;  
Regional Education Department, Kandy.

[Evaluation report for the end of the year Examination 1984]. Tamil Schools. — Kandy, Regional Evaluation Unit, Dept. of Education 1984. — 40 p.

Text in Tamil. Includes analysis of the results of the examinations according to circuits, schools, grades and subjects.

984. SRI LANKA MINISTRY OF EDUCATION;  
Regional Education Dept., Kandy.

මහනුවර අධ්‍යාපන දෙපාර්තමේන්තුවේ ප්‍රාදේශීය විභාග කමසුතු පිළිබඳ ප්‍රගති වාර්තාව [Progress report of the Regional Evaluation Committee]. — Pp. 3 — 9.

This report highlights the importance given to regional needs in planning educational facilities etc. and briefly describes the establishment of District Evaluation Committees and the aims, and how evaluation was carried out prior to its establishment and the progress made in 1984 in Kandy. Tamil translation is also included.

985. WALATARA, D.

The new 'O' Level examination paper in English. Pp. 11 — 14. — In. The Ceylon Teacher, Vol. I. No 3, June 1968.

This paper contains the examination syllabus, the new O/L paper in English which will come into operation in December 1969 and the Key to the new paper which falls into two parts. Author analyses the questions and concludes that this is a fuller and more complete test of English ability.

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986. WIJEMANNA, E. L.

Beyond the NCGE what ? (I), — Pp. 23 — 39. —  
In. Marga, vol. 3, no. 1, 1976, tables. — NM.

The author analyses critically, the problems posed by the NCGE examination, such as : concentration on six subjects, whereby the other four subjects are neglected, defeating the objective of the programme; allowing pupils to repeat at grade nine; and hundred thousand pupils who would leave school after NCGE need training to find employment. The analysis is supported by statistics. The need for reforms is highlighted.

987. WIJEMANNA, E. L.

Beyond the NCGE what ? — II. — Pp. 3 — 99.  
In. Marga, Vol. III, No. 1, 1977.

The author critically reviews the three proposals presented by Mr. Alien Fernando at the seminar on the topic of the title. Disallowing the second and third attempts at the NCGE examination: adding a new grade ten, and using the assessment of project work done in grades 6 — 10 as a determinant for entry into senior secondary grade are not possible. The present education system suffers from three ailments viz : (1) external examinations, (2) heavy centralised administrative control, and (3) an instructional programme far too uniform. The imaginative programme of reforms in the primary education implemented by the Ministry of Education indicates their direction in which changes should be brought about.

F6.05 ACHIEVEMENT STUDIES

988. ALAHAKOON, G. K.

The influence of some socio-economic factors on academic achievement of grade nine school children in certain selected schools in the Kandy region.

F6.05

133 p., tables. — Thesis (M.A.) University of Sri Lanka Colombo 1977. — ULC — M 24 — 365644.

The objective of the study is to examine evidence to prove the hypothesis that socio-economic factors affect achievement of junior Secondary School Children in Sri Lanka. Method of data collection was through a questionnaire given to about 500 Junior Secondary School children. Chi. Square technique was used to analyse data. The results revealed that the socio-economic status of parents is related to the achievement of children at GCE O/L (1975) in first and second languages, maths, science, social studies reading habits etc.

989. CHANDRASENA, Vidanapathirage

තංගල්ල අධ්‍යාපන ප්‍රදේශයේ පාසැල් සිසුන්ගේ සාධනයට බලපාන බාහිර සාධක පිළිබඳ විමර්ශනයක් [A study of the external factors, which influence the educational achievement of pupils in the Tangalle District] V, 123 p., tables. — Thesis (M. Phil.) University of Colombo 1979. — ULC — M 58 — 371541.

Analysis of data reveals that this rural area lacks educational facilities such as libraries, laboratories, and also there is a dearth of science graduate teachers too. Parents are mostly farmers receiving an irregular low income they do not have high educational aspirations for their children. Other drawbacks are lack of transport facilities, health amenities. Suggestions : (1) The money voted for this area should be profitably used and teachers servicing in these areas should be paid a special allowance and provided with facilities such as teachers quarters. (3) Libraries, radio sets and news papers and school hostels should be provided.

990. CHARLOTTE, W. A.

පාසල, ගුරුවරයා පිළිබඳව සිසුන් දරන ආකල්ප හා ඔවුන්ගේ අධ්‍යාපන සාධනය අතර සම්බන්ධතා සමීක්ෂණයක්. ගම්පහ දිස්ත්‍රික්කයේ අ. පො. ස. උසස්පෙළ සිසුන් ඇසුරෙනි.

[The correlation between educational achievement and the attitude of pupils towards the teacher and the school] (A survey carried out in the Gampaha District). Paper presented at the 42nd annual session of SLAAS, December 1985. — NIE.

A research carried out on a sample of 500 students who were given an attitude test designed according to Lickert Scale, and a questionnaire. Findings reveal that, their attitude towards the school did not have any correlation to achievement, but attitude towards the teacher and education had a bearing on achievement. Still it cannot be concluded that the positive attitude towards teacher and education had any relation with high level of achievement and negative attitudes had a bearing with low achievement.

991. IDDAMALGODA, C.

ශ්‍රී ලංකාවේ ද්විතියික පාඨශාලාවල සමාජ විද්‍යා අධ්‍යයනයේදී අධ්‍යාපනික සාධනය කෙරෙහි බලපාන සාධක [An investigation of the factors that affected the achievement of pupils in social studies] [1], 277 p., diags, tables, biblio. — Thesis (M.A.) University of Peradeniya 1981. — ULP 355692.

A research carried out on a student sample of 300, who sat the G.C.E. A/L examination in 1981, consisting of 3 independent sub-groups from a representative sample of 5 schools from the Gampaha District. The study elucidates that there are differences in educational achievement among different schools. The differences in

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educational achievement appeal to be at least partly related to variation in material environment, and the differential resources provisions for the schools. The author concludes that the strength of such a relationship and relative importance of interacting variables need further analysis.

992. JAYARATNE, P. D.

කණිෂ්ඨ ද්විතීයික පැයැල් සම්පූර්ණ කරන සිසුන් තුළ සමාජ අධ්‍යයන පාඨමාලාව මගින් ඇතිකර ලීමට අපේක්ෂා කරන ආර්ථික විද්‍යාත්මක සංකල්ප කොතෙක් දුරට සාධනය වී ඇත්දැයි කළුතර දිස්ත්‍රික්කය ඇසුරින් කරනු ලබන තුලනාත්මක අධ්‍යයනයක්. [Comparative study of the degree of perception of the economic concepts imparted through the course of social studies, by the pupils, who complete junior secondary education in the Kalutara District] V, 162 p., tables ; biblio. — Thesis (M. Phil.) University of Ceylon, Colombo. — ULC — M 160 — 386981.

Research carried out on a sample of 1200 pupils in grade 10 in Sinhala medium state schools in the Kalutara District. It was revealed that very few were benefitted by education. Facilities given to rural children are insufficient. Author makes suggestions for improvement.

993. JAYASOORIYA, Chandra

Educational achievement and School environment. Pp. 1 — 7 ; tables ; biblio. — In. NSSL vol. 23, 1983. — NIE.

994. JAYAWEERA, Swarna and GUNAWARDENA Raja  
Achievement and under achievement in Sri Lanka & a survey of Navodaya Scholarship Winners. —



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Pp. 43 — 66, tables. — In. Sri Lanka Journal of Social Sciences, vol. 3, no. 1, June 1980. — MG. A survey carried out on a sample of 2446 Jatika Navodaya (Grade 7) scholarship winners, by administering a questionnaire.

995. KARUNASINGHE, P. A. P.

පාසල්වල යොදා ගැනෙන සාධන පරීක්ෂණ වල යෝග්‍යතාවය විමසීම. [An investigation of the suitability of achievement tests used in schools] vii, 249 p., graphs ; tables. — Thesis (M.A.) University of Colombo, 1980. — ULC - M 89 — 375939.

996. NAVAMANI, R. J. A.

Student achievement in Chemistry in selected schools in Kandy area at the GCE (O/L) and its relation to parental and student variables. [/v/] ix 138 p., tables ; biblio. — Thesis (M.A.) University of Ceylon, Peradeniya Campus 1972. — ULP 313710.

Research carried out on a sample of 282 (126 girls) from seven different schools excluding private schools. The results indicated very significant relationships between achievement in Chemistry and (i) socio-economic status of parents, (ii) academic motivation of students and (iii) the attitude of students towards the subject. The interactions of (i), (ii) and (iii) are also found to be very significant, but the variables study habits, attitude towards the subject teacher and attitude towards school were not significantly related. Author suggests more research be carried out to determine the causes of failure and low achievement.

## 997. RALAPANAWA, C. S. B.

ශිෂ්‍ය ගුරු අපේක්ෂා හා විභාග ප්‍රතිඵල අතර සම්බන්ධතාව (අ. පො. ස. උසස් පෙළ විභාගය ඇසුරෙන් පාසැල් මට්ටමේ විමසීමකි.) [The relationship between teacher-student expectations and examination results], xii, 154 p. ; tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1984. — ULP 385790.

This is a research carried out on a sample of 212 pupils who sat the GCE A/L examination in 1982. The student sample was taken from six schools from two urban (one boys and one girls) and four rural (2 boys and 2 girls) schools from Kandy District. A sample of 93 teachers who taught them was also taken. There was high correlation between teacher expectations and performance and a moderate correlation between student expectations and performance, but a wide gap manifested between the expectations of teachers and pupils. The best correlation of all the three factors was found in the samples of females and urban samples.

## 998. RUPASINGHE, S.

An investigation into the achievement of some concepts in social studies among students completing junior secondary education from different types of schools in the Western Province of Sri Lanka. — 102 p., tables ; biblio. — Thesis (M.A.) University of Sri Lanka, Colombo Campus, 1978. — ULC— M 47 — 367394.

This research study was carried out on a stratified sample of 2400 pupils from the Western Province sitting the NCGE Examination for the first time in 1976. A test on concepts in social studies was administered to the sample to investigate

**F6.05**

whether there exists a significant difference in the perception of concepts in social studies between rural and urban schools, and whether sex difference has an impact on the perception of concepts. The findings reveal that socio-economic background of children rather than teacher qualifications affect perception of concepts and that boys grasp the concepts better than girls.

**999 SAMEEM, M.**

A study of socio-economic differences between rural and urban population in Ceylon as determinants of educational achievements of the learners at the secondary level. — pp. 48 — 78 ; biblio. — In. Journal of the NESC, vol. 22, 1973. — NM.

A study carried out to assess how far socio-economic status of parents affect the level of achievement of the learner. Author gives the history of the education system from the 19th century up to 1973, emphasising the balances in the distribution of educational facilities among regions and measures such as the central school system introduce to remedy the situation. Six schools in Batticaloa were selected for this study. Data was collected through discussions with the heads of schools, by questionnaire and official data from school records. The data are analysed and tabulated.

**1000. SIRIWARDENE, P.R. P.**

සමාජ පන්තිය සහ අධ්‍යාපන ප්‍රගතිය අතර බැඳීම  
අ. පො. ස. (සා. පෙ.) ප්‍රතිඵල ආශ්‍රිත අධ්‍යයනයක්.  
[The relationship between social class and educational progress : a study based on the results of the GCE O/L Examination] (i) xiii, 288 p., tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1982. — ULP 366135.

A research carried out on a sample of 165 families in the Kandy District, to study the impact of the class, the educational level and the attitudes and expectations of parents on the educational achieve-

ment of the children. Results discussed in Chapter 5 reveal a high correlation in all these factors.

1001. **TILAKARATNE, T. G.**

The influence of socio-economic class on achievement and motivation, among secondary school children in the Colombo region. — 144 p. — Thesis (M.A.) University of Sri Lanka Colombo, 1981. — U L C — M 131—376652.

On analysing the data on socio-economic class and the achievement of pupils at NCGE examination in 1976, the author concludes that : (1) socio-economic level is positively related to overall performance of students at NCGE, (2) Parental interests affects the performance of students, (3) poor home environment was not conducive to study, and affected the IQ, (4) lack of reading material affected educational achievement, (5) Poverty is the most important factor affecting lives of lower socio-economic classes and they are worst affected because they attend the ill equipped schools in the country. Author makes suggestions for improvement.

1002. **WALTON, C. R. P.**

A study of socio-economic and institutional factors related to intelligence and achievement of GCE O/L students in certain selected schools in the Jaffna District. — 273 p., tables. — Thesis (M. Phil.) University of Colombo, 1980 — ULC — M 98 — 375942.

This study was carried out on pupils under 16 years of age sitting the GCE O'L, in December 1973 in four selected schools in Jaffna to investigate whether socio-economic and motivational factors affect, intelligence and achievement and whether additional pressures on students have an impact on education. Author concludes that equality of

F6.05

opportunity will be a reality if differences in home environment are reduced and economic problems of parents are solved, for the home environment is the vital factor that determines school achievement though there are strong intervening variables that mediate its effects.

1003. **WARNAKULASOORIYA, W. M. S.**

නීකවැරටිය අධ්‍යාපන ප්‍රදේශයේ 5 ශ්‍රේණියේ ශිෂ්‍යත්වලාභීන්ගේ සමාජ ආර්ථික පසුබිම හා ඔවුන්ගේ සාධනය හා බුද්ධිමය හැකියාව පිළිබඳව විමර්ශනයක්. [A study of the socio-economic background and the educational achievement and intelligence of students in relation to fifth standard scholarship winners in the Nikaveratiya Education Circuit] xxix, 492 pp. — Thesis (M.A.) University of Colombo, 1982. — U L C — M — 102 387362.

F6.06 **TESTING**

1004. **AKURANA, Lliy, Upamalika**

නිර්ණායක මූලික පරීක්ෂණයකින් සාධනය පිළිබඳ කීරණ ගැනීම සඳහා පියාපිය පරීක්ෂණ නිර්ණායකයන් භාවිතයට ගැනීම පිළිබඳ අධ්‍යයනයක්. [A study of how achievement can be measured by criterion referenced test by an investigation of piagetion test criteria] 253 p., tables ; biblio. — Thesis (M. Ed.) University of Peradeniya, 1981. —ULP 356496.

Research carried out on a sample of 35 boys of Grade VIII. A structured lesson in Sinhala language on the theme *sandhi* consisting of seven logical tests units were constructed. Special instructional objectives were given in teaching these lessons. Test were constructed to measure Piagetion constructs and the traditional constructs separately. The data derived from seven separate tests were analysed using the Ivan Index and Berger-Carver Index. The findings indicate that the piagetion method was better than the traditional, in criterion referenced testing.

1005. CRAMER, Wilma, Rita Theresa

Construction and standardization of a battery of tests of English structures suitable for use after three years of study of English, viii, 106 p., tables ; biblio. — Thesis (M.A.) University of Ceylon 1963, ULP 255209

Author discusses the necessity of the construction of tests to evaluate the understanding of the structures of the English Language among school children and makes a preliminary study of the objectives, syllabuses, the text books and the vocabulary in first few chapters. The application of the designed test is described and results are analysed in Chapter V. The last chapter includes an analysis of an election of errors in sentences structure revealed by the test and suggestions for remedial work.

1006. EKANAYAKE, G. B. M., Hema

නවවන දහවන ශ්‍රේණිවල සමාජ අධ්‍යයනය සම්බන්ධ පරීක්ෂණයක් පිළියෙල කිරීම හා සම්මතීකරණය  
 [The preparation of a standardized test in grades IX and X in social studies and its standardization] (V) 186 p., diags., tables ; biblio. — Thesis (M.A.) University of Peradeniya, 1981. — ULP 376212. Describes the construction of a standardized test for social science students in grade IX & X. The results of its application on 700 students in Kandy, Matale and Nuwara Eliya are analysed.

1007. EKANAYAKE, S.

Construction and Standardization of two tests of reading comprehension in Sri Lanka. — (iii) 180 p., graphs, tables. — Thesis (M.A.) University of Ceylon, Peradeniya 1969 — 71. — ULP — 321117.

**F6.06**

As there were no standardized tests on reading and comprehension in Ceylon in Sinhala, the author constructed two such tests to evaluate pupils of grades iv — vi and vii — ix respectively. They were tested on a representative sample of 2180 pupils from 10 schools from each province in the island except North and Eastern provinces. Validity of the tests were established by checking them with the scores obtained by the same group in mid-term test. Last chapter analyses the deficiencies in reading comprehension tests in general.

**1008. GUNAWARDANE, H. P. Raja**

විෂය මූලික තේරීම වර්ගයේ ප්‍රශ්න සහ රචනා වර්ගයේ ව්‍යුහගත කෙටි පිළිතුරු ප්‍රශ්න මගින් අධිගමය මිනීමේදී කවර වෙනසක් ප්‍රකාශ වේදැයි පිරික්සීම සඳහා කරන අධ්‍යනයක්. [A study to analyse the differences in the measurement of achievement using selection type and structured essay type questions.] ix, 193 p., tables. Thesis (M.A.) University of Colombo, 1977. — ULP — 367396.

Author discusses the pros and cons of both types of questions mentioned above. Analysis of the results of tests carried out on 100 trainees selected from Museaus, Katukurunda, Giragama and Mattakkuliya — training colleges, reveals that there is very little difference in the effectiveness of these two types of questions in measuring achievement.

**1009. KUMARASINGHE, P. A. P.**

පාසැල් වල යොදා ගැනෙන සාධන පරීක්ෂණවල යෝග්‍යතාව විමසීම. [A study of the suitability of the achievement tests used in schools] VII, 240 p ; graphs ; tables. — Thesis (M.A.) University of Colombo, 1980.—M 89 — 375930.

Eo6.06

Author discusses the necessity of testing ; their purposes and functions, and history of testing in Sri Lanka. Achievement tests in our schools are not properly organised. Therefore, they are erratic not reliable, as revealed by the analysis of data collected. Conclusions : Achievement testing is important, but stereotyped testing method are lacking in purpose. External examinations should not be given too much of importance. Testing by the class teacher is more effective according to the modern views. Questionnaires tests, progress reports and other means of measuring should be used in assessment. In order to raise the standard of testing, teachers should be given a training in testing and testing methods and more time and money should be spent on constructing tests. More research is essential in this field for the present system of testing is unsuitable.

1010. NETTANANDA, S. K.

Construction and standardization of tests in intelligence, language and arithmetic in the fourth and fifth standards. 95, (LX). — Thesis (M.A. Ed.) University of Ceylon 1964. — ULP 236420.

1011. PERERA, L. S.

රචනා පිළිතුරු ලකුණු කිරීමේ විශ්වාසනීයතාව වැඩි දියුණු කිරීමේ අදහසින් කෙරුණු පරීක්ෂණාත්මක සා සංඛ්‍යාත්මක අධ්‍යයනයක් [A statistical research study carried out with the purpose of increasing the reliability marking essay type answers.] iv, 195 p., graphs, tables ; biblio. — Thesis (M.A.) University of Ceylon, 1976. — ULC M 23 — 360126.



Researcher discusses different types of examinations and their functions quoting the changes in the methods of examinations introduced in 1972 in Sri Lanka. He attempts to find whether there is a possibility of increasing the reliability of marking of essay type answers by introducing a new method of marking which proposes to deduct marks for the facts which are not included in the answer. The results reveal that there is no significant difference in the reliability of marking, using the new method and the traditional method of giving marks to the facts found in the answer.

012. SAMARASINGHE, W. A.

සමාජ අධ්‍යයන විෂයේ අරමුණු ඉටුවීදැයි පරීක්ෂා කිරීමට කෙරෙන අගැයීම් වලදී දැනට යොදා ගනු ලබන පරීක්ෂණ ක්‍රම කොතෙක් දුරට ඒ සඳහා සුදුසු වන්නේදැයි විමසීම.

[A study of the suitability of the methods of testing employed at present to evaluate how far the objectives of teaching social studies are achieved] 250 p. maps tables ; biblio. — Thesis (M.A. Ed.) University of Colombo 1977 — 1978. — ULC — M 199 — 383654.

Research carried out to assess the effectiveness of the methods of testing used in the National Certificate of General Education Examination held in 1975 and 1976. Surveys were carried out at the Dept. of examinations and in six sample schools in Ratnapura District. The types of tests used are analysed with the aid of statistics. Four causes for the failure of these methods are described. Author suggests that characteristics of the two types of testing—norm-reference testing and criterion referenced testing should be considered, in preparing achievement tests. More attention should be paid to the improvement in the preparation of field books. Also a blue-print giving the guidelines for setting questions should be prepared.

## 1013. SEDERE, Mohottige, Upali

Criterion referenced measurement. — pp. 52 — 62 ; tables. — In. *New Frontiers in Education*, 1979. — NIE.

Author reviews the development of criterion referenced testing, highlighting its present definitions and the measurement problems, which arise primarily on account of the relatively small variability in test scores. In order to overcome this difficulty author suggests the use of more heterogenous groups in the process of evaluating the task, the criterion should not be arbitrarily fixed. If CRT is to become more applicable within the instructional framework, the performance standards must be realistic in relation to the ability of the groups being instructed, the quality of instruction, and the time allowed for learning.

## 1014. SEDERE, Mohottige, Upali and Leonard, Feldt

The sampling distribution of the Kristof reliability coefficient, the Feldt coefficient and Gutman's Lambda, pp. 53 — 62 ; biblio. — In. *Journal of Educational Measurement*, vol. 14, no. 1, spring, 1976. — NIE.

This paper reports the results of a Monte Carlo study of the sampling distribution of these new reliability coefficients. This is a pioneering study.

## 1015. SEDERE, Mohottige, Upali

A study of the sampling distribution of the Kristof and Feldt reliability coefficient estimated from tests with equal and unequal lengths. — (i) 178 p. — Thesis (Ph.D.), College of Education, in the Graduate College of the University of Iowa, 1976.— ULP — 322336.

Researcher investigates the sampling distribution of two new reliability coefficients. The sampling distribution of Gutman's coefficient (2) was also studied in conjunction with Kristof and Feld coefficients. All these were compared to coefficient alpha, whose distribution has been mathematically studied, Author Concludes that : (1) When part test lengths are known to be moderately equal or when moderate in equality is suspected, Kristof's and Feldt's coefficients can be used; but only when the part test lengths are no more heterogenous than a ratio of 1 : 2 : 3 and the sample sizes is — 200. Feldt's coefficient is a suitable estimate even with parts in the ration of 3 : 1 and N as small as 100. (2) When the part test lengths are known to be moderately unequal or when moderate inequality is suspected Kristof's and Feldt's coefficients would provide bias estimates. (3) With unequal part tests the Cronbach's coefficient alpha severely under estimates the reliability of the test battery. However in such situations the other three coefficients provide better estimates.

1016. SEDERE, Mohottige, Upali

An appropriate method of estimating composite test reliability with unequal length part tests. — 8 p. ; biblio. — In. Sri Lanka Association for the advancement of Sciences Proceedings of 34th annual session 4 — 5 Dec. 1978, part I, Sectional programmes and summaries. — NIE.

1017. SEDERE, Mohottige, Upali

Scaling methods. — 3 p., — photocopy. — In. Social science Science Research Methodology, 1983. — NIE.

Describes the three methods of scale construction.

## 1018. SEDERE, Mohottige, Upali

Some empirical data on the lower bound property of coefficient alpha, when part tests are unequal in length. — unpublished research paper, 1987. — 30 p., tables ; biblio. — photo copy. — NIE.

This study reports the empirical data of a Monte Carlo study of the lower bound behaviours of coefficient alpha under tan-equivalence and violation of the tan-equivalence. Ninety such situations were studied. Under tan-equivalence, there is a 50% percent probability of observing a negatively biased estimate, when tan-equivalence is violated the probability is as high as 100% observing a negatively biased estimate. The observed bias was statistically significant at 0.05 more at 87 out of 90 situations examined in the study.

## 1019. TENNAKOON, T. M. Srimathie

ප්‍රාථමික ශ්‍රේණිවල සිංහල භාෂාව කියවීම පිළිබඳ විවෘත පරීක්ෂණයක් සම්මිතිකරණය, [Standardisation of a diagnostic test in reading Sinhala] (IV) 343 p., pictures, tables, biblio. — Thesis (M.A. Ed.) University of Peradeniya, 1982. — ULP 367475.

Introduces a diagnostic test in reading based on five construels standardized on a sample of 240 pupils in grade IV in selected schools in the city of Kandy with the objectives of discovering the weaknesses in reading and the nature of the weaknesses and measure the level of weakness.

## 1020. VEDANAYAGAM, C. W.

A non verbal intelligence test for Ceylon Children, VII, 40 p., diags. ; graphs ; tables ; biblio. — Thesis (M.A. Ed.) University of Peradeniya 1956. — ULP 110970.

*F 7*

Introduces an intelligence test constructed and standardized on 13 and 14 years old Sinhalese children in the City of Colombo. Chapter II includes a discussion of IQ testing.

**F7. EDUCATIONAL RESEARCH**

**1021. NAVARATNAM, Ratna**

Educational research and the social crisis. — Pp. 38 — 42. — In. *The New Lanka*, vol. III no. 2, Jan. 1952. — NM.

Author emphasizes that educational research requires genuine devotion to the cause of learning. Good research may be carried out by those who have not stood high in examinations. Therefore, the type and temper of mind should be the determinants of specific fields of research.

**1022. UDAGAMA, P.**

Research in Education. — Pp. 1031 — 1044, biblio. — In. *Education in Ceylon : a centenary volume : Part III.\** — NM.

Reviews the origin and development of educational research and examines the causes for the paucity of educational research in this country.

**1023. BRIDGES Project, Harvard University, USA, Research Unit, Ministry of Education, Sri Lanka and Sri Lanka Foundation Institute.**

Report of the Workshop on research methods (3rd — 10 Nov. 1986, SLFI). — Colombo: SLFI, 1986, 103 p., charts ; diags. — NIE.

\* see 33

## F7.02

A report of the proceedings of a workshop on applied research arranged by the BRIDGES (Basic Research and Implementation in Developing Education System) project to provide a team of Sri Lankan researchers, the opportunity of participating in an exercise in research methodology conducted by the BRIDGES team consisting of Dr. William Cummings, Dr. Mary Anderson both of Harvard University and Dr. Richard Navarra of the Michigan State University, with the collaboration of the Personnel Management Division (PMD) of the Ministry of Education. Three lead papers relating to three areas in which research would be undertaken, were read by the Research Associates. They are : (1) Class room management by F. M. Fernando. — pp. 8 — 31. (2) Class room process (..... by S. Karunaratne — pp. 32 — 42. (3) School community participation by N. G. Kularatne. — pp. 43 — 53. Includes also the texts of the speeches delivered at the inaugural and the concluding sessions.

## F8. Educational Research Societies etc.

### 1024. WIJERATNE, Nissanka

Professionalism, independence and democracy. — pp. 1 — 4. — In. Journal of Education, 1980. — NIE.

In this opening address of the inauguration of the National Education Association of Sri Lanka, the Hon. Minister of Education, justifies the necessity for a professional organization in the field of education.

## H. INTERNATIONAL COOPERATION IN EDUCATION

1025. HEWAGE, L. G.

ශ්‍රී ලෝකයේ සංවිධානයේ අධ්‍යාපන සේවය. [The educational services of the UNESCO] pp. 17—29. In. Adhyapana Vidya, vol. 1, no. 1, 1984. — ULP.

Author describes the structure and the UNESCO programmes and budgets 1971 — 1972 and 1984 — 1985.

1026. SRI LANKA Govt. and UNICEF

Draft plan of operations : programme of cooperation between the Govt. of Sri Lanka and UNICEF, 1984 — 1988. — Colombo : Ministry of Education, 1984. — 187 p. — NIE.

### ෆ. LIBRARY AND INFORMATION SCIENCE

#### ෆ1.01.02. Bibliographical essays

1027. KODAGODA, Saumya

Bibliographical essays on educational Research. — 100 p. — Manuscript (submitted as part requirement for the Associateship) Sri Lanka Library Association 1984. — SLLA and AA.

This is the only work belonging to the category of tertiary Literature on education (diagram 4 Part I) in Sri Lanka. Although it is in the manuscript form it is of use to the research student to find our secondary sources of educational literature which guide the way to the sources of primary literature necessary for the preliminary review of literature search to identify the research problem. Author commences with an account of educational research in Sri Lanka in Chapter I. The second chapter on educational information is pioneering study including a taxonomy of sources of educational literature. She has selected five sources

J1.01.03

from the secondary literature viz : Guides to literature (Chapt. 3) bibliographies (Chapter 4) Dictionaries Encyclopaedias and (Chapter 5) data bases (Chapter 7) on education and one source of primary literature in (diagram 4) chapter 6 on educational reports which is also a pioneering study, of the most suitable form of literature to disseminate the results of research.

**7. EDUCATIONAL INFORMATION,  
INFORMATION CHANNELLING,  
LIBRARY AND INFORMATION  
SCIENCE**

**71. Information in General**

**71.01.03. Bibliographies**

**1028. AMARASINGHE, N.**

A catalogue of post graduate theses available in the universities and the research libraries of Sri Lanka. — Colombo : SLNLSB, 1982. — 105 p.— (Sri Lanka National Library Services Board Publications, no. 3). — SLNLSB.

This work consists of two parts : part I — author list, with full bibliographic description and such other particulars as the degree, the awarding institution, year of award, the location and the library accession numbers ; part II is the key word index. All the titles are recorded in the Roman script and non - English titles are translated into English with the translation following the transliterated title.

**1029. BIBLIOGRAPHY OF EDUCATION IN CEYLON**

Pp. 1273 — 1316. — In. Education in Ceylon : a centenary volume : part III.\* — NM.

See 33.



J1.01,03

This bibliography consists of two parts ; part I — Govt. publications ; part II — subject bibliography, including the subject index and the author index. Coverage is limited to the Govt. publications available at the National Museum, Colombo and the Dept. of National Archives, upto 1969.

1030. DE SILVA, C. R. and DE SILVA, D.

Education in Sri Lanka 1948 — 1985 : an analysis of the structure and a critical survey of the literature. Colombo : Asia Foundation, 1986. — 238 p. — NIE.

This survey of literature also designed in two parts : part I gives an overview of the education system in the island, for the information of the non-specialist. Part II comprises the annotated bibliography of educational literature. Only theoretical works having some relation to education in Sri Lanka and written by Sri Lankans have been included here.

1031. FERNANDO, Ranjanie

Rural development in Sri Lanka : an annotated bibliography. — Colombo : International Youth Council Secretariat, 1982. — v, 244 p. — NIE.

This bibliography includes reports and other published and unpublished material except newspaper articles on rural development, covering the period 1900 — 1981. It comprises of four parts : part I' subject arrangement, part II, statistical series, part III, statutory provisions, and part IV, author index.

1032. GUNATILAKE, H. A. I.

Systemetic guide to literature on the land, people, history and culture published in the Western languages from the fifteenth century to the present

J1.01.04

day. — Switzerland : Inter Documentation Company AG ZUG, 1973 — 1983. — vols. I — V. — NIE.

Vols. 1 — 2, 2nd edition, 1973. — [iii] ixxx, 401 p. — (Bibliotheca Asiatica 6), [ii] ix, pp. 409 — 845 (Bibliotheca Asiatica 5) These two volumes cover the period 1905 — 1967. Vol. 3 1976 [iv] xxxvi, 506 p. (Bibliotheca 14) Covers the period 1968 — 1973 and contains additional material. Vols. 4 — 5, 1983. — [iii] ixv, 562 p. ; [iii] (vi) PP. 563 — 952, (Bibliotheca Asiatica 16) These two volumes cover the period, 1973 — 1978 containing additional material

A special feature in this annotated bibliography is that it includes special material, such as pamphlets, Government publication, publications of institutions, societies and other organizations as well as chapters, sections and significant parts from books which do not primarily deal with Ceylon and a large number of theses submitted to local universities. Classification scheme designed for the bibliography includes a separate section for education.

1033. SILVA, Manil

Bibliography on the Sri Lanka Child. — Colombo: IYC Secretariat, 1979. — IYC.

Consists of two parts ; part I, The bibliography ; part II, statutory provisions relating to children in Sri Lanka. Section on education pp. 73 — 122.

1034. SRI LANKA MINISTRY OF PLAN IMPLEMENTATION

Bibliography of economic and social development of Sri Lanka 1975 — 1983. — vols. 1 — 2. — Colombo - Ministry of Plan Implementation, 1984: CDI.

Section on education pp. 63 — 73.

J1.01.04

1035. GIERRE, Ursula and YASUSHI, Maheshira  
Directory of writers on lifelong education. —  
Hamburg : UNESCO — Institute of Education,  
1980. — 62 p. ; — NIE.

This directory provides information about 287 writers including Sri Lankans, from whom the information was obtained through a questionnaire. It consists of four parts. The main part gives a list arranged according to their surname: in alphabetical order

1036. UNESCO REGIONAL OFFICE, Bangkok  
Directory of National Centres Associated with  
APEID, 1982. — 3rd revised edition. — Bangkok:  
UNESCO, 1982. — viii, 125 p. — NIE.  
Includes Sri Lanka.

J1.01.09

1037. UNITED NATIONS DEVELOPMENT  
PROGRAMME  
A subject index to the reports of the UNDP  
library reference unit. — Colombo : UNDP —  
UNIC, 1306. — 77 p. — NIE.

This index lists published and unpublished reports concerning Sri Lanka, published by the United Nations Agencies, using the UNBIS thesaurus. Under each subject heading, the title entries are arranged in alphabetical order.

J1.01.10

1038. JAYASOORIYA, J. E.  
Ceylon educational abstracts — vol. 1, nos. 1 — 4.  
University of Peradeniya, 1968 — 1970. — type-  
script. — NIE.

Set includes : no. 1, 1957 — 1959, compiled in  
1968. — 72 p. ; No. 2, 1960 — 1962, compiled in  
1969 ; — No. 3, 1963 — 1965, comp. in 1969. —  
81 p. ; No. 4, 1966 — 1967, comp. in 1970. —

66 p. — Articles in five journals and also news paper articles on education are included in this abstract bibliography. Abstracts are arranged according to a simple classification scheme designed by the author.

J2.02

1039. BLOCK, S. C.

The use of books. — pp. 3 — 13. — In. Ceylon Teacher, no. 10, April — May ; 1939. — NM.

Author identifies the major types of publications, the three types of uses of books, and essential reference works for an individual and describes how to read and study a subject.

1340. COREA, Ishwarie

Library services. — pp. 1205 — 1216. — biblio. — In. Education in Ceylon : a centenary volume : part III.\* — NM.

Author reviews the history of libraries in Sri Lanka and describes briefly each type of library in special subject areas.

1041. KENT, L. Francis

The story of libraries. — pp. 65 — 70. In. New Lanka, vol. iv, no. 4, July 1953. — NM.

Head of the UNESCO library traces the origin of libraries to the nanastic libraries and reviews its development through public libraries and university libraries. The beginings of children's literature in U.S.A. is traced back to 1900.

1042. JAYASINGHE, Swarna

Children libraries. — Pp. 39 — 42. — In. the Ceylon Journal of Social Work, Vol. II, No. 2, 1957. — NM.

\* See 33

J2.02.01

Pioneering work in the establishment of libraries for children and youth has been carried out by the National Council for child and Youth Welfare, its Western Province Branch and the Central Youth Council — Kandy. First of such a programme was implemented at Wellawatta by Mrs. S. W. R. D. Bandaranayake enrolling her son Anura as its first member. Books in all three languages were available. A volunteer maintained the library.

1043. BONNY, Harrold

School Libraries. — Pp. 22, 28 — 31, 39. — In. Library Science for Ceylon. by (Harrold Bonny — Colombo: Dept. of Cultural Affairs 1961. — GL.

1044. LANKACHANDRA, Ariyaratne

The service that should be rendered by the school and the library. — Pp. 35 — 39. In. Kalpana, No. 4, Sept., 1968. — NM.

Teachers should see that their pupils cultivate the habit of reading before they leave school for knowledge of achievements of technology is an indispensable basic need to live. The author describes the methods which should be adopted to achieve these aims.

1045. SRI LANKA MINISTRY OF EDUCATION SERVICES. Library Development Unit.

School library statistics 1982. — Colombo, 1982. 192 p. — typecript. — MES — LDU.

This report analyses the school library statistics according to : the status of the school, number of grades, number of pupils, extent of the library, strength of the collection, library staff and the number of students in each stream of A/L Classes.

1046. SRI LANKA NATIONAL LIBRARY SERVICES BOARD

අධ්‍යාපන අමාත්‍යාංශය යටතේ ඇති පාසැල් ප්‍රජනකාල සමීක්ෂණ වාර්තාව [Position report of the libraries in schools under the Ministry of Education] 1979 Colombo: SNLSB, 1979. — 62 p. — tables. — SLNLSB

This is the report of the first islandwide survey of school libraries in Sri Lanka, carried out with the objective of using the findings to promote effective use of the school libraries. Data was collected on, library staff and their qualifications, library material, library funds, equipment and buildings. Based on these findings the NLSB make recommendations for the improvement of school libraries. Part II of the report consists of the proposals for a short term plan, intermediary plan and a long term plan. Priority is given to the appointment of school librarians and training library staff.

1047. UNESCO. Meeting of the experts on the national planning of library services in Asia (11 — 19 Dec. 1967., Colombo)

Report of the UNESCO meeting. — Paris, UNESCO, 1968. — 35 p. — NIE.

As an initial step in planning library services for Asia, a plan for the development of library services in Ceylon, which were to serve as a model for other Asian countries was drafted. E. J. A. Evans, was the expert in the field of librarianship B. J. P. Alles and S. C. Block represented Sri Lanka.

73.01

**73. LIBRARY AND INFORMATION SCIENCES**

**73.01 Library Education**

**1048. AMARASIRI, Upali**

Library Education and training in Sri Lanka. — 180 p. — Thesis (M.A.) Loughborough University, UK, 1980. — AA.

This study is an evaluation of the courses of library education in Sri Lanka, conducted by the following institutions : National Library Services Board, Sri Lanka Library Association, University of Kelaniya. Includes also the course of Post Graduate Diploma in Education by the University of Peradeniya in 1960s.

**1049. IRVING, Ann**

Education and training for Library and information work. — United Building : Loughborough University of Technology, 1983. — 44 p. — photocopy. — NIE.

This report examines the present situation of library education and training programmes in Sri Lanka and the recommendations to the Sri Lanka National Library Services Board, arising from visits; meetings, documentary evidence, discussions, observations and seminars undertaken during a programme sponsored by the British Council.

**73.02.02 Research in Educational Information**

**1050. KODAGODA, Saumya**

Need for educational documentation ; Pp. 20—30, diags. ; biblio. — In. Sri Lanka Library Review, vol. I, no. 1, March 1985. — SELA.

Author emphasises the danger of inaccessibility of the existing information to the decision maker in education, identifies the chief users of educational information, sources of educational information, information channelling, and the lacunae in the

J3.02.01

flow of educational information. Educational Information personnel require three kinds of skill, viz: skill in education competency in documentation and editorial skill. The problem of lack this category of personnel may be solved by training, the surplus of arts graduate science teachers in library and information science. Author highlights the urgent necessity of a documentation Centre for education.

1051. KODAGODA, Saumya

Preliminary studies on information needs and patterns of information use among educational decision makers. — 34. — lxxv p., diags., charts. — Minor dissertation submitted as part requirement of the Post Graduate Diploma in Library and Information Science of the University of Kelaniya. — ULK and AA. — 1985.

There has been no previous research on the subject of educational information. Author identifies the educational decision makers in Chapter I, and their needs in Chapter II, quoting extensively from the Report of the Educational Reforms Committee 1981. Patterns of information use, the specific problems that they face in obtaining the necessary information, and lacunae in the flow of information. Educational literature and information are analysed in Chapter 5 Chapter 6 which contains author's recommendations, commence with quoting from the Cabinet Memorandum 524 (1984) for the establishment of the National Institute of Education and its need for Documentation Services and the recommendations 71 of the 36th Education Conference of the UNESCO 1977.

1052. KODAGODA, Saumya

Manual for the database for the bibliography of Educational reports on Sri Lanka from 1796 — 1986, with an analysis of post-graduate thesis on education up to 1987.

Project prepared as the assignment for the training course in Computer Applications to libraries, Asian Institute of Technology Bangkok, 1987. — AA.



## CLASSIFIED LIST OF POST-GRADUATE THESES ON EDUCATION.

### CI.01 Pre — School Education

1. MUNAGAMAGE, H. K.  
[Descriptive survey of Pre-school education in Sri Lanka] (MA) 137 pp. — 1975 — 40
2. WELGAMA, Dayawathie  
[Language development in pre-school children] 225 pp. — 1982. — 41

### CI.02 Primary Education

3. GUNASEKERA, V. W.  
An investigation of changes brought about in learning in the primary grades since 1972'73. 96 pp. (MA) — 44
4. NIGAMUNI, Violet  
(The place of children activities in the curriculum of the Primary school. — [since independence] (NA) — 45
5. PATHIRANA, J. D.  
[A study of the development, expansion and modernisation of primary education in Sri Lanka] xi, 523 pp. (MA) — 1980 — 46

## C2.02 Secondary Education

### 6. AMARASINGHA, V. R.

The role of the secondary school in preparing youth for self employment. — 212 pp. (M. Phil.) — 1984. — 48

See also 203, 207, 224

## C3. Tertiary Education

### 7. GUNAWARDENA, G. I. C.

Socio economic effectiveness of higher education in Sri Lanka : a study of cohort of arts graduates. — 366 pp. — (Ph.D.) University School of Education Melbourne, 1980. — 58

## C4. University Education

### C4.01 University history etc.

### 8. ATUKORALE, Daya Rohana

[University education in Sri Lanka from 1943 — 1972 : a historical analysis] (MA) 1977. — 64

### 9. SARAVANAMUTTU, V.

A critical study of the growth of the concept of University education in Sri Lanka. (M.A.) 1979. — 89.

### C4.02 Access to Universities

### 10. BOTEJU, W. E.

[Opportunities for University education in Sri Lanka] V, 454 pp. — (MG) 1982. — 92.

### C4.03 University Students

### 11. GUNAWARDENE, G. I. C.

The changing composition of the University student population in Sri Lanka since 1948. — 252 p. — (M.A.) 1974. — 105.

### 12. RANAWAKA, D. S.

A study of the University students in Sri Lanka. — 419 pp. — (MA) 1981. — 107.

C4.03

13. SENADHEERA, Sylvie

[Obstacles and difficulties faced by University students in Sri Lanka in relation to their education. A study of the undergraduates of the Arts Faculty of the University of Peradeniya] xi, 393 pp. ; (MA) 1980 — 108.

C4.05

14. BOWLES, Lawrence Thompson

A history of medical education in Ceylon. 1942 — 1967. — 46 pp. — Thesis (Ph.D.) New York University, 1971. — 112.

C4.09

15. KULARATNE, W. G.

Graduate employment and under employment in Sri Lanka : an analysis 233 pp. — (MA) 1982. — 130.

C5.02

16. WIJETUNGE, A. L.

The concept of open university and its application in Sri Lanka. — 177 pp. — 1979. — 133.

C7 Technical Education

17. KARUNATILAKE, B. G.

[An analysis of the administration of Sri Lanka Apprenticeship Board and training of skills] vi, 150 pp. (MA Ed.) 1978. — 145.

18. LELLANANDA, Gallella, Gamachenige

A study of apprenticeship as a method of professional training in Sri Lanka. — xx'i, 462 pp. (MA) 1981. — 146.

19. **PREMAWARDANA, B. R. D.**

[The expansion of educational opportunities and the reforms of the curriculum in technical education in Sri Lanka since independence : A historical survey in relation to economic development] 434 pp. (MA) 1983. — 148.

**C8 Vocational education**

20. **IDDAMALGODA, K. K.**

[The attempts made through secondary curriculum to promote vocational skills after independence and the problems therein and their solutions.] (M.A. Ed.) 1984. — 156.

**C8.01 Agricultural Education**

21. **BANDARANAYAKE, B. M.**

[The pattern of teaching and learning ; agricultural technology associated with paddy cultivation in the Kurunegala District] 438 pp. — (MA) 1982. — 166.

**C8.01**

22. **DE SILVA, M. S.**

School agricultural education in Ceylon : a survey of the present position and suggestions for improvement. — 200 pp. — (M. Ed.). — 1964. — 168.

23. **KODIKARA, K. A. K. P.**

[An investigation of whether agricultural education imparted by the non formal education in Sri Lanka is contributive to the development of paddy cultivation in the island] 198 p. (M. Phil.) 1985. — 169.

24. **THEVARATNAM, M. G.**

Development of agriculture as a pre-vocational subject. — 77 pp. (MA) 1978. — 170.

### **C8.03 Industrial Education**

25. **WIMALASENA, A. P. C.**

[An investigation of the attempts made through the secondary school curriculum to implement the concept of "vocational world"] 293 p. (M.A.) 1984. — 172.

### **C8.04 Life skills, work experience etc.**

26. **KANAGARATNA, Y.**

Project work in the senior secondary schools in the Jaffna District — 165 pp. — (MA) 1981. — 179.

### **C10.03 Rural education**

27. **JAYASOORIYA, Justin**

[An inquiry into the relationship between rural society and education based on a survey of school children of Naula, Sri Naga Vidyalaya] ii, 199 pp. (MA) 1973. — 189.

28. **KULARATNE, Kumarage Jayantha**

[A development plan for educational resources in a rural area in Sri Lanka 1980—1988] (ix) 417 pp. (M. Phil.) 1980. — 190.

### **C11 Educational guidance and counselling**

29. **DE ZOYSA, T. P.**

An analytical and comparative study of the guidance service in Queensland and in Ceylon: 201 p. (Certificate in Education for overseas Teachers) 1966. — 197.

30. **PARARAJASINGHAM, G.**

The formulation of guidance objectives for secondary schools in Sri Lanka based on a survey of the guidance needs of children in selected schools in the Kandy region, — ix, 113 pp., 1978. — (M. Ed.). — 198.

## 31. WEERAKOON, Chandradasa

[The necessity of a vocational guidance service for secondary school pupils] 323 pp. (M. Phil.) 1985. — 200.

**C12 Non-formal education****C12.03 Adult Education**

## 32. JAYASEKERA, Bertie, Wijeratne, Illangatilaka

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## **ABOUT THE COMPILER**

Mrs. Saumya Kodagoda, the author of the first part of this work and compiler for the second part, has pioneered research in Educational Documentation in Sri Lanka. Currently she is a member of the Academic Staff of the Department for Education Management Development of the National Institute of Education, Maharagama, and a Consultant to the National Education Commission.

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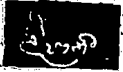
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