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Education Perspectives

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  - Literature review / theoretical and practical background ;
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Education Perspectives

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INFUSING INSTRUCTION IN THINKING INTO CONTENT INSTRUCTION: WHAT DO WE KNOW ABOUT ITS SUCCESS?

Robert Swartz, Professor Emeritus, University of Massachusetts at Boston
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This paper will explore the present research status of an important innovative educational program now practiced in schools world-wide with a great deal of apparent success. The program is one in which traditional lecture style/rote learning practices in pre-K – 12 classrooms are replaced by student-based active learning founded on the infusion of instruction in thinking skills into content instruction. This instructional program has come to be called Thinking-Based Learning (TBL) (Swartz, *et al,* 2010).

The goals of TBL are threefold

(1) while in school student thinking will improve
(2) student content learning will be enhanced.
(3) when the students leave school their use of good thinking will continue, but this time applied to their every-day lives and their professional work.

Reports from schools practicing TBL are that, indeed, (1) and (2) happen, in some cases rather dramatically. And there is some feedback indicating that (3) takes place as well. However, these reports are primarily anecdotal and, with regard to (1) and (2), at best based on qualitative judgments of student work (usually but not restricted to student writing). Reports related to (3) are usually either autobiographical, offered by the students themselves, or comments from an observant third party. There are also some paper-and-pencil tests have items that simulate every-day situations that call for certain types of skillful thinking (Ennis, 2010; NCTT, 2009). Recently, though, some quantitative research projects have been undertaken to verify these claims. This paper will discuss these research projects and comment on additional research that they indicate is necessary to give TBL a solid base in empirical science.

In the first section of this paper the background of putting TBL into school classrooms will be discussed, going back to initial efforts in the 1980s and 1990s to bring instruction in thinking into schools. In the second section TBL will be described by analyzing examples of this type of instruction from real classrooms. In the third section the

present state of accumulated data about the effectiveness of TBL in achieving its goals will be discussed through considering four basic research projects that have, to date, been undertaken. In the fourth section a needs assessment for future research will be presented.

I. **Background**

From time to time in the history of education educators have made the appeal that teaching students to be good thinkers is of primary importance (Dewey, 1933). Usually this appeal has had no significant impact on educational practices. However, in the 1980s and 1990s in the USA this admonition was taken quite seriously through the leadership of the Association for Supervision and Curriculum Development (ASCD), a prestigious organization that has played a leadership role in educational practice in the USA. During this period a large number of programs were developed for schools which purported to teach thinking. Many were developed in the USA, while some which were developed outside the USA were imported into the USA. Many of these were adopted by schools in the USA that took the ASCD admonition seriously.

The most notable of these were *Instrumental Enrichment* (Feuerstein, et al, 1980; Feuerstein, et al, 1981; Feuerstein and Rand, 1974), *CORT* (DeBono, 1974), *Tactics for Thinking* (Marzano, 1987) and *Philosophy for Children* (Lipman, 1976). Most of these focused on helping students develop "thinking skills", either by providing explicit strategies for students to learn and to practice (E.g., DeBono, date) , or by providing "thinking challenges" that might lead students to use and practice specific thinking skills as they try to meet these challenges (*e.g.* Lipman, 1976). These are all structured to help students develop habits of thinking, perhaps through using a well-defined strategy, or by asking specific questions the answers to which would extend their thinking in certain ways. An example of the former comes from the CORT program: teaching students to use an explicit strategy called PMI (De Bono, date), which stands for asking, of any idea, what its "plusses" are, what its "minuses" are, and what is "interesting" about it. In the CORT program examples are produced for students to think about in this way: Suppose all Volkswagons were painted yellow; what are the plusses, minuses, and interesting aspects of this idea.

An example of the latter comes from the *Philosophy for Children* program (Lipman, 1976) which relied on the use of short specially-written novels that students read, in which Socratic dialogue is modeled and various questions were raised, for example, about when a person can claim to know something. Prompted discussion in the classroom usually accompanies the novels (Lipman, 1976).

Most of these thinking programs are free-standing, using their own materials, and hence, taught outside the regular school curriculum.

In addition to programs such as these, some high-schools, using universities as their model, introduced separate logic courses, often called critical thinking courses, for students as a vehicle for helping them develop skill at thinking. These, too, were self-contained and detached from other courses the students were taking.

During this period two programs, one developed in the United Kingdom and one in the USA, were designed for integration into specific subject areas: CASE (Adey, 1993), developed in the UK, was integrated into some science programs, while Heuristic Instruction in Mathematics (Schonfeld, 1979) was integrated into the teaching of secondary mathematics.

Every one of these programs, whether free-standing or integrated into a subject area, claimed research successes. I will not comment on any of the specific research projects in this report: they are all well-documented and discussed elsewhere (Perkins and Grozier, 1997) though I will quote one of these presentations as a good example of the kind of research conducted.

Almost all of the research that was done dealt with goal (1) described above (p. 1)-- the impact of these programs on work done by students in school, especially in the way they handled regular school tasks in the disciplines and their accomplished content learning. Some research was also designed to show the use of specific thinking skills in students' school work – goal (2) above (p. 1). Research was also done that related to goal (3) – the long-term staying power of the thinking skills being taught in a program (p. 1) – though this related primarily to separate logic courses as a vehicle for learning critical thinking (Perkins et al , 1991).

Almost all the research done related to (1) showed significant advancement from pre to post testing, or in some cases, comparing control and experimental groups. But as I commented, the research usually focused on specific types of learning advancement – *e.g.* in the integrated programs in maths and science student advancement in math and science were tested only, and in some of the other cases, for example, *Philosophy for Children*, advancement in reading abilities was noted, as one might expect and some testing was done in such subjects as mathematics. All of this research was limited to only specific types of learning (*e.g.* in reading, or in mathematics), hence no comprehensive conclusions about learning across the subject areas can be drawn.

Only one program, Philosophy *for Children*, assessed the thinking skill advancement of the students involved (goal 2, p. 1). But the results were inconclusive and the testing was restricted to the specific kinds of thinking involved in the program. For example, the use of reasoning and critical thinking skills by students in certain non-academic circumstances was assessed, no assessment of students' creative thinking abilities was undertaken.

Finally, with regard to (3), a study done by Project Zero at Harvard showed fairly conclusively that traditional formal logic courses in which, typically, the logic of the syllogism and quantification theory were taught, there was little or no transfer over to students' reasoning in everyday life (Perkins, et al, 1991). This kind of result often led to a change in the kind of logic being taught: informal logic, emphasizing the traditional logical fallacies (like begging the question) instead of formal logic. I know of no assessment of the transfer potential of such informal logic courses.

Here is a quotation from a review by Perkins and Grotzer (1997) of the evaluation of the *Philosophy for Children* Program.

"The Educational Testing Service conducted extensive evaluations of the PFC Program, demonstrating positive effects of the weekly 2.25 hour intervention. For instance, in a study of 400 fifth to eighth graders, PFC students showed significant gains ($p < .0001$) in mathematics performance (+6.11) as compared to controls (+ 4.50) and in reading performance (+8.33) as compared to controls (+5.00) on the standard scores of the Metropolitan Achievement Test. While differences in reasoning are reported, such as drawing inferences, ideational fluency, and curiosity (significant at $p < .05$ or less), effect sizes are not provided so it is difficult to assess the magnitude of change (see Lipman et al., 1980). Later studies reported transfer of learning (*e.g.* Iorio, Weinstein, & Martin, 1984; Shipman, 1983). An earlier study by Lipman and Bierman (Lipman et al., 1980) found significant, persistent gains in reading 2.5 years later ($p < .01$)."

Two comments are in order here. The first is that while the evaluations of these projects were conducted rigorously, the numbers of students were often in the low to middle hundreds, and they tended to cluster in specific schools. Second, the evaluations were so diverse that no comparative conclusions can be drawn and there were no studies conducted that were specifically comparative in nature. Hence, while these results show improvement of one sort or another by students who were involved in these thinking projects, very little else can be concluded other than that the programs that show these results tend

to lead to some learning improvements on the part of students while in school or, more specifically, while they are in these programs. Any more finely grained conclusions with regard to (1) are beyond the scope of the studies that were done of them.

This is not only true of other content learning in school, but of the skill objectives – (2) on p. 1. During this period there was no general agreement on what thinking skills should be taught. Many subscribed to the categorization of thinking offered by Benjamin Bloom and concentrated on what came to be called "Higher-Order Thinking Skills", described in Bloom as analysis, synthesis and evaluation. But when this research was done, if it focused on thinking it tended to fall back on the kinds of "thinking skills" taught in the particular program being evaluated. And this varied from one to another. For example, in the *Philosophy for Children* program "ability to reason" was assessed (Perkins and Grotzer, 1997). In CORT "ability to reason" is not explicitly taught; rather strategies like PMI are taught and any assessment of CORT's ability to change the thinking habits of students would naturally assess whether students are using these very specific strategies. This makes generalization from specific research about one of these programs virtually impossible and blocks any comparisons with regard to their results.

And, of course, given the paucity of research about the "staying power" of the thinking skills being taught, most of these programs could not legitimately claim that they achieve goal (3). The question of whether instruction in any of these programs leads to the internalization of the use of these thinking skills in daily life remains an open question.

II. **Thinking Based Learning as Practiced Today**

Interestingly enough, while some of the programs mention in Section I are still being used today, the trend is away from them towards something else: the *infusion* of generic thinking skill instruction across the curriculum in schools (Swartz, et al, 2010; Swartz and Parks, 1994; Perkins and Swartz, 1992). This is not just a phenomenon in the USA, it is worldwide. And while there were some efforts to build school-wide programs that infuse thinking skills that go back to the early 1980s and 1990s, this is a phenomenon of the new millennium, from about 2000 on.

My perception of why this shift has taken place is that it has little to do with any qualitative or quantitative results of offering these programs, but is rather based on pragmatic considerations. These earlier programs usually have their own materials for students and are costly to sustain over a number of years. But more important, school curricula are already packed with skills and content instruction and it has become more and more obvious that most schools have no place to put the extra teaching and learning hours needed to make these programs work. Infusion, at least at the outset, seems to be a way of teaching thinking that leaves the content curriculum intact and promises to yield at least, if not more, in improved learning on the part of students, than any of the free standing programs do (Swartz, et al, 2010).

So what is infusion – or as it is called today, Thinking-Based Learning? In this section we will look in depth at one example, and I will draw out of it the basic techniques of TBL.

II. 1 **Infusing Direct Instruction in Skillful Thinking into Content Instruction: Introducing students to thinking skills**

There are usually three ordered components in a TBL lesson:

- Introducing what makes the kind of thinking being taught skillful ;
- Prompting students to use this kind of skillful thinking to think about something important from the content curriculum ;
- Prompting the students to think about their thinking and develop a plan for doing it again when needed.

Let us see how this plays itself out in practice.

A 7th grade science class has been studying how the energy used throughout the world is derived from various natural sources. Their textbooks outline the basics: how dammed up rivers produce water flows that run turbines that produce electricity, how nuclear power plants use heat from controlled nuclear reactions to heat water to produce steam that similarly drives turbines, and of course, how crude oil far beneath the Earth's surface is drawn out in wells, refined and converted to burnable oil and gasoline.

But their teacher is not happy with this. The world faces an energy crisis and not everyone is pleased with the use of some of these sources of energy. This has created often heated conflicts. Just reading their textbooks does not convey any of this to these students who will be growing up in a world in which hard choices will have to be made by many people about these issues.

Their teacher has, at the same time, been embarking on a project that has led to considerable revision of the way she carries out instruction in her classroom. Stimulated by various staff-development opportunities provided her in her school district, she has been trying to help her students develop important thinking skills that will make her students better critical and creative thinkers. She has adopted an approach which she has observed other teachers embrace with great success – Thinking-Based Learning. In the course of this she will not only help her students learn and practice skillful thinking, she will have them use these thinking skills, rather than just memorization, to think about the content they are learning. This, she believes, will yield much deeper understanding and learning on the part of the students. In this case it is the use of energy sources in the real world in which they live. Into this enterprise she will work many new teaching techniques the use of which has restructured her classroom for more active student learning (Swartz, Fischer and Parks, 1999).

This is a diagram indicating what kinds of thinking TBL focuses on in this way (*i.e.* by helping students learn how to do each of these skillfully). Note that the three initial categories roughly correspond to Benjamin Bloom's three types of "higher order thinking", though it is the sub-categories that define the thinking skill focus of TBL lessons.

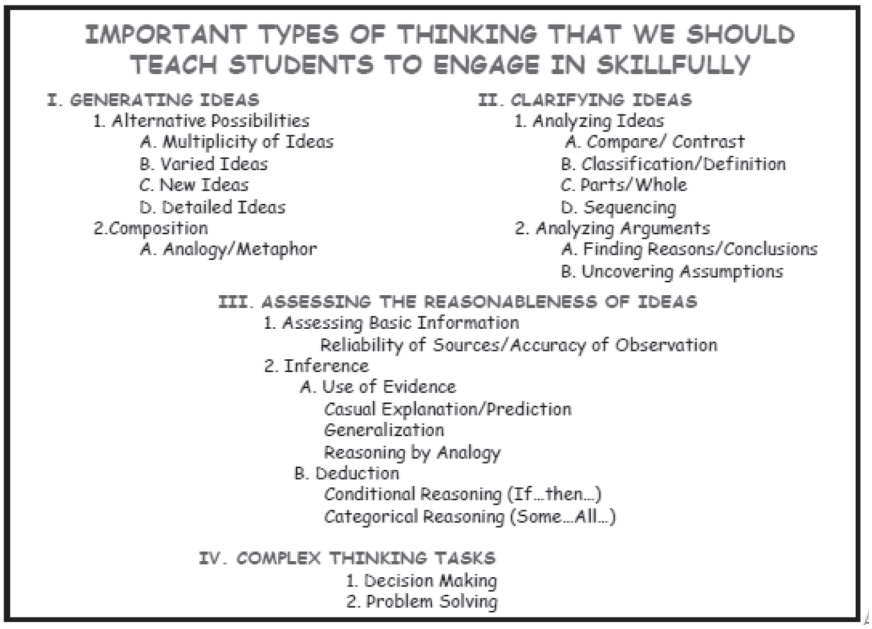


Figure 1 : *Kinds of Thinking to Teach Students to Do Skillfully*

This teacher's concerns about what her students are learning about energy and how she can turn this into a good TBL lesson will allow her to teach her students a number of thinking skills from this framework that she thinks will better prepare them for the challenges they will all face about energy as they get older – even if the challenge is one in the voting booth about who to vote for among candidates that have different views about energy in this country.

These lessons will also pave the way for other teachers in her school to help students apply the same thinking skills to things that they learn in social studies, mathematics, the study of languages, etc. For example, one teacher whose students are reading a novel, plans to have the students think as if they are one of the characters at a crucial decision point in the story, using the same techniques as in the energy lesson (Swartz, Reagan and Kiser, 2001). And likewise, these teachers will be teaching these lessons so that they will not just have in-school results. Learning these thinking skills, all of these teachers recognize, will arm their students with skills that they can use in a tremendous number of other contexts in their lives outside school that also will challenge them to do some good careful thinking.

So at the outset, we should recognize that while infusing instruction in thinking into content is fundamentally different from the attempts I describe earlier to bring instruction in thinking into a school, to claim that this is a successful enterprise, worth the effort, the same three focal points need to reveal success: (1) enhancement of content learning, (2) the use of these thinking skills in their school work and (3) the beneficial use of these same thinking skills now transferred into the lives of these students outside school, not only while they attend school, but after.

In particular, while this teacher has worked with her students on some of the more traditional thinking activities that have found their way into schooling, like comparing and contrasting and predicting, she is now convinced that she can broaden the range of the skillful thinking they can do by also teaching them a strategy for *skillful decision making*. Doing this in this context (the study of energy sources), she believes, will deepen and enrich their understanding not only of energy sources but will help them to become aware of the energy crisis we face and its ramifications in the world in which they live.

She is at a point where she has just said to her students:

"I want you to imagine that you have been appointed by the government of the United States to be a member of a special committee. Our government is concerned with the availability of energy to serve our needs and wants to review the energy policy of this country. Up to now oil – and fossil fuels in general – has been the dominant energy source by far in this country. But they are concerned about claims made by scientists that petroleum reserves are being rapidly depleted and that our reliance on oil has caused various nasty consequences, like pollution of the air and even wars. So your committee has been asked to gather as much relevant data as you can to make a recommendation about what should be our dominant energy source over the next 25 years. Should we continue to rely on oil or should we shift to some other energy source?" She continues: "I want you all to engage with this issue as if you are a member of this committee. And as you do that I'd like you to use the strategy we just developed for skillful decision making." What she means by "the strategy for skillful decision making" is this question strategy (Swartz and Parks, 1994; Swartz, et al, 2010):

SKILLFUL DECISION MAKING

1. What makes a decision necessary?
2. What are my options?
3. What are the likely consequences of these options?
4. How important are these consequences?
5. What's the best option in light of the consequences?

Figure 2 : *Thinking Strategy Map for Skillful Decision Making*

This strategy – co-constructed by the teacher and her students to reflect important questions to ask and answer in making a careful decision -- defines what makes decision making skillful. This is a model for all other thinking skills. It sets the ground-rules for this activity and represents what the teacher wants the students to learn to become skillful decision makers. Once made explicit she will want to prompt the students to use this strategy in an organized way to think about the decision that is needed about energy sources.

This is the first time her students have been exposed to this strategy and old habits don't leave us so easily, so she will continue the lesson by actually guiding them through it. When this strategy is made explicit she calls it a "thinking strategy map" (Swartz and Perkins, 1989; Swartz, et al, 2010).

II.2. Infusing Direct Instruction in Skillful Thinking into Content Instruction: Prompting Active Student Thinking About Curricular Content Through the Use of Skillful Thinking

The approach of this 7th grade teacher to prompting her students to use skillful decision making to think about energy and energy sources involves three basic ingredients. These all serve to shift the center of gravity in her classroom away from a teacher centered model to an active student-centered model. She (a) breaks the students into "collaborative thinking groups" each with specific thinking tasks that contribute to the overall process, she (b) provides them with various graphics that serve as reflection and recording devices for their thinking, and (c) she provides oral guidance for them as they work through the thinking map for skillful decision making. For example, she says things like "Let's work on the question about options now – what options do we have with regard to sources of energy?" This classroom engagement by the students in skillful decision making is, therefore, highly scaffolded and focused. This detailed and explicit guidance is, in fact, no different from good instructional practice in teaching students to develop any skill.

II.3. Scaffolding Collaborative Thinking and Using Graphic Organizers

After some open discussion with the class about what gives rise to a need for such a decision, the teacher asks the students to engage in open brainstorming in their groups to get out on the table what options this country might have for energy sources. She asks them to work together in their groups and record their ideas on a simple graphic organizer: a standard T-bar diagram. It looks like this:

OPTIONS AND FACTOR TO CONSIDER IN SKILLFUL DECISION MAKING	
OPTIONS	**FACTORS TO CONSIDER**

Figure 3 : *Options and Factors to Consider Graphic Organizer*

She also scaffolds the discussion by making comments like "Try to think of as many options as you can and write them on your graphic organizers. And talk together about these," or "See if you can come up with at least fifteen options, including some really original ones."

Here's a list of options produced in one such class. Notice that it is the result of open brainstorming, not treated as an end in itself but as a component in skillful decision making:

OPTIONS AND FACTOR TO CONSIDER
IN SKILLFUL DECISION MAKING

OPTIONS	FACTORS TO CONSIDER
Nuclear	Cost to Produce the Energy
Solar	Availability
Coal	Environmental Impact
Oil	Renewability
Tides	Safety
Lightening	Cost of the Energy
Geo Thermal	Loss of Production
Wind	Jobs Lost or Created
Waves	Public Acceptability
Burning Garbage	Technology Needed
Hydroelectric	Accessibility
Animal Power	Cost to Convert
Wood	
Methane Gas	
Human Power	
Chemical Reaction	
Natural Gas	
Ethanol	
Gravity	

The teacher, of course, recognizes that the students have produced a list of a large number of energy sources, some more fanciful than others (though at this stage, in good brainstorming form, all options are treated equally). Once such a list is produced, trying to decide which one is the best one seems a daunting task. So she provides more scaffolded guidance: "May be it will be easier if we approach this now in a more organized way. Let's see if we can think of a small number of factors that we need to take into account in order to decide which energy source we want to recommend. For example, we should probably consider cost, don't you agree? What else will we want to take into account? Let's make a list of these factors in the next column." This procedure is quite effective. Here is the list of factors her students produced (Swartz, Fischer, & Parks, 1999).

The students now have an unprocessed list of possible sources of energy and a list of things they need to find out about a source of energy to judge how viable it is as the source we should make dominant in this country. So the teacher asks: "What should we do next?"

Many students see that where they should go next is obvious. They need to get information about to what degree these factors are present with regard to each energy source and then compare them, before they can make a choice. So she goes back to the thinking map, which she has posted on the wall on a piece of newsprint. "What is the next question on the thinking map?" Many students repeat the question: "What are the likely consequences of these options?" She continues: "How can we figure out what the consequences of these options are?" She waits for some reflection by the students and then some responses. She gets them. Their upshot is that we can project consequences in each of these categories based on information they might be able to get. When she asks for an example about cost, some students respond immediately that based on what they find out they can project how much it will cost to produce energy via a specific source, for example, they might figure out how much it costs for electricity for their city using solar panels by finding out how much solar panels cost, how many would be needed and how much it costs to install and maintain them. The teacher is pleased by such responses – even if not all of the students in the class think of this, when they hear this student's response she can highlight what he says on the board so that they can all see how this examples relates to the question on the thinking map about consequences.

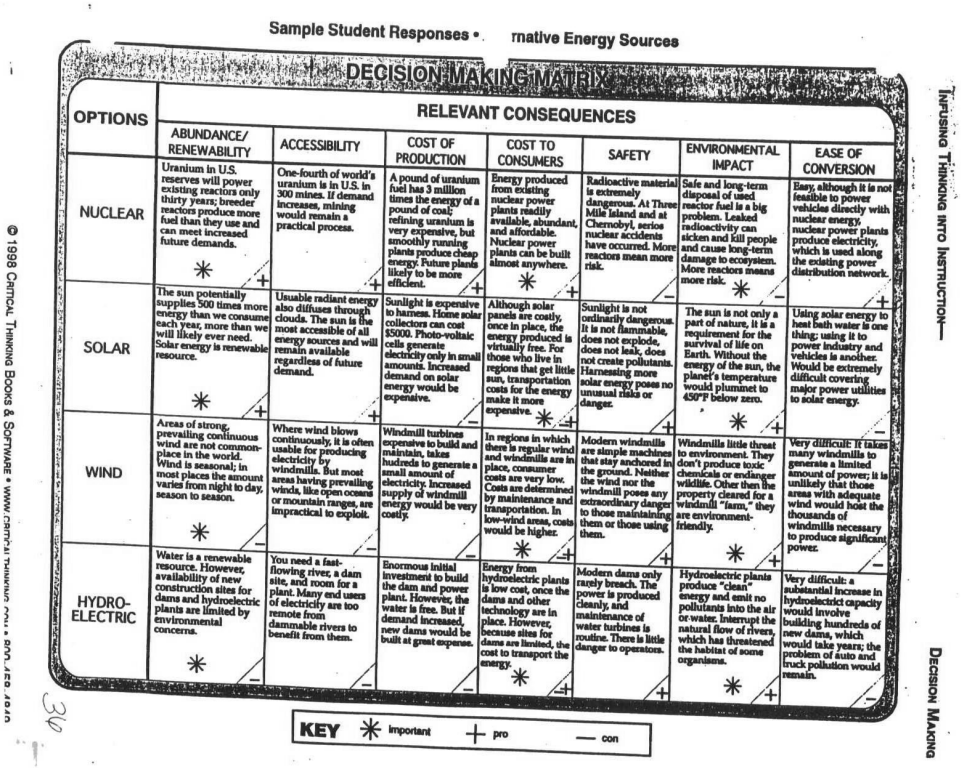
II.4. **Organizing and Processing Relevant Information that the Students Gather**

The teacher now gives the students an adapted matrix as a graphic organizer to use to record and process what they have come up with so far (Swartz and Parks, 1994; Swartz, et al, 2010; Perkins and Swartz, 1992). It looks like this:

Figure 4 : *Decision Making Matrix*

Notice how this graphic organizer is adapted to the process she has engaged them in so far: there is a column for options and a row set aside at the top in which they can record the factors they have identified. She will ask each group to work on just a small number of options from the list, planning to have them record their results on a large chart on which a larger matrix will be drawn so that all of the students can reap the benefits of the work that each team engages in.

Here is one result from this kind of activity.



Sample Student Responses • rnative Energy Sources

DECISION MAKING MATRIX

OPTIONS	RELEVANT CONSEQUENCES						
	ABUNDANCE/ RENEWABILITY	ACCESSIBILITY	COST OF PRODUCTION	COST TO CONSUMERS	SAFETY	ENVIRONMENTAL IMPACT	EASE OF CONVERSION
NUCLEAR	Uranium in U.S. reserves will power existing reactors only thirty years; breeder reactors produce more fuel than they use and can meet increased future demands. ✳ +	One-fourth of world's uranium is in U.S. in 300 mines. If demand increases, mining would remain a practical process. +	A pound of uranium fuel has 3 million times the energy of a pound of coal; refining uranium is very expensive, but smoothly running plants produce cheap energy. Future plants likely to be more efficient. +	Energy produced from existing nuclear power plants readily available, abundant, and affordable. Nuclear power plants can be built almost anywhere. ✳ +	Radioactive material is extremely dangerous. At Three Mile Island and at Chernobyl, serios nuclear accidents have occurred. More reactors mean more risk. −	Safe and long-term disposal of used reactor fuel is a big problem. Leaked radioactivity can sicken and kill people and cause long-term damage to ecosystem. More reactors means more risk. ✳ −	Easy, although it is not feasible to power vehicles directly with nuclear energy, nuclear power plants produce electricity, which is used along the existing power distribution network. +
SOLAR	The sun potentially supplies 500 times more energy than we consume each year, more than we will likely ever need. Solar energy is renewable resource. ✳ +	Usable radiant energy also diffuses through clouds. The sun is the most accessible of all energy sources and will remain available regardless of future demand. +	Sunlight is expensive to harness. Home solar collectors can cost $5000. Photo-voltaic cells generate electricity only in small amounts. Increased demand on solar energy would be expensive. −	Although solar panels are costly, once in place, the energy produced is virtually free. For those who live in regions that get little sun, transportation costs for the energy make it more expensive. ✳ +	Sunlight is not ordinarily dangerous. It is not flammable, does not explode, does not leak, does not create pollutants. Harnessing more solar energy poses no unusual risks or danger. +	The sun is not only a part of nature, it is a requirement for the survival of life on Earth. Without the energy of the sun, the planet's temperature would plummet to 450°F below zero. ✳ +	Using solar energy to heat bath water is one thing; using it to power industry and vehicles is another. Would be extremely difficult covering major power utilities to solar energy. −
WIND	Areas of strong, prevailing continuous wind are not common-place in the world. Wind is seasonal; in most places the amount varies from night to day, season to season. ✳ −	Where wind blows continuously, it is often usable for producing electricity by windmills. But most areas having prevailing winds, like open oceans or mountain ranges, are impractical to exploit. −	Windmill turbines expensive to build and maintain, takes hudreds to generate a small amount of electricity. Increased supply of windmill energy would be very costly. −	In regions in which there is regular wind and windmills are in place, consumer costs are very low. Costs are determined by maintenance and transportation. In low-wind areas, costs would be higher. ✳ +	Modern windmills are simple machines that stay anchored in the ground. Neither the wind nor the windmill poses any extraordinary danger to those maintaining them or those using them. +	Windmills little threat to environment. They don't produce toxic chemicals or endanger wildlife. Other than the property cleared for a windmill "farm," they are environment-friendly. ✳ +	Very difficult: It takes many windmills to generate a limited amount of power; it is unlikely that those areas with adequate wind would host the thousands of windmills necessary to produce significant power. −
HYDRO-ELECTRIC	Water is a renewable resource. However, availability of new construction sites for dams and hydroelectric plants are limited by environmental concerns. ✳ −	You need a fast-flowing river, a dam site, and room for a plant. Many end users of electricity are too remote from dammable rivers to benefit from them. −	Enormous initial investment to build the dam and power plant. However, the water is free. But if demand increased, new dams would be built at great expense. −	Energy from hydroelectric plants is low cost, once the dams and other technology are in place. However, because sites for dams are limited, the cost to transport the energy. ✳ +	Modern dams only rarely breach. The power is produced cleanly, and maintenance of water turbines is routine. There is little danger to operators. +	Hydroelectric plants produce "clean" energy and emit no pollutants into the air or water. Interrupt the natural flow of rivers, which has threatened the habitat of some organisms. ✳ +	Very difficult: a substantial increase in hydroelectrict capacity would involve building hundreds of new dams, which would take years; the problem of auto and truck pollution would remain. −

KEY ✳ important + pro — con

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This represents a week's work gathering information and then processing it. Note the little "+"s and "-"s in the lower right hand corner. That is a record of discussions in a group about whether the information they have uncovered counts *in favor* or *against* the option – is a *pro* or a *con*. This, of course, is a not unfamiliar strategy that is often incorporated into other materials produced for students to help them develop better thinking. This is reminiscent of the deBono CORT example of using a PMI. But in the case of CORT such activities are often treated as independent activities and not integrated into any broader more focused thinking activity like skillful decision making. In this case they are.

Note also the "*"s. These, too, indicate judgments that the group has made about the information in the boxes. The stars, in fact, indicate which of these consequences are more important than the others. In fact, this moves the students to the fifth question on the thinking map. Here they are ranking consequences and they use a two-point scale: more important/less important. Their teacher prompts them to discuss this question for each factor and make sure that they have reasons for assigning stars to these boxes so that if they are challenged they can defend their judgments.

II.5. Gathering Relevant Information

What went on in this classroom between the time the students developed their list of options and the factors to consider and the time they completed these matrices so that they could make a choice?

A teacher can, of course, ask her students to go back to their textbooks and try to fill in the matrix this way. But this does not work too well. Text books generally are not finely-grained enough and this either becomes a very frustrating activity for the students or they lose interest in it. Or a teacher can bring supplementary books, articles, material he or she runs off from the internet and even video tapes and DVDs about energy sources. This may work a little better, but it is the teacher who selects the materials, and there is a risk of bias in cases like these. In this case the teacher made the world a resource for the students and told them that wherever they think they can get such information is fair game: if they want to find out the price of a solar panel they might, for example, find some place that sells them and either telephone or email them asking them questions that will bring back the information they need. And, of course, there is the internet itself,

and the great resource of Google. Or there are libraries around that have plenty of books about energy sources. This multiplicity of everyday resources is where the students in this class got the information.

II.6. **Certifying the Accuracy of the Information**

This teacher had already introduced her students to the idea that they could develop a strategy for thinking carefully and skillfully when they were gathering information by judging the reliability of the source of information. She had introduced them to this thinking map for this kind of skillful thinking and, in fact, they had practiced it many times (Swartz & Parks, 1994; Swartz, Fischer, & Parks, 1999; Swartz & Perkins, 1989).

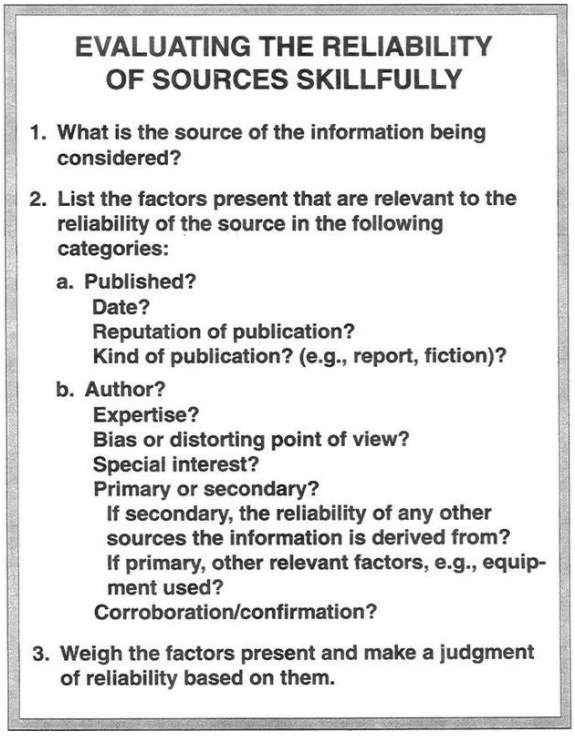

Figure 5 : *Thinking Strategy Map for Reliable Sources*

So she takes this as an opportunity to help them practice using this strategy more. She suggested, then, that for any piece of information that they get, they make sure they certify it as likely to be reliable information and be prepared to defend this when they bring the information back. She suggested that they do this especially with regard to information that appears on the internet. They did!

II.7. From Good Thinking to Good Writing

To round this activity off the teacher asks her students to do some writing. In this instance she asks them to imagine that they now must give a speech to a congressional committee, in which they affirm their recommendation and explain their reasons, showing the committee that they their recommendations are based on careful and thorough thinking.

Often even students who do careful thinking have problems moving their thinking into good writing. The teacher of this class has adopted a technique used by other teachers to help them get over this barrier: it is to use an explicit format for writing a persuasive speech. It looks like the following:

PERSUASIVE WRITING BASED ON SKILLFUL DECISION MAKING

PARAGRAPH 1
1) Tell the situation that makes the decision necessary
2) State the purpose of the letter
3) Give several options you have considered
4) Make a recommendation

PARAGRAPH 2
This paragraph is to discuss the positive consequences of your option. State the consequence, give the support, then tell the value and why. Cite 2 to 3 consequences.

PARAGRAPH 3
This paragraph is to inform the person to whom you are writing that some of the consequences of your option could be negative. State the consequence, give its support and tell the value and why. Your number of consequences will depend on how many negative ones you have.

PARAGRAPH 4
Compare your option to at least 2 other options explaining why the consequences of your option are better than the other 2.

PARAGRAPH 5
Rephrase your recommendation giving its most important positive consequences. Closing sentence, e.g.,. *Thank you for your consideration, please consider my recommendation.*

Figure 6 : *Writing Map for Persuasive Writing*

A teacher might be concerned that this might make her students' writing into "formula writing". But after receiving their work this teacher realized that all this template did was to give them a structure. The details, which required deep and careful thinking to formulate, were left to the students. Many students, indeed, rose to the occasion and produced pieces of writing that she judged to be quite excellent.

II.8 Infusing Direct Instruction in Skillful Thinking into Content Instruction: Prompting Students to Articulate, Evaluate and Plan Their Thinking

The teacher of this lesson had learned, through her staff development activities, that it was important in such infusion lessons, to get the students to stand back from the thinking they were doing that was content-related and to think about their thinking itself: to engage in various types of metacognoition leading to their planning how they would do the same type of thinking again when it was called for (Swartz, et al, 2010). For this task she introduced them to a four-step procedure and engaged them in thinking together to share their ideas. The procedure started with the students identifying the kind of thinking they just engaged in, then describing how they did it and then asking, "Was this a good way to do this kind of thinking?" or "Does the procedure need modification. If so, how and then, how can this be turned into an explicit plan for doing the same sort of thinking again?"

Once the students reach this point this teacher and any other teacher working with the students on the same thinking skill usually then remove some of the scaffolding built into the energy unit. They then say things like this to the students: "Use your strategy for skillful decision making to think through this new issue." Their purpose is to start these students on that important road that leads them to *internalizing* these thinking strategies so that they themselves guide their own thinking by selecting the strategies they are going to use. And their teachers expect that they will do all of that when they are not around to remind them, just as good football players can size up a situation and make quick decisions about what they will do in the field without their coaches telling them what to do.

III. Research Findings About Thinking-Based Learning

To date, like with the earlier thinking programs of the 1980s and 1990s, there is a large amount of anecdotal and qualitative data about TBL. It tends to show what the teachers and school administrators who have gathered it all agree are great learning gains. Its focus is primarily

on answering question (1): Does student learning improve as a result of TBL? For example, many individual teachers and administrator observers report more classroom participation, better quality student responses and more enthusiasm for learning in the students they observe. These are often very general and based on selected classrooms. Hence, they have little real evaluative validity except, perhaps, as pointers that should prompt more rigorous evaluation.

Teacher reports about improvement in individual students, or whole classes of students, carry a little more validity and they, too, are multiple. In some cases teachers report significant jumps in externally administered testing after introducing TBL. For example, one teacher in Texas reported a jump from her norm of students scoring in the 70th pecentile on the Texas TAAS test, to scoring the next year and in subsequent years, between the upper 80 percentile to close to 100 percentile, after introducing TBL in her classroom. Many teachers give similar reports about student writing. The more interesting of these reports relate to individual students improvement in their writing after TBL and the use of "writing maps" to guide the writing. Sometimes teachers report that after TBL, student grades on their writing often are double the previous grades these teachers give in the same students for their pre-TBL writing.

While these, too, are much less rigorous to carry much objectively, they do suggest the need for more rigorous evaluation. But more important, these kinds of results seem to me to be responsible for teachers and school administrators wanting to stay with TBL and in many cases, to make TBL teaching a school wide goal.

These kinds of results have spurred more quantitative research efforts. There have been two such projects over the past five years, all with positive results. They describe themselves as "action research" projects. In the first a study on thinking and writing, a number of teachers from a cluster of schools in Wellington, New Zealand, conducted a rigorous study of the impact of TBL and the use of writing maps on students' writing (Galloway, 2007). The grading rubric used by the New Zealand Ministry of Education was used as the scoring rubric in this study. Approximately 200 students from 5 schools were tested. They did both pre/post comparisons as well as control group/ experimental group comparisons. All the writing was coded and the writing from the different groups mixed together. Each piece of writing had two readers. The results showed dramatic improvement in every

aspect of writing assessed – from an improvement of 15% to 30%. Here is a graph from this study that represents improvement in writing based on TBL above the baseline determined by the pre-writing.

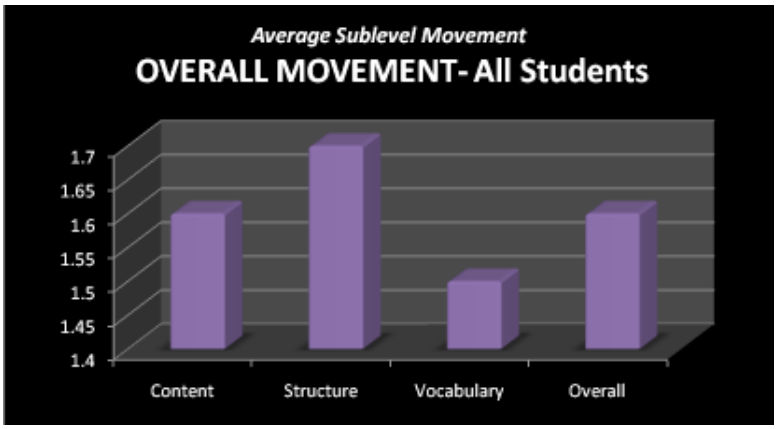

Figure 7 : *New Zealand Study*

The second study was conducted in Saudi Arabia and the students were all female from a girl's school in Riyadh. About 90 students were involved. The study was conducted in Arabic and was modeled on the New Zealand Study. The results were almost exactly the same. Here is a graph representing the difference between the pre-writing and the post-writing.

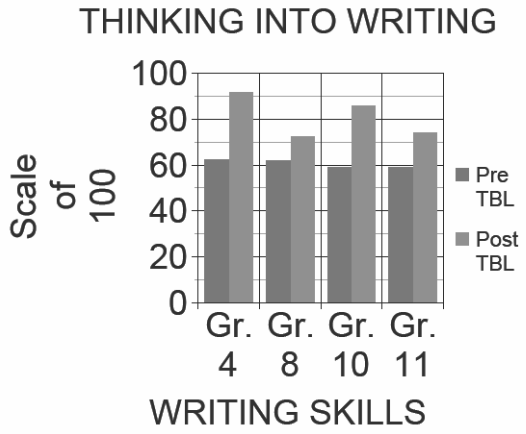

Figure 8 : *Saudi Arabia Study*

No research has been done to determine improvement in content understanding, however, what we really want to be able to judge whether goal (1) has been achieved.

Interestingly, there has also been no quantitative research to determine improvement in thinking in schools as a result of TBL. This is goal number (2). But there has been a considerable amount of research done by individual teachers employing a variety of techniques to teach critical thinking based on results on the one of the standard critical thinking tests in this field, *The Cornell Critical Thinking Test* (Ennis, 2010). These are reported in the 2010 edition of the Cornell test manual (Ennis, 2010). Interestingly enough, only improvement in thinking in school reported is in a program in which teaching thinking was integrated into content teaching (though not using the full array of techniques used in TBL).

With regard to (3), two research projects have been undertaken. Both were at the university level. One was a research project in a woman's college in Riyadh, Saudi Arabia (Alwehaibi, 2010) and the other was a similar project in another woman's college in Dammam, Saudi Arabia (Hamden, 2012). The Dammam study is not based on TBL instruction – rather, it is based on instruction in a stand-alone critical thinking course. The Riyadh study is based on a semester-long experience to TBL.

Both of these studies use the NCTT Critical Thinking Assessment Instrument (NCTT, 2009), an extended-response instrument that describes everyday situations that call for the use of various critical thinking skills. Responses were coded, pre and post-tests mixed together, and each test was read twice. In each case about 80 students were involved, and each did both a pre and post-test.

The results from the Riyadh TBL study showed a 75% overall increase in critical thinking skill applications to real-life situations, though the improvement was less in the case of some of the individual thinking skills tested. Here is a graph from this study.

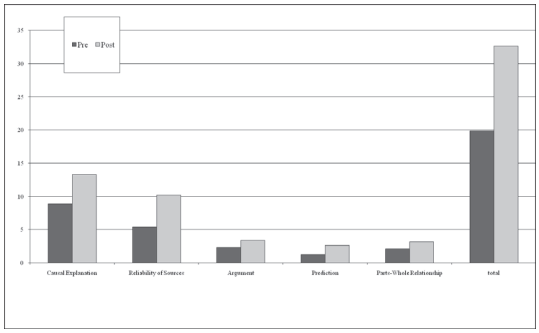

Figure 9 : *Riyadh Study of Thinking Abilities*

The results of the critical thinking course study showed an improvement in real-life applications of skills at analyzing and assessing arguments, but no improvement – in fact in some cases a decline -- in skill capability related to evidence for determining a cause, for judging the reliability of sources, and judging the likelihood of predictions. The course that was taught emphasized argument as the main focus of critical thinking, but gave minimal attention to reasoning based on evidence.

Here are some graphs from this study representing, first, growth in skill at argument analysis and evaluation and second, no significant change in skill at judging the reliability of sources.

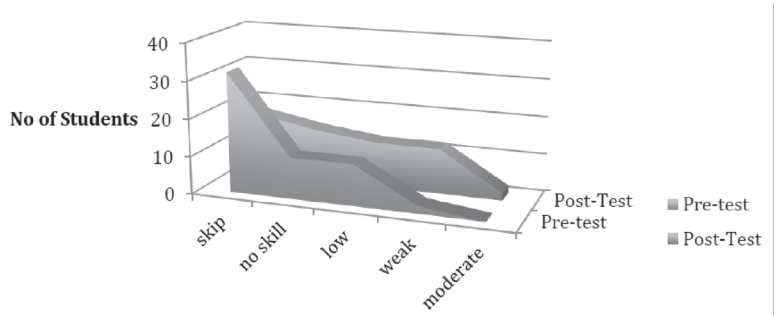

Figure 10 : *Argument Skills*

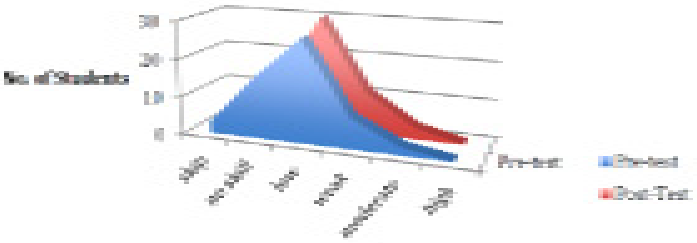

Figure 11 : *Judging Reliable Sources*

The conclusion of the instructors was that the results suggest that instruction in argument analysis and evaluation in a separate course in which practice was drawn from everyday examples is effective, but that causal explanation, prediction and the reliability of sources should probably be infused into substantive content courses rather than taught separately. But they are aware that this study was very limited and cannot be the basis from which one generalizes about how to teach these skills.

IV. Research Needs and Conclusion

In contrast to a very large amount of anecdotal and qualitative data about the impact of TBL on students in the classrooms of teachers who practice TBL, there is a paucity of quantitative research aiming to confirm or disconfirm these results. What there is tends to provide some confirmation, but not enough to draw any significant conclusions from. Given the growing worldwide popularity of TBL as a way of teaching, there is a great need for such research related to (1), (2) and (3) conducted on a much wider scale.

Even the kinds of studies we have reported are multiplied manyfold, there is much more that we need to study. For example, note that all of these studies turned on how *individual teachers* impacted on students using TBL in their classrooms. But when a whole school embraces TBL, as many now are and a coordinated program is established that involves coordination across grade levels and across subject areas in secondary school, what is the result? Is this any different from individual teachers teaching TBL lessons on their own throughout a school? Many schools are now investing considerable money in making their schools TBL schools in which there is a great deal of curriculum coordination. It would seem that this is worth it. But is it? The type of research needed to answer this question is much more complex than any that I have reported in this paper. But it is needed.

Here is a sample of some of the other questions that also need to be answered about TBL by solid research projects.

> Does the use of graphic organizers in TBL classrooms make a significant difference in both content learning and thinking skill development?
>
> Many other educational innovations are being practiced today that do not involve the use of instruction in thinking skills. These often claim significant gains in content learning on the part of the students. How do these compare to TBL?
>
> Metacognition plays what seems to be an important role in TBL. Is it necessary and if so, why?

When an educational innovation catches on in a wide variety of schools it is imperative that research be done to ascertain whether this is justified. But because of the cost of such research and the investment

in time needed to conduct it, many schools and colleges have become satisfied with anecdotal and qualitative data as the basis for this kind of big decision about the direction a school will go in to bring quality education to its students. While not all of this data is subjective, much is. The risks of relying only on such data should be obvious. Teachers and administrators have tried to remedy this by undertaking small action research projects. This is not encouraging in the case of Thinking-Based Learning. Much more is needed. This paper is an appeal to those who can mount large-scale research projects in education to turn their eyes on Thinking-Based Learning. The schools adopting this approach and ultimately their students, will be the beneficiaries of this research and what better objective can a piece of educational research have.

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FEASIBILITY OF SCHOOL PROJECTS OF GCE (A/L) CURRICULUM (SCIENCE STREAM): A STUDY OF STUDENT VIEWS AND CONSTRAINTS[1]

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Abstract

Introducing school projects into the GCE (A/L) curriculum was expected to make a correct path to produce students who can well fit into the application world. However, the common observation is that the students get involved in these projects only to fulfill the requirement for getting admission to the aforesaid examination. Therefore it is important to investigate whether introduction of school projects in to the GCE (A/L) curriculum has been successful and has met its intended objectives.The objectives are to investigate whether the students of GCE (A/L) Science stream appreciate and have positive attitudes towards school projects viz., a) show an actual interest, b) develop skills in handling the projects, c) get time to relax by doing the projects and d) to identify the constraints faced by the students when conducting the projects.

The methodology adopted was the Survey Research Design. 1AB schools of the Central Province were randomly selected and a pre tested questionnaire was employed in all three media viz., Sinhala, Tamil and English as relevant for data collection from the grades of 12 and 13 science stream students and past pupils. The data were analyzed percentage-wise, as well as using the formal statistical methods. The study revealed that ~ 75% of students felt that the project work consumes their study time while a majority did not show an interest towards the projects. Despite these two factors, more than 50% liked to do projects. There was no any relationship between project titles and the field of interest of students. 80% past pupils felt that project work did not help much in finding a job

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[1] Part of this work was presented at the 66th SLAAS Annual Scientific Sessions, 8-10 December 2011, Sri Lanka Association for the Advancement of Science, Vidya Mandiraya, Wijerama Mawatha, Colombo-07.

or for their current job. The evidences obtained at the interviews with relevant stakeholders such as teachers, principals, education authorities, tuition masters, parents etc., were also considered for drawing conclusions and recommendations.

Keywords: Education Reforms of 1997, GCE (A Level) curriculum, A/L School Projects,

Introduction

The school education of Sri Lanka is highly examination centered with students having to follow a formal curriculum through traditional teacher centered learning. This practice has led our school leavers to face the society without skills and personalities and they are less prepared to take the challenges in the working world.

The formal school education in Sri Lanka is divided in to two sectors viz., the primary level and the secondary level. The secondary level is further divided as a) junior secondary level and b) senior secondary level. The senior secondary education comprises two stages, the first being the preparation for the General Certificate of Education - Ordinary Level (GCE O/L) Examination and the second being the preparation for the General Certificate of Education –Advanced Level (GCE A/L) Examination.

The educational reforms in science education were introduced in Sri Lanka with the intention of transforming the nation towards a scientific society. The first reform has been the introduction of 'integrated science' in 1972 at the junior secondary level to facilitate day to day life of people. Two minor revisions were followed; in 1985, 'introductory science' was introduced to year five and in 1998, 'science' was changed to 'environmental science' for grade six. The student centered, activity based 5E learning cycle was the next reform introduced in 2006 (Samarasekara & Vitharana, 2012). In the case of senior secondary level, the National Education Reforms of 1997 have been introduced to remedy the drawbacks such as inability to identify students' real skills, inability to excite students towards self-learning, improve student discipline and student morality etc.

The GCE A/L science stream comprises a massive syllabus in both the physical and biological sciences fields. Students struggle for consuming the whole syllabus in schools with other extra-curricular activities in the period of these two years. They depend on tuition to cover the rest of syllabus and the parents spend a lot of money with many expectations for the admission to a national university.

Only 14.6% of the total eligible students get admissions to the universities, neglecting the major portion of about 86% left behind. Out of the said 14%, only 2% representing the science stream gets admission to universities (UGC, 2008). Therefore, the science stream students live in a highly stressed environment with the heavy work load pertaining to the syllabus.

It is believed that the school projects take children away from the formal teaching and learning process and also from the examination centered education, while involving them in the application world with encouragement towards self-learning process. The traditional teacher centered education leads to involve only in the formal curriculum and it does not allow students to think out of the box. Memorizing the notes, however, controls the knowledge development of students to a certain limit (NEC, 1997). Therefore, the defects such as unable to identify students' real skills, unable to excite students for self learning, diminishing of student discipline and unable to plan an activity to perform have been identified in the normal teaching and learning process.

The National Education Reforms of 1997 have been implemented beginning with Grade 12 in September 1998 and continued into Grade 13 in September 1999. The first A/L examination under these reforms was held in August 2000. Up to 2009 there were nine batches that sat for the GCE A/L examination. It was noted that the project work was taken up by students with a great interest in the beginning, and this activity has been successful in the initial period, but later, it seemed to have lost their purpose as students appeared less actively involved in projects. Further, the students do not show much interest towards these projects since the marks or scores they obtain for conducting such projects are not considered or countered to qualify for the university entrance. Therefore, it is important to know whether the students do these projects only for the sake of doing or whether it has helped students to meet the above mentioned objectives. A study was, therefore, designed and conducted to investigate the views of science stream students and constraints faced by them on school projects.

Literature Survey

As the education is a process of living, whatever the knowledge that is acquired should be utilized to shape and mould one's life (ESDFP, 2006). According to UNESCO (1996), each individual must be equipped with the ability to seize learning opportunities throughout the life to broaden his or her knowledge, skills and attitudes and be able to adapt to a changing, complex and independent world. In order to impart essential skills effectively and successfully to the youth, the secondary education must take into account the four pillars of education as mentioned in the Delors Report (1996), i.e. learning to know, learning to do, learning to live and learning to be. In a country where employment opportunities are

becoming scarce, and highly competitive, self- employment is indisputably an alternative avenue of employment that has to be explored, encouraged and promoted. However, the self-employment requires competency in the skills that are needed for any self-employment pursuit (Ruberu, 2002).

Further, the educational reforms introduced in Sri Lanka from time to time have demonstrated a political will to extend education as much as possible. Another observation is that the greatest resource we have is our people and we should focus on education and expand education opportunities to meet the present financial crisis (Wickramaratne, 2009). When education is accepted as an investment activity, the governments show interest to allocate more and more resources for education. The development of the education system to explore new frontiers of knowledge and match it with dynamic needs of the labor market is vital to achieve a sustainable, high economic and development in the country (Central Bank, 2006).

A major goal of the national education system is to develop creativity, initiate critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality. In this context, the Education Reforms of 1997 was introduced to promote access, equity and improve the quality of education in the general education sector (Gunawardana, 2001). Enforcement of 80% compulsory attendance, school based assessments of science practical sessions, reduction of subjects from four to three, introduction of a common general paper, English medium instruction and school projects were the changes made by these reforms in Grade 12 and 13 (SLAAED, 2000). However, there are not many studies published in the area of feasibility of GCE (A/L) projects introduced by the Education Reforms of 1997.

A research study was, therefore, undertaken with the objectives of finding out whether the students a) have an actual interest towards the school projects; (b) develop skills in handling the projects; c) get time to relax their minds and also (d) to identify the constraints faced by the students when conducting the projects.

Materials and methods

There are 9685 schools in Sri Lanka, out of which, 712 comprise GCE (A/L) science stream classes that are categorized as 1AB schools. The Central Province of Sri Lanka was selected for this study. The Province comprises three districts namely Kandy, Matale and NuwaraEliya with 96 schools of 1AB. The GCE (A/L) Science student population in the Central Province

in all three media namely Sinhala, Tamil and English was 11,574 (Ministry of Education, 2012) and a sample of 500 students was considered in this study in propotion to the number of A/L students available in three districts respectively.

The survey design was employed for data collection. A structured pre-tested questionnaire in all three media was distributed among students to obtain data such as personal, educational, extra-curricular activities and detailed information on the school projects handled by them. The questionnaire survey was followed up with formal and informal interviews to get in depth information on certain issues and also to fill the gaps of data obtained from the questionnaire. Formal and informal interviews were also held with 25 teachers in the science stream, 15 educational authorities and 25 parents.

Data analysis was done by categorizing according to the cross tabulating percentages (Table 1) and also by combining the evidences received at the interviews. Further analysis was done using formal statistical methods such as Pearson correlation and chi- square test to check whether there are any relationships existing in the categorical variables. Relationships between various factors were also analyzed with the guidance of a statistician.

Results and Discussion

This study was conducted in 2008 to find out the present status of school projects introduced to GCE (A/L) from 2000. It was further extended to find out the constraints faced by students, to identify whether the projects reached the goals and to make suggestions to overcome the problems related to the drawbacks in the system. The results of this study are discussed below. Rate of district-wise responses of students are shown in Table 1.

Table 1- District wise responses and total response rate

District	No. of Sample	No. of Responses			
		Male	Female	Total	Percentage (%)
Kandy	310	111	150	261	84.2
Matale	90	24	40	64	71.2
NuwaraEliya	100	43	39	82	82.0
Total	**500**	**178**	**229**	**407**	**81.4****

** Average

The highest response rate to the questionnaire was obtained from the Kandy district (84.2 %) followed by the NuwaraEliya district. The lowest response rate was reported from the Matale district (71.2 %). The average response rate to the questionnaire survey was 81.4%.

The studied sample comprised all three categories viz., (i) both projects completed; (ii) single project completed; and (iii) both projects not completed. These categories were further analyzed to study the effects of different variables such as district, gender, primary education and secondary education, medium of instruction, subject streams followed and the topic selection towards the successful project completion. The status of the individual projects and the group projects conducted by students during the study period is given below (Figure 1).

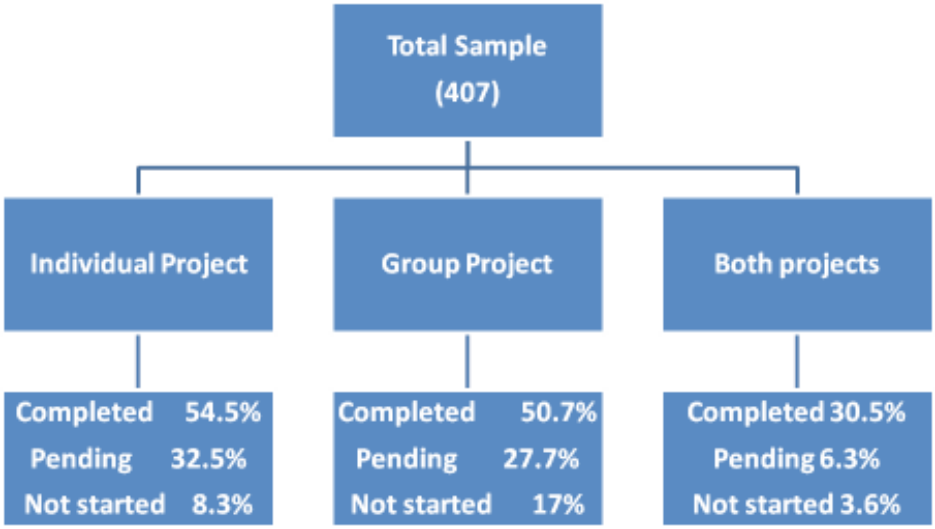

Figure 1- sample chart with the project status scenario

The above figure shows that only 30% of students completed both projects in time. The rate of the completion of both individual and group projects was more than 50%.

(a) Project completion by districts

More than 50% of the 1AB schools of the Central Province are located in the Kandy district. The school projects must be completed at the end of second term of Grade 12. Although the sample was mostly from Grade 13, yet an incompleteness of projects was observed in all three districts studied (Table 2).

Table 2 - Districts Vs project completion

District	Total Sample	No. completed both projects	Percentage(~%)
Kandy	261	71	27.2
Matale	64	03	4.7
NuwaraEliya	82	48	58.5

The NuwaraEliya district showed the highest rate (58.5 %) of project completion followed by the Kandy district, which contained more than 50% 1AB schools. A principal of a leading school of Matale stated that his school prepare students mainly aiming at the university entrance and therefore, the school does not give much attention to the projects since the students do not gain any score for the projects except spending their valuable time (*Interview, 16/11/2008*).

(b) Gender wise project completion

There are boys' schools, girls' schools and mixed schools in the list. When the gender is considered, 28.4% female students and 31.5% male students had completed both projects in time (Table 3).

Table 3 - Gender Vs. project completion

Gender	No. of respondents	Bothprojects completed	Percentage(%)
Female	229	65	28.4
Male	175	55	31.5
Total	404	120	29.7

The statistical analysis further showed that there is a relationship between gender and completion of projects. A teacher from a mixed school stated that boys do complete the projects but failed to submit a report, as they are lazy to write. Most of them copy the project report from others. Girls do not submit the reports in time as they are not satisfied with the work already completed, but keep on improving the project report (*Interview, 19/01/2009*).

(c) Primary Education and project completion

In order to find out whether there is a relationship between the primary education and the project completion, the performance at the grade five scholarships was taken into consideration. Only the completed level of project was considered.

Table 4 - Primary education Vs project completion

Gr.5 Scholarship performance	No. of respondents	Completed both projects	Completed Single project	None
Passed	181	75 (41%)	70 (39%)	6
Failed	226	41(18%)	109 (48%)	8

Table 4 indicates that students who have passed the year 5 scholarship examination have performed well in completion of the projects and the statistical analysis showed that there is a relationship between the good performance at the primary education and project completion. Many teachers who were interviewed agreed with this observation. A parent who is a teacher stated that her daughter did not find any difficulties in doing or completing projects although she was guided by her teachers. She passed the grade five scholarship with high marks and from her childhood she was brought up to do her work perfectly (*Interview 27/03/ 2009*).

(d) Secondary education and project completion

The grades or scores obtained for science and mathematics at the GCE (O/L) examination were considered to find out the effect of secondary education on the conductance and completion of projects.

Table 5- Performance at the GCE O/L examination (Science and Mathematics)

Grades obtained	No. of students (both subjects)	No. of students (one subject)	No. of students (neither A / neither B)
A	60	54	4
B	22	16	6

Statistical analysis showed that there was a relationship between the performance at the GCE (O/L) examination (Science, Mathematics) and completion of the projects. A teacher interviewed also confirmed that there was a relationship between O/L results and A/L project work. The students who obtained very good results do the projects readily and try to submit earlier than others (*Interview on 14/01/2009*). As observed by a past pupil that many school teachers trained their students to obtain the A/L best results and the tuition teachers also discourage the students stating that projects were waste of time. Alarmingly, it was revealed that some tuition teachers also sell the written projects (Interview on 16/01/ 2009).

(e) Medium of study vs project completion

Most of the students follow the A/L curriculum in their mother tongue, which is either Tamil or Sinhala. The data indicated that 54% Sinhala medium students, 24.5 % of Tamil medium students and only 18.9% of English medium students had completed both projects. The statistical analysis also showed that there is a relationship between the medium of instruction and completion of projects indicating the best performance by Sinhala medium students.

An Assistant Director of Tamil medium stated that there were many resource persons available in the Sinhala medium and therefore, the Sinhala medium students gain much knowledge and directive on conducting projects. Also, most of the teacher guides were available in the Sinhala medium only. Hence the Tamil medium students do not get much instruction from the resource persons due to the language problems (*Interview on 21/01/2009*).

(f) Subject streams followed vs project completion

This study was limited to the science stream only. It was observed that the science stream students struggle by the work load than that of the students of other streams. However, the statistical analysis showed that there was no any relationship between the subject streams (physical and biological science) followed by students and completion of the projects. A chemistry teacher who was also the class in- charge stated that she did not observe any difference between the physical science students and the biological science students in conducting and completing projects. According to her, all the students face same kind of problems when involved in the projects. And all of them delay the submission of the reports

until the last moment and even then, they do so because it is compulsory to submit project reports to obtain admission for the G.C.E. A/L Examination (*Interview on 03/12/2008*).

(g) Project topic selection

The ethical aspect of school project is that the students should select a project title according to their interest because then only the main objectives of introduction of school projects will be fulfilled. Students are usually asked to submit three titles and one suitable title is selected by the teacher in- charge. Then the student is asked to write the project proposal. It was found from the informal interviews that most of the students did not submit any project proposal and some of them were not even aware of the concept of preparing a project proposal. Since the study was limited only to the GCE A/L science stream, it was investigated whether the topics of students were science related or not (Figure 2).

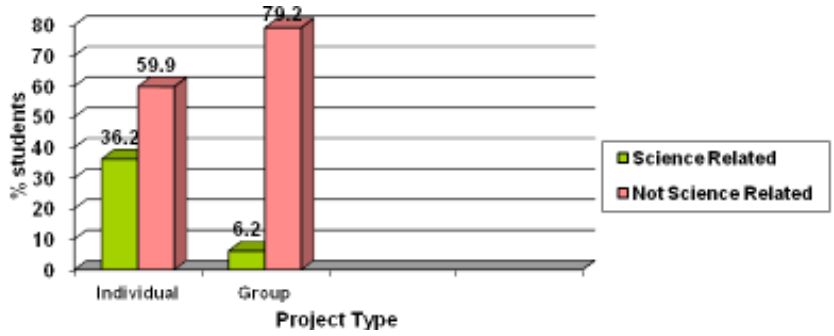

Figure 2- Topic selection for projects

Nearly 60% of individual projects were not related to science and 79.2 % of group projects were also not related to science. The higher rate of non science related group projects could be due to the diversity of ideas among the group of students involved. Most of the non science related projects were laboratory repairing, classroom painting, gardening etc. Also only a very few students have attempted to do projects with innovative ideas and such attempts were mostly limited to their individual projects.

(h) Reasons for selection of titles

The total sample was categorized according to the reason for selection of topics viz., (a) easy to handle, (b) availability of information, (c) interesting and (d) low cost. Students responded to more than one options. Figure 3 shows the percentage of students who selected the title for particular reason.

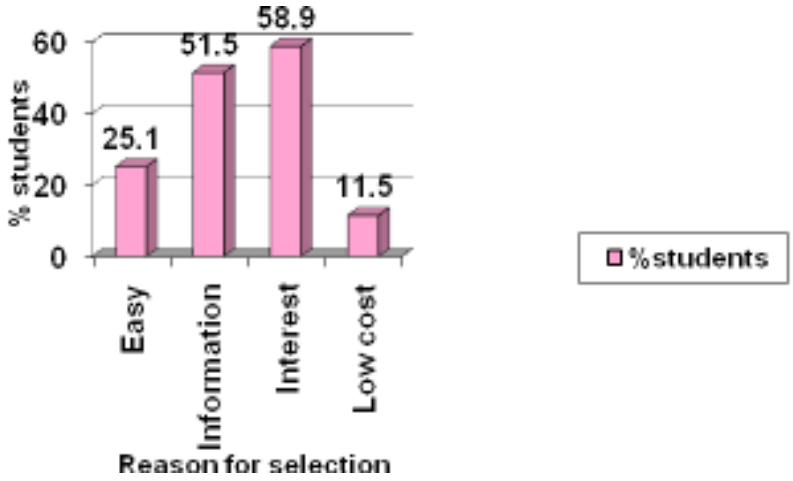

Figure 3- Reasons for selecting topics and student percentage

A student stated that she selected the title mushroom production for the individual project, which was done by her elder brother who was two years senior. Hence, she was able to collect information readily and due to this reason, it was easy to complete the project in time. Another girl who completed a project on the tea industry mentioned that she was not interested in that topic but it was easy to find data and other details, since her uncle was a manager in a tea factory (*Interview on, 06/01/2009*).

(i) Willingness towards the school projects

Table 6- Willingness towards the projects

Willingness	No. of Students	Percentage (%)
Both projects	203	51
Individual project	57	14.3
Group project	88	22.1
Disliked both	50	12.6

As per the above Table 6, nearly 50% students preferred to do both projects and 14.3 % students liked to do the individual projects and 22.1 % liked to do group projects. Hence the results indicate that in general, more than 85% students like to conduct at least one school project.

(j) Skills improvement

One of the specific objectives of this study was to find out whether the school projects improve the skills among students. Skills improvement is an objective of the school projects. Students were asked to mention the level of skill improvement on both their projects. The following chart shows the level of skill improvement.

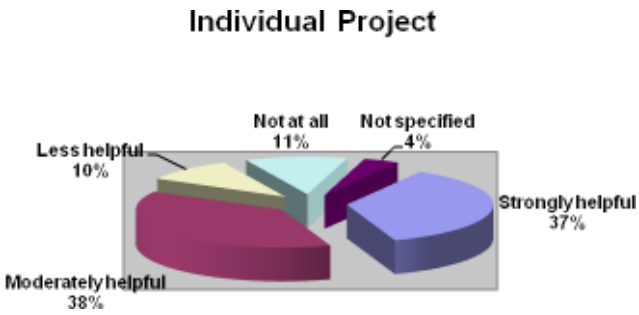

Figure 4 - Helpfulness of individual projects for skills improvement

Thirty six per cent of students mentioned that the individual projects strongly helped to improve skills. 38% of students mentioned it moderately helped and hence in general, about 75% of students (38% +37%) accept that conducting research projects has been helpful for skills development which is an important finding of this study. However, a doctor mother stated that her daughter wasted time on writing the individual project with her huge work load. The project was a burden to her and also there was no visible improvement of skills (*Interview on 02/02/2009*).

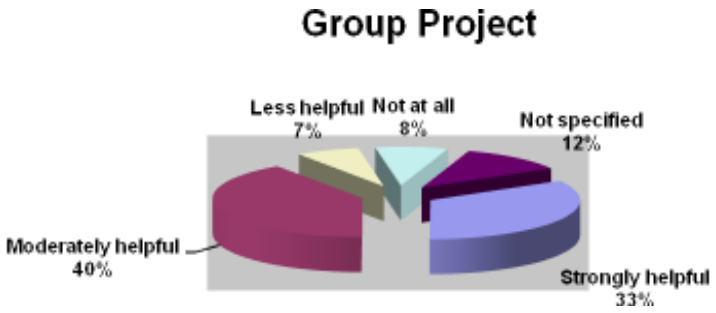

Figure 5 - Helpfulness of group projects for skills improvement

The group projects were introduced to facilitate personal development aspects such as sharing different ideas, harmony among the students and enjoy group work. Similar to the observation made on the individual

project, 73% students indicated that involvement in the group project was strongly helpful or moderately helpful in improving their skills. However, an Assistant Director of Education stated students mostly do not show any interest in the group projects. The main reasons were the lack of cooperation among the members and the financial problems. Rural students usually select less expensive projects to do outside the school. But most of the urban school teachers and principals advise the students to do group projects that are related to cleaning school surroundings (*Interview on 15/02/2009)*.

(k) Project handling and mind relaxation

It was another expectation of the school projects that the minds of students get relaxed by doing projects in any field of their preference. Therefore the students were asked to specify whether they experienced any kind of relaxation when handling the projects. The responses were analyzed as against the individual projects and the group projects. Figure 6 shows the rate of responses.

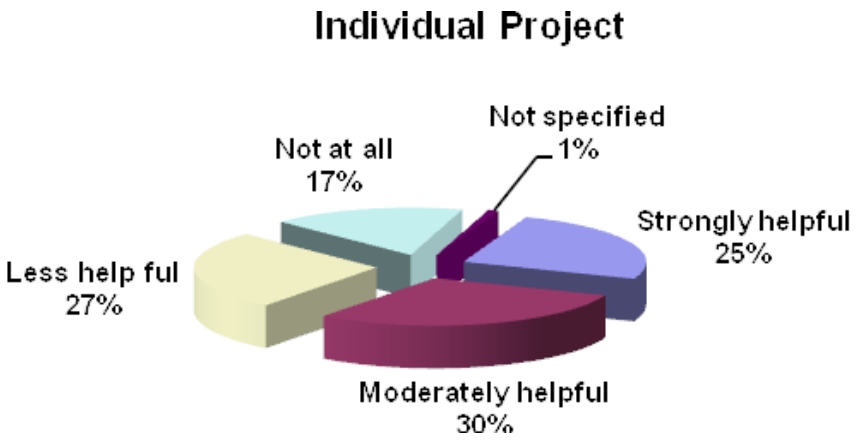

Figure 6- Helpfulness of individual projects for relaxing mind

Fifty five per cent of the students were of the view that the individual project was strongly or moderately helpful in relaxing mind from the subject work load. When the students having positive views towards the projects were interviewed, almost everybody said if the syllabus is reduced they would really enjoy doing the projects (Interviews on 17/18/19/21 of February 2009).

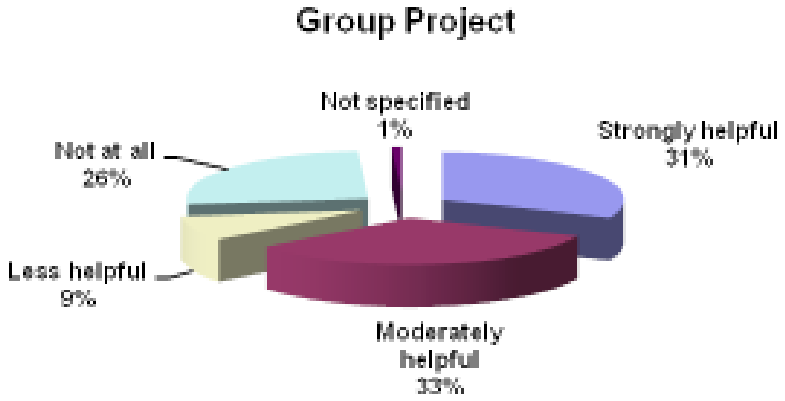

Figure 7- Helpfulness of group projects for relaxing mind

Interestingly, about 64% of students were of the view that group project helped strongly or moderately to relax their minds, which is another positive aspect of introduction of school projects. An In-service Advisor (ISA) who was in charge of the A/L projects stated that since the subject workload is huge, students spend a mechanical life and fail to do the projects in a proper way. Therefore he believed that the project was a burden to the students (*Interview 13/01/2009*).

(l) Difficulties in conducting projects

One of the specific objectives of this study was to identify the constraints faced by the students when conducting the projects. The Table 7 shows the views of students in regard to various aspects of project handling. Nearly 75% of the students felt that doing projects is a time consuming effort. 44% stated they struggled for finding a title and 23% faced difficulties in collecting data, which were the main constraints.

Table 7- Difficulties faced by students

Difficulties faced	No. of Students
Spending more time(Time)	305 (74.9%)
No source for data collection (Data)	90 (22.2%)
No guidance from teachers (Guidance)	32 (7.9%)
No financial support (Finance)	76 (18.7%)
Finding a title (Title)	176 (43.3%)

(m) Views regarding the school projects

Following views were indicated by the past pupils regarding the school projects of GCE (A/L).

Table 8- Views regarding the school project

Views	Responses %
Students must be guided by teachers in doing projects	56.4
Science stream students must do science related projects	24.0
Students must be brought up from junior classes to do projects	44.3
Lack of knowledge to understand the projects	29.6
Lack of facilities in schools to do good projects	32.4
No change will be promoted in personality development of students	28.2
Lack of science knowledge among the students	14.1
Project marks must be considered for university admission	25.4
Project work should exclude from the G.C.E.(A/L) curriculum	14.1
Other	2.1

From the above responses, more than 50% school leavers felt that the guidance from teachers was important while 44.3% mentioned that doing projects must be introduced from the lower grades. Another important observation was that the students believe that a considerable weight should be given to the marks of projects when considering for the university admission.

Discussion and Conclusion

This study was conducted to find out the feasibility of the school projects introduced to GCE (A/L) from 2000. It was further extended to find out the constraints faced by students, to identify whether the projects reached its goals and to make suggestions to overcome the problems related to the failure in the system. The results of this study were discussed below.

Only 30% of the students had completed both projects in time during the investigation. Others remained under categories of (a) pending completion; (b) either individual/group project not started; and (c) both projects not started. In the Central Province, the NuwaraEliya district showed the highest rate of completion of projects. The Kandy district students showed a moderate rate in completing projects while the Matale district showed a very low rate of completion of the projects. According to the results there is a relationship between the districts and project work completion.

It was revealed that male students completed both the projects than the female students and hence, there is a relationship between the gender and the project completion.

Students who passed in Grade 5 scholarship examination completed both projects than the students who failed the said examination indicating that there is a relationship between the level of primary education and project completion. A positive relationship was also shown between secondary education and project completion since the students who performed well at the GCE O/L examination had completed the projects better.

Further, there is a relationship between the medium of instruction and the completion of project work. Sinhala and Tamil medium students in the Central Province had completed the school projects than the English medium students. However, it was not able to find any association between the subject streams followed (biological or physical) in the A/L classes and the project completion since all students in both the science stream showed a similar trend in completing the projects.

The selection of topic for projects was the main problem faced by the students and in most cases; the failure of projects depends on the title selected. Students had no idea as to how to select a proper title .Titles were usually selected on the basis of convenience to conduct, low cost, resource availability and merely being an interesting field.

There is no relationship between the gender and willingness to conduct projects. 50% students liked to do both projects in spite of the fact that the project work was time consuming. 13% mentioned they did not like to do any projects as they consume time. 70% stated that doing projects increased their knowledge; nearly 70% students felt that there is a development in skills through projects and it was revealed that group projects helped in improving skills than the individual projects.

Also 25% of the students stated that their mind got relaxed from the workload by doing individual projects and 30% of the students stated that they were more relaxed in doing group projects but nearly 50% was of the view that projects did not help in mind relaxing.

As for the constraints, (a) heavy time consumption, (b) finding a suitable title, (c) difficulty in data collection, and (d) financial support were the issues mentioned by the students. However, 75% of the students mentioned that spending time on projects was the main problem indirectly indicating the competitive nature of the GCE A/L examination.

In regard to the past pupils; 43% of them had completed only one project. Out of the past pupils interviewed, 50% of them mentioned that the individual project helped them in developing skills while another ~ 25% stated that the group projects improved skills. The rest did not accept the fact that the projects helped in improving their skills.

The results also indicated that 30% past pupils was of the view that individual projects helped them in career prospects while more than 50% stated that the group projects conducted by them did not help in their present career status. However, the past pupils highlighted an important fact that the teacher guidance in projects is a must and the students also should be brought up from their early childhood to do school projects. Also they felt schools must have facilities to conduct projects and the marks of the GCE A/L school projects should be added when selecting students for university admission.

Recommendations

School is the essential agent in bringing about socialization of students with a formal and hidden curriculum. The rules and regulations, detailed time schedules, discipline procedures attendance achievement, meetings, athletic events and ceremonies etc., socialize the students to face the application world.

The study revealed that the introduction of school projects under the National Education Reforms of 1997 is a positive attempt in achieving its goals. Nevertheless, it is strongly recommended that arrangements are made to conduct workshops for the G.C.E. (A/L) students on conducting the projects in a scientific way with proper methodology along with preparation of concept notes and research proposals. It is appropriate that these workshops are conducted for prospective students of the G.C.E. (O/L) examination during the period they await for getting admitted to

the GCE A/L classes. The project work training should be conducted by resource persons who are specialized in the subject. All schools having the GCE A/L classes must be included without any discrimination in these kinds of workshops.

Besides the teachers' in-charge of the A/L projects needs to be trained in student guidance towards project work .It is recommended that these kinds of training programmers should also be conducted for the A/L teachers from all areas in the country. Further, the respective teachers must be released from the heavy workload to guide and supervise the students as per a scheduled time table, so as to motivate the students to conduct projects in proper manner. Also, the teachers who receive training must be monitored by the Directors of Education to learn whether they make use of the training in a productive manner.

All the projects must be properly planned and proposed in such away that the handling of projects must not be a burden but should provide a pleasant experience to all the students. Besides, the students do not show any concern on the projects since there is no value in them for the university admission and therefore, it is recommended that all the projects must be evaluated according to a proper scheme and a mark should be given as a criterion for the university admission. In this context, the policy level adjustments should be worked out allowing proper evaluation of the projects.

Further it is necessary that the principals, deputy principals, teachers and parents must be made aware of the value of conducting school projects. Schools must be facilitated to do projects that lead to innovation while encouraging students to come up with innovative ideas.

Finally, it is emphasized that all the relevant stakeholders from the top level to the level of student must change their attitudes in favour of the school projects and must work as a system to promote the skills and personality development of students. Also, the students should be awarded for their creativeness, which in turn will motivate the younger generation to become personnel having developed skills in the direction of logical thinking, correct methodical approach with critical analyzing ability that are required to face the challenges in the working world in particular, and in the society as a whole.

Acknowledgement

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REACHING THE UNREACHED: CASE STUDY OF THE THREE VANNI DISTRICTS IN SRI LANKA UNDER THE POST-WAR CONTEXT

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ABSTRACT

This study attempts to identify the professional development needs and aspirations of graduate teachers and assess their problems and issues in fulfilling them under the post-war context in the three *Vanni* districts of Sri Lanka. The main purpose of this study is to make recommendations to relevant regional and national policy makers to formulate effective strategies to develop a network to continuously upgrade professional competencies of graduate teachers. Using a mixed research method the survey design was applied to collect data from a sample of about five hundred graduate teachers and also from other stakeholders such as education officers, principals and In-service advisors mainly through questionnaires and interviews. The data were analysed using descriptive statistical techniques. The analysis revealed that the majority of the graduate teachers in the three districts did not have any professional training for a long time and whatever training they received were limited to a few components of professional development. Incidentally about fifty percent of the graduate teachers did not receive any pre-service training before their recruitment. They identified various factors such as personal problems, official bottlenecks, transport difficulties, lack of higher education institutions in the districts and lack of motivation due to civil unrest etc. for their current status in professional competency. However almost all the teachers expressed their willingness to get their professional skills updated and requested for appropriate networking and structures to be established in their districts. There is a solid demand for the Open University of Sri Lanka's educational programmes. Many respondents also regretted that their working environment was not conducive to show the best of their professional performance and requested immediate inputs to improve their working environment. The study has put forward many suggestions and recommendations for the relevant authorities with regard to the professional improvement of the teachers in the *Vanni* districts.

KEY WORDS

Vanni districts, graduate teachers, professional development, post-war context, teacher aspirations

INTRODUCTION

After a period of almost three decades, the war-ravaged *Vanni* districts namely Mannar, Kilinochchi and Mullaitivu are slowly but steadily moving forward with a hope to regain their past glory. In spite of the fact that the whole of Sri Lanka suffered the impact of war, it is the *Vanni* districts that received the most serious effect of the war. There is evidence that the post-war reconstruction and rehabilitation activities are trying to revamp the entire education network in the three districts. However much has to be done in the education sector to repair the colossal damages inflicted by the thirty year war. Particularly the professional needs and aspirations of teachers who form the second most important segment in any education system, have to be seriously considered if any meaningful progress in the educational level of the students in these districts has to be achieved. This study is an attempt to identify and assess the professional needs and aspirations of graduate teachers in these districts with the major objective to generate and disseminate relevant and much needed information to the national and regional educational policy makers and planners so that they will be able to develop programmes and projects to professionally support the teachers in these areas.

The specific objectives of this research are as follows:

1. Identify the professional needs of graduate teachers in the three *Vanni* districts of Mannar, Killinochchi and Mullaittivu;
2. Identify the professional development opportunities available to graduate teachers in these districts;
3. Evaluate the problems and issues they face in effectively accessing those opportunities available to them; and
4. Make appropriate suggestions and recommendations for the Faculty and other relevant authorities to design effective strategies to enhance professional development opportunities of graduate teachers in these districts.

REVIEW OF LITERATURE

Teachers play an integral role in shaping the next generation of any country and Sri Lanka is not exception to this. There are approximately 200,000 teachers serving in about 10,000 schools throughout the country. In order to maintain and develop the effectiveness of classroom processes the education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. To equip the teaching body with the skills and competencies needed for its ever changing roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge based society (Barber and Mourshed, 2007).

The quality of teaching and teacher education are key factors in securing the quality of education systems and improving the educational attainment of young people (Wilson & Berne, 1999). Therefore teacher education, initial and ongoing, needs to ensure that teachers gain and maintain a good understanding of the theories of teaching, learning and development and the skills necessary to operate effectively within teaching environments. Providing this education is a key element of raising the quality and status of the teaching profession. Therefore it is true that professional development with teachers is central to improving students' opportunities to learn. We can hear similar statements from teachers to policy makers who, for various reasons, suggest that for schools to increase student achievement, teachers need to build their understandings of subject matter, learning, students' thinking and pedagogy.

Teachers have a variety of professional development requirements which may be at different levels. The environments in which teachers work, and the demands placed upon them by society are increasingly complex. Annual Presidential Address of the American Education Research Association (2004) suggested that teacher professional development must remain a top priority within this era of 'No Child Left Behind'. Borko (2004) supported the same idea by highlighting the inadequacies of typical learning opportunities for teachers (Wilson & Berne, 1999).

Teacher quality is significantly and positively correlated with pupil attainment (Darling Hammond et al., 2005; Greenwald, Hedges and Laine, 1996; Rockoff, 2004); that it is the most important within-school explanation of student performance and its effects are much larger than the effects of school organization, leadership or financial conditions (Rivkin, Hanushek and Kain, 2005). Further, there is a positive correlation between in-service teacher training and student achievement (Angrist and Lavy, 2001; Bressoux, 1996).

Professional development should promote social interaction and collaboration among teachers and staff and provide opportunities for practice, reflection, discussion, evaluation, feedback and revision (National Staff Development Council, 2001; Corcoran, 1995; Kerka, 2003; Tolbert, 2001; Kutner, Sherman, Tibbetts & Condelli, 1997). This professional development is planned as an integral part of what teachers do: it addresses their needs and interests and becomes an element of their daily work (Corcoran, 1995; National Staff Development Council, 2001; Belzer, 2005). The study on professional mobility of women teachers found that they prefer to develop their competency in teaching and at the same time they expressed that they need more training on language development, computer training, time management, personality development and leadership development (Kugamoorthy, 2009).

A study of the common characteristics of the most successful school systems highlights the central role of teachers, asserting that "the quality of an education system cannot exceed the quality of its teachers" and that "the only way to improve outcomes is to improve instruction" (Barber and Mourshed, 2007). High-quality teaching is a prerequisite for high-quality education and training, which are in turn powerful determinants to create more jobs and growth of the region. School education is an important. Passing on the values, skills, knowledge and attitudes required for democracy, citizenship, intercultural dialogue and personal development and plays an essential role in the acquisition of the key competences needed for successful integration into economic life. Schools, therefore, have a duty to provide their pupils with an education which will enable them to adapt to an increasingly globalised, competitive, diversified and complex environment, in which creativity, the ability to innovate, a sense of initiative, entrepreneurship and a commitment to continue learning is just as important as the specific knowledge of a given subject.

Researchers have suggested that policy and practices construct high quality professional development and provide for the "essentials" for teacher learning (Ball & Cohen, 1999; Borasi & Fonzi, 2002; Hawley & Valli, 1999; Louckes-Horsley, Love, Stiles, Mundry & Hewson, 2003; Wilson & Berne, 1999).

The Tracer Study of Graduates/Postgraduates of 2009, Open University of Sri Lanka (Gunawardena & Ekanayake, 2010) indicated that Geographical distribution was a matter for concern. Geographical distribution of respondents in various programmes of study shows that the Faculty of Education draws students from a large number of districts.

The findings of this survey indicated that this objective has not been totally achieved yet, as the number of students from disadvantaged locations, gaining higher qualifications is as yet relatively small.

Education is attributed a key role in both preventing conflict and rebuilding post-conflict societies. The dialectical approach to education, which was ceaselessly emphasized by the Brazilian educator Paulo Freire, signifies within a scenario of conflict or post-conflict that every education system has the potential to either aggravate the conditions that lead to violent conflict or to overcome and heal them.

Education systems are invariably debilitated by conflict. Education for All Assessment Thematic Study on Education in Situations of Emergency and Crisis (UNESCO, 1999) concluded that 'man made' and natural disasters have emerged as major barriers to the accomplishments of Education for All (EFA). International Working Group on Education IWGE (2003) recognized that conflict as a substantive obstacle to EFA. Hanemann (2005) also pointed out that conflict has a devastating impact on education and literacy, both in terms of the suffering and psychological impact on learners and teachers and in terms of the degradation of the material conditions and infrastructure.

A recent study on gender and conflict shows that of the 25 countries with the lowest levels of female adult literacy, 10 are either experiencing armed conflicts or recovering from it (Kirk, 2004). The probability of most of these countries to meeting EFA goal 4 is minimal. In a recent meeting of the International Working Group on Education, 68% of the 'conflict countries' were assessed to be 'off-track' in their trajectory to meet the EFA goals (IWGE, 2003).

The Dakar Framework for Action (2000) emphasizes that countries in transition, countries affected by conflict and post-crisis countries must be given the support they need to achieve more rapid progress towards education for all. While emphasizing the "key role" of education "in preventing conflict in the future and building lasting peace and stability".

During wartime and prolonged conflict the school buildings and infrastructure are damaged or destroyed, qualified teachers are displaced and the lack of security prevents parents from sending their children, particularly their daughters, to school. The latest Refugee Education Indicators and Gap Analysis released by UNHCR (2004 b) covering 118 refugee camps in 23 Asylum countries, provide an overview of five education indicators and also allow quantifying the gaps that UNHCR's educational programmes need to bridge to meet these standards.

Afghanistan National Human Development Report (UNDP, 2004 b) indicated that under the post war context promoting long-distance education programmes and eliminating prevailing gender disparities is important for human development. Afghanistan National Human Development Report advocates that provision of equal access to a basic and balanced education system is necessary and basic and balanced education system should include increased allocations and support for "general, non-formal, functional literacy, vocational and teacher education programmes and distance radio learning to compensate for the lack of capacity in remote areas of the country".

The Faculty of Education of the Open University of Sri Lanka realizes the importance of *quality teachers for quality education* which is reflected in its vision that states that the Faculty wants to be the leader of the advancement of knowledge and professional practice in education as a fundamental human endeavour through open and distance learning in Sri Lanka and in the region. To attain this vision, during last three decades the Faculty has been constantly striving to introduce several teacher education programmes and expand these programmes throughout the country. Post Graduate Diploma in Education (PGDE) is one of such programmes which is also the most popular and demanding programme among the graduate teachers who need to update their professional capabilities for their career development. This programme is offered through the ODL mode which effectively reaches even the most remote and disadvantaged areas of Sri Lanka which may otherwise remain unreached forever.

However the Faculty could not successfully reach the three *Vanni* districts which remained unreached for more than three decades of civil unrest. This study attempts to probe the professional needs, available opportunities for the teachers for their professional development, the problems and issues they face in making such opportunities with a view to make appropriate suggestions and recommendations to the national and regional policy makers and planners as well as to give necessary information to the Faculty to take necessary actions to effectively encompass these districts in its teacher development activities.

METHODOLOGY

Research Design

Quantitative and qualitative research approaches were used in this study within a framework of a survey research design. Interviews were conducted with the Zonal Directors of Education, Principals and In-service Advisers. Focus group discussions were carried out as the qualitative component.

Population and the Sample

The population for the study constitutes graduate teachers teaching at various schools in the three *Vanni* districts namely**– Mannar, Killinochchi and Mullaittivu.** The target population consisted of graduate teachers in the three *Vanni* districts out of which five hundred were included in the sample. In addition three Zonal Directors of Education, 15 Principals and 18 In-service Advisers were also incorporated to the sample.

Instruments of Data Collection

Two types of instruments were used for data collection namely (a) a questionnaire and (b) interview schedules. The questionnaire was of the structured type and focused on collecting data on five identified key areas: the background information of graduate teachers, the professional needs, professional development opportunities, problems and issues related to professional development and problem faced by the OUSL PGDE students living in the three *Vanni* districts. Interview schedule was aimed at collecting more comprehensive data relevant to selected items of the questionnaire and identify the need for opening study centres in the three *Vanni* districts.

Construction of the Questionnaire

The instruments were constructed by the research team. In order to get responses from graduate teachers the items of the questionnaire were arranged under four key areas as follows and part 'E' is included to get the responses from the students of OUSL PGDE:

A- Background Information
B- Professional Needs
C- Professional Development Opportunities
D- Problems and Issues in Professional Development
E- Special focus on Problems and Issues faced by OUSL PGDE Students

There were 33 main items in the whole questionnaire and the number of questions in each key area was varied. Also, under some of the main items there were several sub items, which were included to get a wider understanding on the aspects related to the main items. Rating scales, rank order type questions, selection of the most appropriate answer, structured type questions as well as a few open-ended questions were among those sub items.

The initial draft of the instruments was done by the research team leader. The instruments were revised again and again on the basis of the comments made by the team members. The revised questionnaire was translated into Tamil language by the research team members.

Development of the Interview Schedule

The main objective of developing interview schedules for Zonal Directors of Education, Principals and In-service Advisers were to triangulate data in order to identify mutual validation. Further, in addition to the information collected from the questionnaire it was expected to obtain more in-depth information from interviews to get a complete picture of the situation. Therefore, the items of the interview schedule were focused on obtaining detailed information on some of the items included in the questionnaire such as professional need of the their graduate teachers, level of satisfaction with the available professional development opportunities, their contributions for professional development, problems and issues faced by their graduate teachers, importance of open an OUSL study centre and facilities available to open a study centre.

RESULTS AND DISCUSSION

The majority (92%) of the graduate teachers in the three districts expressed that professional training is needed for their professional development. Only 53% of the graduate teachers mentioned that they received pre-service training before the appointment. The rest mentioned that they did not receive any pre-service training. 30% to 40% of the graduate teachers mentioned that, before the appointment they received the training only on classroom management, methods of teaching, preparing teaching aids, lesson plan, assessment and evaluation out of the 20 types of trainings which help to develop professional competencies among the graduate teachers.

Forty six percent of the graduate teachers have not upgraded their professional qualifications while they were engaged in the teaching profession. They expressed various reasons such as personal problems, official bottlenecks, transport difficulties, no higher education institution in the districts and lack of motivation due to civil unrest situation etc. Similar finding was reported by Hanemann (2005) whose study revealed that conflict has a devastating impact on education and literacy, both in terms of the suffering and psychological impact on learners and teachers, and in terms of the degradation of the material conditions and infrastructure.

Outcome of the interviews and focus group discussions also confirmed that graduate teachers of *Vanni* districts face various constraints to upgrade their professional qualifications. Under the post war circumstances the majority (65%) of the graduate teachers conveyed that, they prefer to upgrade their professional competencies to cope with the present national and international standard of professionalism. Therefore the majority of the graduate teachers expressed their first preference as having Computer training. 40% of the graduate teachers expressed that they need a career guidance centre for their professional development and at the same time 22% and 20% of the graduate, teachers requested a district centre for teacher development and mentoring services respectively for their professional development. It clearly shows that, in the *Vanni* districts most of the graduate teachers need guidance and support for their professional development. Refugee Education Indicators and Gap Analysis (UNHCR, 2004 b) concluded that UNHCR's educational programmes allow quantifying the gaps and also that need to bridge to meet these standards.

Sixty four percent of the graduate teachers pointed out that, they don't have enough opportunities for their professional development in their districts. They realised that, the opportunities for their professional development should be improved in their district.

Regarding personal problems, the majority of the graduate teachers expressed that, stressfulness and displacement affect their professional development to a great extent. Graduate teachers rated lack of resources for teaching-learning processes, infrastructural facilities in the schools, professional development institutions in the district, electricity facilities, transport facilities, library facilities and technological resources as problems which affect their professional development to a grade extent.

It is noted that the majority of the graduate teachers feel the past civil unrest situation in their area has influenced their professional development and 52% of the graduate teachers stated opening up an OUSL study centre is an urgent need for expanding the opportunities for their professional development. (UNDP, 2004 b) also indicated that under the post war context promoting long-distance education programmes and eliminating prevailing gender disparities is important for human development.

CONCLUSIONS AND RECOMMENDATIONS

The study reveals that under the post –war context:

- Graduate teachers have aspired to develop their professional standards.
- A substantial proportion of graduate teachers have not received any per-service training before the appointment.
- Due to unrest situation of the district, nearly half of the graduate teachers in the sample have not upgraded their professional competencies.
- Majority of the graduate teachers need guidance and support for their professional development and more opportunities for professional development need than before.
- Lack of resources and infrastructural facilities as well as stressfulness and displacement affected their professional development badly.
- Open up study centres in *Vanni* districts is an urgent need for professional development of graduate teachers.

Overall, the analysis appears to suggest that in the last three decades due to unrest situation graduate teachers of *Vanni* districts were not in a position to consider their professional development. But now, under the post - war context they raise up their voices request the relevant authorities to help them to upgrade their professional status. Graduate teaches of *Vanni* districts expect the relevant institutions which facilitate the professional development of graduate teachers, should strongly consider their professional needs. Especially they expect the Open University of Sri Lanka to reach them in order to expand their horizons. This study recommends that the unique situations in the *Vanni* districts should be taken into consideration and a time-bound strategic plan should be formulated which gives particular importance to the professional development of the teachers and implemented without any more loss of time in the *Vanni* districts.

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කුමාරකට්ටුව.

සංක්ෂිප්තය

වර්තමානයේ ලාංකීය පාසල් පද්ධතියේ පාසල් වැසී යාම, අධ්‍යාපන ක්ෂේත්‍රයට පමණක් පටු වූ සීමාවකට වඩා සමස්ත සමාජයට ම බලපාන සංසිද්ධියකි. විශේෂයෙන් ම ග්‍රාමීය සමාජය කෙරෙහි ධනාත්මක බලපෑමක් එල්ල කළ ප්‍රබල රාජ්‍ය ආයතනය පාසල වුවත් ග්‍රාමීය පාසල් වසරින් වසර ලාංකීය පාසල් පද්ධතියට අහිමි වීමේ අවදානමක් ඇත. මේ සඳහා බලපාන හේතු හඳුනා ගැනීම පර්යේෂණ අභිමතාර්ථයයි. නියැදිය වශයෙන් පුත්තලම අධ්‍යාපන කලාපයේ පල්ලම කොට්ඨාසයේ 2 වර්ගයේ පාසල් හතරක විදුහල්පතිවරුන්, ගුරුවරුන් 20ක්, පාසලට සම්බන්ධ හා සම්බන්ධ නැති දෙමාපියන් 40ක් ඇතුළුව 64 දෙනෙකු තෝරා ගැනුණි. දත්ත රැස්කිරීම සඳහා ප්‍රශ්නාවලි, සම්මුඛ සාකච්ඡා, ලේඛන ගත පරීක්ෂාව භාවිත කළ අතර විස්තරාත්මක ව දත්ත විශ්ලේෂණය කෙරිණි. ශ්‍රී ලංකාවේ පාසල් 10358 වර්ෂ 2006 වන විට 9714 දක්වා අඩු වී ඇත. එයිනුත් පාසල් 1549 ක ශිෂ්‍ය සංඛ්‍යාව පනහට අඩු ය. පාසල් වැසීයාමට විදුහල්පතිගේ දුර්වල කළමනාකරණය හා පරිපාලනය, ගුරු හිඟය, ඉහළ බලධාරීන්ගේ අවධානය අඩු වීම, ළමා ජනගහනය අඩු වීම, අක්‍රමවත් ලෙස පාසල් එකිනෙකට ආසන්න ව ආරම්භ කිරීම හා පංති උසස් කිරීම, රජයේ විභාගවල ප්‍රතිඵල පහත් මට්ටමක පැවතීම, දෙමාපියන්ගේ අධ්‍යාපන මට්ටම අඩුවීම යන සාධක බලපා තිබේ.

ගැටලුව හැඳින්වීම

වර්තමාන ශ්‍රී ලංකා සමාජයේ මතුව එන අධ්‍යාපන අර්බුදයක් ලෙස ග්‍රාමීය පාසල් වැසී යාමේ ප්‍රවණතාව දැක්විය හැකි ය. තරගකාරී ලෙස ජනප්‍රිය පාසල් වෙත ළමයින් ඇතුලු කිරීමේ ක්‍රියාවලිය නිසා ග්‍රාමීය පාසල් දාහක් වැසී ගොස් ඇත. පාසලක් වැසීයාමෙන් පාසල් පද්ධතියට මෙන් ම සමස්ත සමාජයට ම ගැටලු රැසක් නිර්මාණය විය. මෙලෙස ක්‍රමයෙන් පාසල් වැසී යාම නිසා එහි ඉගෙනුම ලැබූ සිසු සිසුවියන්ට හා ඔවුන්ගේ දෙමාපියන්ට, විදුහල්පති සහ ගුරුවරුන්ට, පාසල පිහිටි ප්‍රජාවට පීඩනයක් ඇති විය.

පසුගිය දශක දෙකේ දී ශ්‍රී ලංකාවේ පාසල් වසරින් වසර අඩු විය. 1997 වසර වන විට රජයේ පාසල් 10358න් 532ක් 2002 වසර වන විට වැසී ගොස් ඇත. අවුරුදු නවයක් වැනි කෙටි කාලයක දී පාසල් 644ක් වැසී ගොස් ඇත. සාමාන්‍යයෙන් අවුරුද්දකට පාසල් 75ක් වැසී ගොස් ඇත.

01 වන වගුව රජයේ පාසල් සංඛ්‍යාවේ අඩු වීම (1997- 2002)

වසර	පාසල් සංඛ්‍යාව	වැසී ගිය පාසල් ගණන
1997	10358	45
1998	10313	255
1999	10058	82
2000	9976	85
2001	9891	-
2002	9826	65

(මූලාශ්‍රය: අධ්‍යාපන හා උසස් අධ්‍යාපන අමාත්‍යංශය)

පුත්තලම අධ්‍යාපන කලාපයේ පල්ලම අධ්‍යාපන කොට්ඨාසයේ පාසල් දෙකක් වැසී ඇති අතර තවත් පාසල් දහයක් වැසී යන තත්ත්වයට පත් වී ඇත. වැසී යන පාසල් අතරින් ග්‍රාමීය පාසල් වැඩි සංඛ්‍යාවක් හඳුනා ගෙන ඇත. එලෙස ම 2004 සඳහා පළමු ශ්‍රේණිය සඳහා එක ම අයදුම්පතක්වත් නොලද පාසල් 489ක් ඇත. මෙම සියලු පාසල් අනාගතයේ දී වැසී යනු ඇත. මෙසේ වැසී යන්නේ යම්කිසි දිනක සමාජ අවශ්‍යතාවක් වෙනුවෙන් බිහි කර ගත් සමාජ ආයතනයකි. පාසල නැමැති සමාජ ආයතනය වැසී යන විට එම සමාජ අවශ්‍යතාව කෙසේ ඉටු කර ගනී ද යන ගැටලුව මතු වේ. මෙයට අමතර ආර්ථිකමය හැකියාව ඇති දෙමාපියන් සිය දරුවන් නගරයේ හෝ වෙනත් පාසලකට යොමු කළත් ආර්ථිකමය හැකියාව දුර්වල දෙමාපියන්ගේ දරුවන් සිය පාසල වැසී යාම තුළ පීඩනයකට ලක්වෙති. තවද එක් පරිසරයක සිට වෙනත් පරිසරයක නව සංස්කෘතියකින් පාසලකට ප්‍රවේශ වීමේ දී ළමයින් සංස්කෘතික තිගැස්මකට ලක්වන්නට පුළුවන. එමගින් ග්‍රාමීය දරුවන් නගරයේ හෝ වෙනත් ජනප්‍රිය පාසල්වල දී හීනමානයකට පත් වීමට පුළුවන. ඊට හේතුව වන්නේ ඇඳුම් පැළඳුම්, හැසිරීම, ආහාර රටා, දෙමාපියන්ගේ සමාජ තත්ත්වය, භාෂාව, ක්‍රීඩාව ආදී අංශවලින් නාගරික පාසල් සිසුන්ගේ සහ ග්‍රාමීය පාසල් සිසුන්ගේ හඳුනා ගත හැකි වෙනසක් තිබීම ය. මෙයින් පෙනී යන්නේ පාසල් වැසී යාම තුළ සමාජමය ගැටලු නිර්මාණය වන බව ය.

පාසල් වැසී යාමේ තර්ජනය සලකා බැලීමේ දී චීන ජාතික දාර්ශනික ක්වාන්ට්සු අධ්‍යාපනය ලබා දීමේ වැදගත්කම පිළිබඳ ව සඳහන් කර ඇති "ඔබ යමෙකුට කකුලුවෙකු දුනහොත් ඔහුට ආහාරයක් වනු ඇත. ඔබ ඔහුට මාළු ඇල්ලීම ඉගැන්වුවහොත් ඔහුට ජීවනෝපායක් ලැබෙනු ඇත. ඔබ අවුරුද්දක් ඉදිරියට සිතන්නේ නම් බීජයක් වපුරන්න. ඔබ අවුරුදු දහයක් ඉදිරියට සිතන්නේ නම් ගසක් සිටුවන්න. ඔබ අවුරුදු සියයක් ඉදිරියට සිතන්නේ නම් ජනතාවට අධ්‍යාපනය දෙන්න" ප්‍රකාශය වැදගත් ය. (බුත්පිටිය,1994:83). සෑම සමාජයක ම නව සාමාජිකයින්ව සමාජයට හුරුකරවීම නැතිනම් සමාජානුයෝජනය කිරීමට ආයතන රාශියක් පිහිටුවා ගෙන තිබේ. එකී ආයතන අතරින් පාසල නැමැති සමාජය, ප්‍රබල වැදගත්කමකින් යුක්ත ය.

පාසලට ප්‍රබල වැදගත්කමක් ලැබෙනුයේ පාසල හා සමාජය අතර පවතින සමීප සම්බන්ධතාව නිසා ය. එකී සම්බන්ධතාව පහත උපුටා ගැනීමෙන් පෙන්වා දිය හැකි ය. සමාජ පද්ධතිය තුළ ම පවතින කුඩා සමාජයක් ලෙස පාසල හඳුන්වා දිය හැකි ය. එහි පැවැත්ම එමගින් ගොඩ නගා ගෙන ඇති සම්මුති හා සම්ප්‍රදායන් මත රදා පවතී. ඒ අන්දමට පාසලක අනන්‍යතාව රැකෙන පාසල් ලාංඡනය, නිල ඇඳුම, පාසල් ගීතය, පාසල් කොඩිය එම උප සංස්කෘතියේ පැවැත්ම තහවුරු කරන ලක්ෂණ ය. පාසල හා සමාජය එකිනෙකින් වෙන් කළ නොහැකි සේ ම පාසල හා සංස්කෘති ද එකිනෙකට බැඳී ඇත(ගුණවර්ධන,1996:76). මෙයින් පෙන්වා දෙන්නේ පාසල, සමාජය හා සංස්කෘතිය අතර පවතින සම්බන්ධතාවයි.

පාසල යනු සමස්ත සමාජයේ කැඩපතකි. යම් කිසි සමාජයක ඉදිරි අනාගතය තීරණය කිරීමට පාසල් අධ්‍යාපනය තීරණාත්මක සාධකයක් වේ. තව ද පවතින සමාජ, ආර්ථික හා දේශපාලන තත්ත්වයන් එම සමාජයේ පාසල් පද්ධතිය දෙස විමර්ශනශීලී ව බැලීමෙන් හඳුනා ගත හැකි ය. එයින් පෙනී යන්නේ පාසල සහ සමාජය එකිනෙකට අන්තර් වශයෙන් සම්බන්ධ වී පවතින ආයතන දෙකක් බව ය. බ්‍රිතාන්‍යයේ හිටපු අගමැති වින්සන් චර්චිල් අධ්‍යාපනයේ වැදගත්කම මෙසේ දක්වා ඇත. "මගේ ජාතියේ ඉරණම රඳා පවතින්නේ එහි වැසියන් ලබන අධ්‍යාපනය අනුව ය"(කුමාරසිංහ,1958). මෙයින් සමාජයට අධ්‍යාපනයේ ඇති වැදගත්කම අවබෝධ කර ගත හැකි ය. තවත් ප්‍රකට ජනප්‍රවාදයක් වන්නේ "එක් පාසලක් විවෘත කරන විට සිර ගෙවල් සීයක් වැසී" යන බවයි. තවද ඩූකර් නැමැති අධ්‍යාපනඥයාට අනුව අනාගතයේ දී රටක මූලික ආර්ථික සම්පත වන්නේ මුදල් හෝ ස්වභාවික සම්පත් හෝ ශ්‍රමය නොව, ඉදිරි අනාගතයේ දී රටක මූලික ආර්ථික සම්පත වන්නේ දැනුමයි (කුමාරසිරි,1999). බුදු දහමට අනුව " අධ්‍යාපනයේ මූලික පරමාර්ථය පුද්ගලයා මෙන් ම සමාජය පිළිබඳ යථාර්ථය දැකීමට සුදුසු වූ තත්ත්වයකට මනස දියුණු කරවීමත්, ඒ මගින් ලෝකයේ පරම සත්‍ය අවබෝධ කර ගැනීමත්ය". මෙයින් පෙනී යන්නේ පාසල හා පාසල් අධ්‍යාපනය සෑම සමාජයක ම අනාගත අභිවෘද්ධිය සඳහා අනිවාර්ය සාධකයක් බවයි. එලෙස ම "සැමට අධ්‍යාපනය" ලබාදීම වැනි සංකල්ප යුනෙස්කෝ ආයතනය විසින් හඳුන්වා දී ඇත. මෙවැනි සංකල්පවලින් ගම්‍ය වන්නේ අධ්‍යාපනයේ ඇති වැදගත්කමයි. තව ද සෑම ළමයකුට ම ජාති, කුල, ආගම් භේදයකින් තොර ව සමාන අධ්‍යාපනයක් ලැබීමේ මූලික අයිතිවාසිකමක් තිබේ. එමගින් ද තහවුරු කරනු ලබන්නේ යම් සමාජයකට අධ්‍යාපනය නැමැති සංකල්පයේ පවතින අදාළත්වයයි. එහි දී අධ්‍යාපනය යනු සාක්ෂරතාව ලබා ගැනීම පමණක් නොව ඒ තුළින් එකී සමාජයේ ගාමක දිශානතිය හා පොදු චින්තනය පවා හසුරුවනු ලබන බවයි. පුද්ගලයකුට නිදහස් ව, ස්වාධීන ව සිතීමට අවකාශ සලසා දෙන්නේ අධ්‍යාපනය මඟිනි. මේ අනුව ඉහත කියමන් හා අදහස්වලින් පැහැදිලි වන්නේ අධ්‍යාපනයේ ඇති වටිනාකමයි. එහෙත් වර්තමානයේ පාසල් විශාල සංඛ්‍යාවක් මේ වන විටත් වැසී ගොස් ඇති අතර තවත් විශාල පාසල් සංඛ්‍යාවක් වැසී යාමේ තර්ජනයට ලක්වෙමින් පවතී (පට්ටියගොඩගේ, 2005 : 25 - 28). මේ පදනම මත පාසල් වැසී යාමට හේතු සොයා බැලීමේ අවශ්‍යතාව පවතී.

සාහිත්‍ය විමර්ශනය

පාසල්වලට අවශ්‍ය මානව හා භෞතික සම්පත්වල හිඟකම

කුඩා පාසල් සමීක්ෂණ වාර්තාවට අනුව (1976: 5-10) ග්‍රාමීය ප්‍රදේශවල හා දුෂ්කර ප්‍රදේශවල පිහිටා තිබෙන කුඩා පාසල් පිළිබඳ ග්‍රාමීය සමාජය හා පාසල අතර තිබෙන සම්බන්ධතාව හඳුනා ගැනීමට හැකියාව ලැබී ඇත. ඒ අනුව ළමයින් උප්පැන්න සහතික නැතිකම නිසා පාසල්වලට ඇතුළත් නොකිරීම, තරුණ පරම්පරාව ලබා ඇත්තේ හතර හෝ පස්වන ශ්‍රේණි දක්වා අධ්‍යාපනයක් වීම, වයස අවුරුදු 5ත් 14ත් අතර පාසල් යාමට හැකියාව හා කැමති ළමයින් ඇතත් දෙමාපියන් විසින් ඔවුන්ව ගෙදර වැඩට හෝ කෘෂිකාර්මික වැඩට යොදා ගැනීම නිසා පාසල් යාමෙන් වැළකී සිටීම, දෙමාපියන් ළමා අධ්‍යාපනය හා ගමේ ප්‍රජා අනාගතය ගැන දක්වන උනන්දුව අඩු වීම, දෙගුරුන්ගේ දුප්පත්කම නිසා පාසල් යන දරුවන්ට අවශ්‍ය පොත්පත්, ලිවීමේ උපකරණ, ඇඳුම් හා වෙනත් අවශ්‍ය දෑ සැපයීමේ අපහසුතාවක් පැවතීම යන කරුණු පෙන්වා දී ඇත (සිරිපාල,1997:25).

බේකර් (Baker,1988:276) මොණරාගල දිස්ත්‍රික්කයේ ග්‍රාමීය පාසල්වල පවතින අවාසිදායක තත්ත්වයන් පිළිබඳව කරන ලද අධ්‍යයනයෙන් ග්‍රාමීය පාසල්වලට දක්ෂ ගුරුවරු ලබා ගැනීම හා රඳවා ගැනීමට අපහසු වීම, අධ්‍යාපනයට අවශ්‍ය යටිතල පහසුකම් අඩු වීම, පවතින අධ්‍යාපන ක්‍රමය ග්‍රාමීය සමාජයට නොගැළපීම, පවුල් සංස්ථාවෙන් අධ්‍යාපනය ලබන සාමාජිකයාට ලබාදෙන සහයෝගය අඩු මට්ටමක පැවතීම යන කරුණු චම ප්‍රදේශයේ පාසල්වල අධ්‍යාපන දුර්වලතාවන්ට හේතු වන බව අනාවරණය විය. ජයසූරිය (1974:75) නාවුල ග්‍රාමයේ සිදුකරන ලද අධ්‍යයනයකින් ග්‍රාමීය සමාජය තුළ දෙමාපියන් සිය දරුවන් අධ්‍යාපනයට යොමු කිරීම දෙමාපියන්ගේ ආර්ථික තත්ත්වය අනුව සිදුවන බවත්, ඒ නිසා ඔවුන්ගේ දරුවන්ගේ අධ්‍යාපනය අඩාල වී ඇති අතර ග්‍රාමීය දරුවන්ගේ පාසල් යාම පිළිබඳ ව අවධානය අඩු වී ඇති බව සඳහන් කරන ලදී.

ජයවීර (1989:90) අධ්‍යයනයට අනුව ලංකාවේ තිබූ පාසල් 10,000න් පාසල් 2,500ක් අතිශයින් ඉතා අසරණව තිබූ කුඩා පාසල් බවත්, එයින් ද පාසල් 300ක පමණ අන්ත දුගී පවුල්වලින් එන ශිෂ්‍ය ජනගහනයක් ඇති, ගුරුවරුන් එක් කෙනෙකු හෝ දෙදෙනකු පමණක් සේවය කරන පාසල් බවත් හෙළි විය. අනිවාර්ය වයස් සීමාවට පෙර පාසල් හැර යන ළමයින් පිළිබඳ මඩේගෙදර (1974:85) දඹුල්ල නැගෙනහිර අධ්‍යාපන මණ්ඩලය තුළ කරන ලද පර්යේෂණයට අනුව ග්‍රාමීය පාසල්වල දරුවන් නියමිත කාලයට පෙර පාසල් හැර යන බව හෙළි වී ඇත. සියයට 40ත් - 60ත් අතර ප්‍රමාණයක් 01 සිට 03 දක්වා ශ්‍රේණිවල දී පාසල හැර යන බව ඔප්පු වී ඇත. නුසුදුසු ගුරු මණ්ඩලය හා උග්‍ර ගුරු හිඟය ද මෙම තත්ත්වය ඇති වීමට හේතුවී ඇත.

ඉහළ අධ්‍යාපන නිලධාරීන්ගේ අවධානය අඩුවීම

කලාප අධ්‍යාපන අධ්‍යක්ෂවරුන්ගේ පරිපාලන ක්‍රියාදාමය පාසල් සංවර්ධනය සඳහා බලපාන ආකාරය පිළිබඳ ලංකාතිලක (2006) අධ්‍යයනයට අනුව හෙළි වූ තොරතුරු නම් සම්පත් බෙදීයාමේ විෂමතා තව දුරටත් දිළිඳු පාසල්වල දැකිය හැකි වීම, දුෂ්කර

හා අති දුෂ්කර පාසල්හි සම්පත් අවශ්‍යතා නියාමනයට විධිමත් වැඩ පිළිවෙළක් ක්‍රියාත්මක නොවීම, සම්පත් කළමනාකරණ සම්බන්ධ සැලසුම් සහගත වැඩ පිළිවෙළක් ක්‍රියාත්මක නොවීම, පරිපාලනයෙහි පහළ නිලධාරීන්ගේ අකාර්යක්ෂමතාව සමස්ත අධ්‍යාපන පද්ධතීන්ගේ අකාර්යක්ෂමතාවට හේතු වී ඇති බව අනාවරණය වීම සහ කලාප අධ්‍යාපන අධ්‍යක්ෂකගේ අධීක්ෂණය කිසිසේත් ප්‍රමාණවත් නොවේ. නියැදියට අයත් පාසල්වලින් සියයට 50කගේ නිල වාර්තා ලේඛනවල වසර පුරා ම කලාප අධ්‍යක්ෂකගේ පැමිණීම සටහන් වී නොතිබීම, සෑම පාසලකම සමාන අධ්‍යාපන අවස්ථා සැලසීමට අධ්‍යාපන පරිපාලනය විමධ්‍යගතකරණය සමත් වී නැත. එම නිසා මේ දක්වා සමාන අධ්‍යාපන අවස්ථා කලාපය තුළ සාක්ෂාත් වී නැති වීම, කලාපය තුළ දුෂ්කර හා අවාසිදායි පරිසරයන්හි පිහිටි පාසල් අධ්‍යාපන පහසුකම් අතරින් තව දුරටත් අවාසියට පාත්‍ර වී තිබීම සහ ජනප්‍රිය හා වාසිදායි පරිසරයන්හි පාසල්වලට වැඩි අධ්‍යාපන පහසුකම් තවදුරටත් ලැබීම ය (ලංකාතිලක 2006:108-112).

දෙමාපියන්ගේ සහයෝගය අවම වීම

ප්‍රසිල්ඩා (2009:121) පර්යේෂණයට අනුව තම දරුවා අධ්‍යාපනය ලබන පාසල ප්‍රදේශයේ අනෙකුත් පාසල් අභිබවා නගා සිටුවීම දෙමාපිය වැඩි පිරිසකගේ කැමැත්ත බවත්, පාසල වෙනුවෙන් විශාල කැපකිරීම් කිරීමට සූදානම් නොමැති පිරිසක් ඒ අතර සිටින බවත් හෙළි විය. පාසලක කටයුතු කර ගෙන යාමේ දී රාජ්‍ය අනුග්‍රහය හා දායකත්වය පමණක් ප්‍රමාණවත් නොවන බවත්, විදුහල්පතිවරු පාසලේ ගුරුවරුන්ගේ අදහස්වලට වඩා තමාට වඩාත් සමීප පාසල් ප්‍රජාවගේ අදහස් ක්‍රියාත්මක කිරීමට කටයුතු කරන බව දැකිය හැකි ය. දෙමාපියන් පාසල වෙත පැමිණෙන බවට තොරතුරු දැක්වූයේ නියැදියේ පාසල්වලින් සියයට 30ක් පමණ ප්‍රමාණයකි. මෙම ප්‍රමාණය නියැදියේ වූ පාසල් ප්‍රමාණය හා සැලකීමේ දී ඉතා අඩු ප්‍රමාණයකි. නියැදියේ වූ පාසල්වලින් සියයට 40ක ප්‍රමාණයක් දෙමාපිය දින පැවැත්වෙන බව ද, එහිදී දරු දැරියන්ගේ දෙමාපිය සහභාගිත්වය එතරම් ඉහළ මට්ටමක නොපවතින බව සියයට 75ක පාසල් ප්‍රමාණයක් දක්වා සිටිය ද, සියයට 25ක පාසල් ප්‍රමාණයක් දෙමාපියන් සහභාගි වන බව ද හෙළි විය. පෙරේරා (2001:26) සඳහන් කරනුයේ යම් කාර්යයක උපරිම ඵල නෙළීමට නම් එහි නියම උරුමක්කාරයින් ඊට සහභාගී විය යුතුය. තව ද අධ්‍යාපනයට වැය කළ යුතු පිරිවැය අවම කර ගැනීමට දෙමාපිය සහාය ලබා ගැනීම ද කාලෝචිත බව සඳහන් කරන ලදී. ඊට අමතර ව පාසලේ පහළ ප්‍රාථමික මට්ටමේ දී දෙමාපිය සහාය ලබා ගැනීම සිසුන්ගේ සංවර බව රැක ගැනීමට පියවරක් බව ද දක්වා ඇත. පාසලට සම්බන්ධ දෙමාපියන්ගේ සහාය පිළිබඳ අදහස් දක්වන පෙරේරා (1997:38) දෙමාපියන් පාසලට පැමිණිය යුත්තේ එය තම දරුවන් සඳහා පැවැත්වෙන ආයතනයක් බවත්, එහි සැබෑ අයිතිකරුවන් තමන් බවත්, යන හැඟීමෙන් දෙමාපියන් කටයුතු කළ යුතු බවත් වටහා ගෙනය.

විදේශීය සාහිත්‍ය අතර ඉන්දියානු ග්‍රාමීය පාසල් තුළ පවතින විවිධ ගැටලු පිළිබඳ සීතාරාමු (Seetharamu,1985:38) කරන ලද අධ්‍යයනයෙන් පහත සඳහන් කරුණු අනාවරණය විය. කර්නාටක ප්‍රාන්තයේ ග්‍රාමීය පාසල් ළමයින් 1961 වසර තුළ ප්‍රාථමික අධ්‍යාපනය සඳහා සියයට 98ක් ලියාපදිංචි වී ඇතත්, එයින් ළමයින් හතර ශ්‍රේණිය දක්වා අධ්‍යාපනය ලබා ඇත්තේ සියයට 33ක් බව සඳහන් කරන ලදී. මෙලෙස විශාල වශයෙන් නිසි අධ්‍යාපනයක් නොලබා පාසල් හැරයාම ඉන්දීය ග්‍රාමීය සමාජය තුළ

ප්‍රබල ප්‍රශ්නයකි. අභ්‍යන්තර සාධක යටතේ ඉගැන්වීමේ ගුණාත්මකභාවය, ගුරුවරයාගේ චරිත ලක්ෂණ, ගොඩනැගිලි, ක්‍රීඩාපිටි, පුස්තකාල, පාසලේ පවත්නා උත්සව, බාහිර සාධක වශයෙන් දෙමාපියන්ගේ අධ්‍යාපන මට්ටම, කුලය, පවුලේ සිටින සාමාජිකයින් ගණන, දෙමාපියන්ගේ දිරිමත් කිරීමේ මට්ටම හා පාසල් යාමට අවශ්‍ය පහසුකම් සපයාදීමේ මට්ටම, ළමා ශ්‍රමය කෘෂිකාර්මික කටයුතුවලට යොදා ගන්නා බවත් අනාවරණය විය.

පර්යේෂණ ක්‍රමවේදය

ප්‍රත්‍යෙයක අධ්‍යයන ක්‍රමය යටතේ ප්‍රශ්නාවලි හා සම්මුඛ සාකච්ඡා පර්යේෂණ උපකරණ ලෙස යොදා ගැනුණි. පර්යේෂණ ආචාර ධර්මයන්ට අනුව නියැදියට අයත් පාසල් හතර A,W,S,D යන ඉංග්‍රීසි අක්ෂර මඟින් නම් කෙරිණි.

පර්යේෂණ අරමුණු වූයේ

ශ්‍රී ලංකාවේ පාසල් වැසීයාමේ ස්වභාවය හඳුනා ගැනීම, පර්යේෂණයට ලක්වන පාසල් වැසීයාමට බලපාන හේතු අනාවරණය කර ගැනීම සහ පාසල් වැසීයාමේ ගැටලුව නිරාකරණය කර ගැනීමට යෙදිය හැකි පිළියම් ඉදිරිපත් කිරීම ය.

නියැදිය

පුත්තලම දිස්ත්‍රික්කයේ පුත්තලම අධ්‍යාපන කලාපයේ පල්ලම කොට්ඨාසයේ දෙක වර්ගයේ පාසල් හතරක විදුහල්පති හතර දෙනා ඇතුළු ව අහඹු ලෙස ගුරුවරුන් 20 දෙනෙකුත්, පාසලට සම්බන්ධ දෙමාපියන් 20 දෙනෙකුත්, පාසලට සම්බන්ධ නැති දෙමාපියන් 20 දෙනෙකුත්, වශයෙන් 64 දෙනෙකු තෝරා ගන්නා ලදී. දත්ත රැස්කිරීමේ දී විදුහල්පතිවරුන් සඳහා සම්මුඛ සාකච්ඡාත්, ගුරුවරුන් හා දෙමාපියන් සඳහා ප්‍රශ්නාවලිත් යොදා ගන්නා ලදී.

පර්යේෂණ අනාවරණ

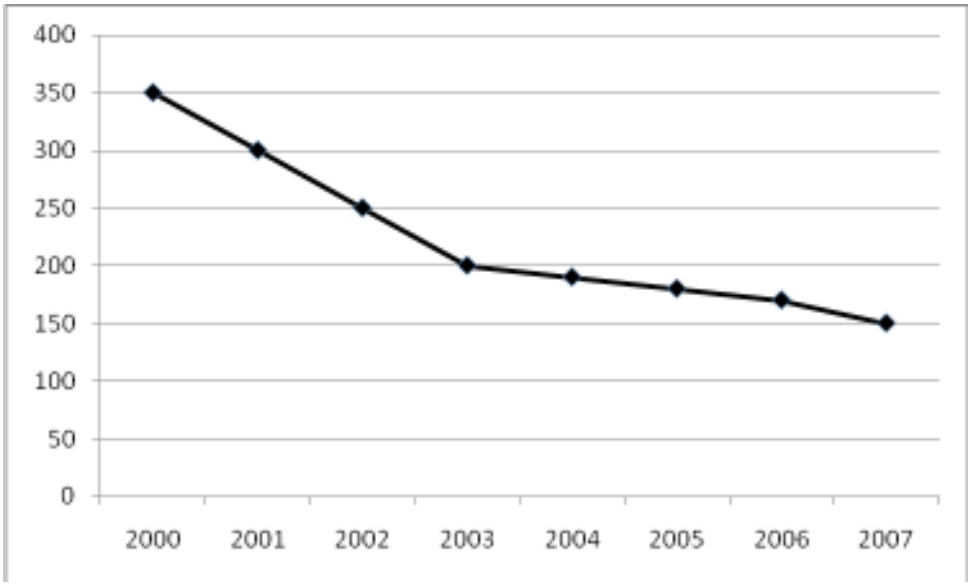
A පාසලේ අතීත හා වර්තමාන තත්ත්වය

A පාසල 1924 දී ආරම්භ වූ අතර 70 දශකයේ දී සිසුන් 600ක් ඉගෙනුම ලබා ඇත. දැනට පළමු ශ්‍රේණියේ සිට එකොළොස්වෙනි ශ්‍රේණිය දක්වා පංති පැවැත්වේ. 1980 දී 19න් පහළ කාන්තා සමස්ත ලංකා අත්පන්දු ශූරතාව පවා දිනාගෙන ඇති බව පාසලේ ඉතිහාසය පිළිබඳ හසල දැනුමක් ඇති පුද්ගලයන්ගෙන් දැනගන්නට ලැබුණි. එම කාලයේ දී අවශ්‍ය තරම් භෞතික සම්පත් නොතිබූ අතර වර්තමානයේ පාසලට අවශ්‍ය භෞතික සම්පත් ලැබී තිබුණද, දිනෙන් දින ශිෂ්‍ය සංඛ්‍යාව අඩු වී ඇත. වර්තමානයේ ශිෂ්‍ය සංඛ්‍යාව 150 දක්වා අඩුවී ඇති අතර 2008 වර්ෂය සඳහා පළමු ශ්‍රේණියට ඉල්ලුම්පත් 04ක් පමණක් 2007 ඔක්තෝබර් මාසය වන විට ලැබී තිබුණි. එහෙත් පාසල අයත් පෝෂිත ප්‍රදේශයේ පෙර පාසලේ අදාළ වර්ෂයට සිසුන් 30ක් අධ්‍යාපනය ලබන බව එහි පාලිකාව විසින් සඳහන් කරන ලදී. ගුරු මණ්ඩලය 14 දෙනෙකු සිටි අතර එම සංඛ්‍යාව පාසලේ ඉගැන්වීම් කටයුතු කරගෙන යාමට ප්‍රමාණවත් වුවත් පහ වසර ශිෂ්‍යත්ව විභාගය හා අ.පො.ස.(සා.පෙ) විභාග ප්‍රතිඵල ඉතා පහළ මට්ටමක

පැවතුණු බව ලේඛන පරීක්ෂාවෙන් අනාවරණය විය. උදාහරණ වශයෙන් පහ ශ්‍රේණිය ශිෂ්‍යත්ව විභාගය 2003න් පසුව හා අ.පො.ස.(සා.පෙ) විභාගය 2000න් පසු එක ම ශිෂ්‍යකුවත් සමත්වී නොතිබුණි. එහෙත් පාසලේ භෞතික පරිසරය හා වටපිටාව ඉතා හොඳ මට්ටමක පැවතුණි. විශේෂයෙන් ගොඩනැගිලිවල බිත්තියේ පිට පැත්තෙහි අලංකාර ළමා චිත්‍ර ඇඳ තිබූ අතර, පාසල් මිදුල අලංකාර ව මල් සිටුවා තිබුණි. තව ද පළමු වසරේ සිට පහ වසර දක්වා පන්ති කාමර ඉතා අලංකාර ව තිබුණ ද හයවෙනි ශ්‍රේණියෙන් ඉහළ පන්ති කළමනාකරණය අඩු මට්ටමක පැවතුණි.

A පාසලේ ශිෂ්‍ය සංඛ්‍යාව අඩු වී යන ආකාරය ප්‍රස්තාර අංක 01න් දැක්වේ.(2000-2007).

ප්‍රස්තාර අංක 01



(මූලාශ්‍රය: ලේඛන පරීක්ෂාව, 2000 - 2007)

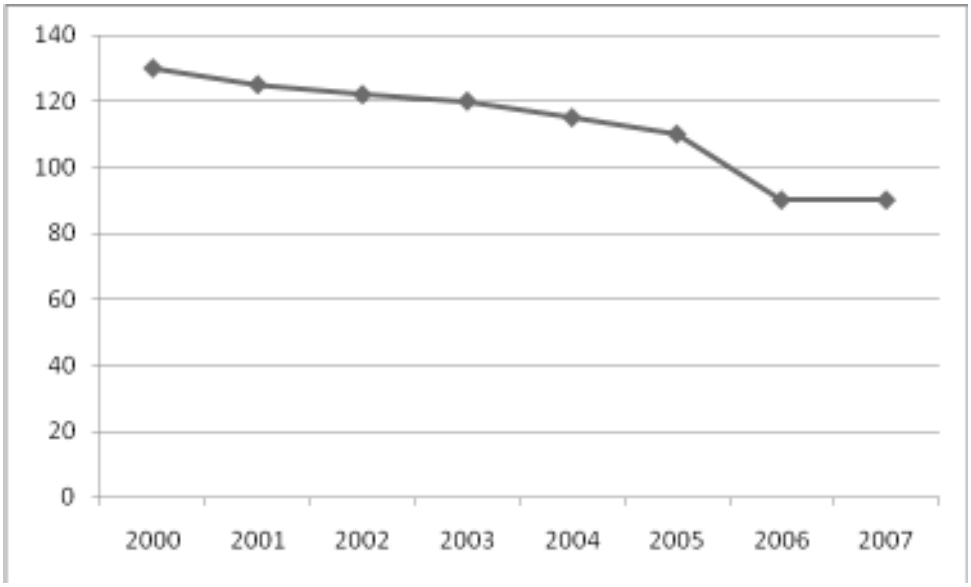
W පාසලේ අතීත හා වර්තමාන තත්ත්වය

W පාසල 1917 දී ආරම්භ වූ ප්‍රදේශයේ පැරණිතම පාසලක් වන අතර 80 දශකයේ අගභාගයේ දී සිසුන් 300ක් ඉගෙනුම ලබා ඇත. පළමු වසරේ සිට එකොළොස්වෙනි වසර දක්වා පංති පැවැත්වේ. ප්‍රධාන මාර්ගයෙන් කිලෝ මීටර 06ක් 07ක් ඈතින් පිහිටා ඇති අතර ප්‍රදේශයට පැමිණීමට ස්ථිර ප්‍රවාහන ක්‍රමයක්, විදුලිය, පානීය ජලය හා අනෙකුත් යටිතල පහසුකම් කිසිවක් නැත. පාසලට අවශ්‍ය අනෙකුත් භෞතික සම්පත් අවම ප්‍රමාණයෙන් ලැබී ඇත. ප්‍රාථමික පංති හා ඉහළ වසරවල පංති ඉතාමත් ළඟින් පිහිටා තිබීම නිසා යහපත් ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලියකට සිසුන්ට මෙන් ම ගුරුවරුන්ට ද ඉතා අපහසු බව නිරීක්ෂණයේ දී අනාවරණය විය. වර්තමානයේ පාසලේ ශිෂ්‍ය සංඛ්‍යාව 90ක් තරම් පහළ බැස ඇත. එහෙත් 2008 වසර සඳහා පළමු ශ්‍රේණියට 2007 ඔක්තෝබර් මාසය වන විට ඉල්ලුම් පත්‍ර 16ක් ලැබී තිබුණි. පාසලට

අයත් පෝෂිත ප්‍රදේශයේ පෙර පාසලේ සිසුන් 16 දෙනෙකු අදාළ වර්ෂයට ඉගෙනුම ලබන බව පෙර පාසල් පාලිකාව සඳහන් කරන ලදී. එම ළමයින් 16 දෙනා ම 2008 වසරට පාසලට ඇතුළත් කිරීමට දෙමාපියන් බලාපොරොත්තු වන බව අනාවරණය විය. වර්තමානය වන විට ගුරුවරුන් 10 දෙනෙකු සිටින අතර එම සංඛ්‍යාව කිසිසේත් ප්‍රමාණවත් නොවීය. විශේෂයෙන් විද්‍යාව, ඉංග්‍රීසි, සමාජ අධ්‍යයනය, සිංහල, සෞන්දර්ය වැනි විෂයයන් ඉගැන්වීමට ගුරුවරුන් නොමැත. එහෙත් 2007 වර්ෂය සඳහා පහ වසර ශිෂ්‍යත්ව විභාගයෙන් එක් ශිෂ්‍යයකු සමත් වී ඇති අතර අ.පො.ස.(සා.පෙ) ප්‍රතිඵල ද අධ්‍යයනයේ අනෙක් පාසල් සමඟ සැසඳීමේ දී ඉහළ මට්ටමක පැවතුණි. එසේ ම පාසලේ භෞතික පරිසරය ඉතා හොඳ මට්ටමක පැවතුණි. විශේෂයෙන් පාසල් මිදුල අලංකාර ව මල් සිටුවා තිබීමත් පාසල අවට විවිධ වගාවන් කර තිබුණි.

W පාසලේ ශිෂ්‍ය සංඛ්‍යාව අඩු වී යන ආකාරය ප්‍රස්තාර අංක 02න් දැක්වේ. (2000-2007).

ප්‍රස්තාර අංක 02



(මූලාශ්‍රය: ලේඛන පරීක්ෂාව, 2000 - 2007)

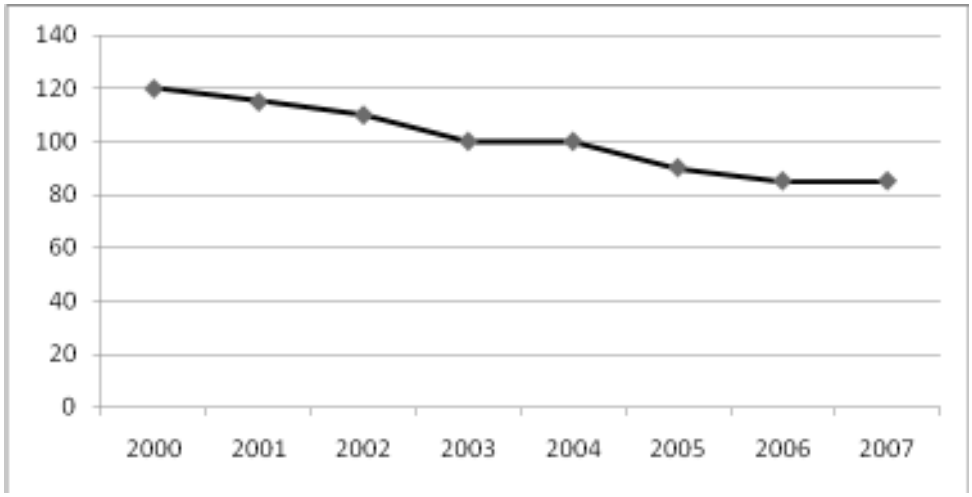
S පාසලේ අතීත හා වර්තමාන තත්ත්වය

S 1979 දී ආරම්භ වූ පාසලකි. පාසලේ පළමු වසරේ සිට චකොළොස්වෙනි වසර දක්වා පංති පැවැත්වූ අතර එහිදී සිසුන් 200ට අධික පිරිසක් අධ්‍යාපනය ලබා ඇත. එහෙත් 1999 අධ්‍යාපන ප්‍රතිසංස්කරණත් සමඟ නමවෙනි ශ්‍රේණිය දක්වා පංති සංඛ්‍යාව අඩු කෙරිණි. එහි දී උපරිම ශිෂ්‍ය සංඛ්‍යාව 120 දක්වා සිටි අතර වර්තමානයේ එහි

සිසුන් 80කට ආසන්න පිරිසක් අධ්‍යාපනය ලබන බව හෙළි විය. 2000 වර්ෂයේ දී පහ ශ්‍රේණිය ශිෂ්‍යත්ව විභාගයෙන් එක් ශිෂ්‍යයකු සමත් වී ඇති අතර ඉන්පසු මේ දක්වා කිසිදු ශිෂ්‍යයකු සමත් වී නැත. පාසලේ භෞතික පරිසරය ඉතා හොඳ මට්ටමක පැවතුණි. ප්‍රාථමික පංති කාමර අලංකාර ව සකස් කර ඇති බව නිරීක්ෂණය විය. 2008 වර්ෂයට 2007 ඔක්තෝබර් මාසය වන විට පළමු ශ්‍රේණියට ඉල්ලුම් පත්‍ර 04ක් ලැබී තිබුණි. එහෙත් ප්‍රදේශයේ පෙර පාසලේ අදාළ වර්ෂයට සිසුන් 13 දෙනෙකු අධ්‍යාපනය ලබන බව එහි පාලිකාව සඳහන් කළා ය. එසේ ම පාසලට අවශ්‍ය භෞතික සම්පත් අතර සිසු වැසිකිළි හැර අනෙකුත් භෞතික සම්පත් ප්‍රමාණවත් පරිදි තිබුණි. වර්තමාන ගුරු මණ්ඩලය 11 දෙනෙකු සිටි අතර එම සංඛ්‍යාව පංති අනුව ප්‍රමාණවත් විය.

S පාසලේ ශිෂ්‍ය සංඛ්‍යාව අඩු වී යන ආකාරය ප්‍රස්තාර අංක 03න් දැක්වේ. (2000-2007).

ප්‍රස්තාර අංක 03



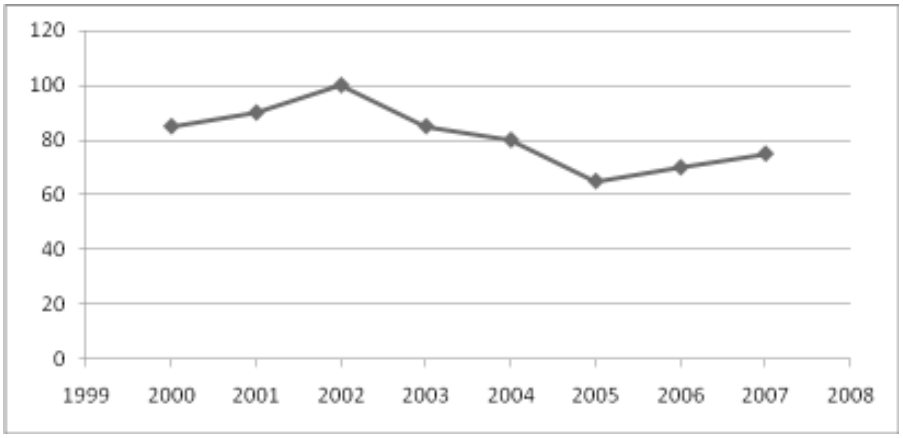
(මූලාශ්‍රය: ලේඛන පරීක්ෂාව, 2000 - 2007)

D පාසලේ අතීත හා වර්තමාන තත්ත්වය

D පාසල 1982 දී ආරම්භ වූ පාසලකි. පළමු ශ්‍රේණියේ සිට නමවෙනි ශ්‍රේණිය දක්වා පංති පැවැත්වෙන අතර මෙහි උපරිම ශිෂ්‍ය සංඛ්‍යාව 125කි. වර්තමානයේ ශිෂ්‍ය සංඛ්‍යාව 60 දක්වා අඩු වී ඇත. පාසලේ ප්‍රථම වතාවට 90 දශකයේ දී පහ ශ්‍රේණිය ශිෂ්‍යත්ව විභාගයෙන් එක් ශිෂ්‍යයෙකු සමත් වී ඇත. 2008 වර්ෂයට 2007 ඔක්තෝබර් මාසය වන විට පළමු ශ්‍රේණියට ඉල්ලුම් පත්‍ර 09ක් ලැබී තිබුණි. එහෙත් පෝෂිත ප්‍රදේශයේ පෙර පාසලේ අදාළ වර්ෂයට සිසුන් 16 දෙනෙකු අධ්‍යාපනය ලබන බව එහි පාලිකාව සඳහන් කළාය. එසේ ම පාසලේ භෞතික පරිසරය යහපත් මට්ටමක පැවති අතර පාසලට අවශ්‍ය අවම භෞතික සම්පත් ප්‍රමාණය ලැබී තිබුණි.

පාසලේ ශිෂ්‍ය සංඛ්‍යාව අඩු වී යන ආකාරය ප්‍රස්තාර අංක 04න් දැක්වේ. (2000-2007).

ප්‍රස්තාර අංක 04



(මූලාශ්‍රය: ලේඛන පරීක්ෂාව, 2000 - 2007)

ගුරු හිඟය

ගුරු හිඟය අධ්‍යයනයට ලක් වූ පාසල් තුනක විය. විශේෂයෙන් විද්‍යාව, ගණිතය, ඉංග්‍රීසි, සෞන්දර්ය යන විෂය සඳහා මෙම තත්ත්වය ප්‍රබලව පැවතුණි. මෙහි දී සෑම පාසලක් ම අදාළ විෂයයන් සඳහා ප්‍රාථමික පත්වීම් ලැබූ ගුරුවරුන් හා ස්වේච්ඡා ගුරුවරු ඉගැන්වීම් කටයුතුවල යොදා තිබුණි. එහෙත් මෙම පාසල් හතරේ ම අංක 2003/38 චක්‍රලේඛයට අදාළ ව ශිෂ්‍ය සංඛ්‍යාව අනුව ගුරුවරුන් සිටියද, පන්ති සංඛ්‍යා මට්ටමින් ගුරු හිඟයක් පැවතුණි. එම තත්ත්වයේ දී විද්‍යාලයේ 01-11 දක්වා ශ්‍රේණි ඇති අතර විදුහල්පති සමඟ ගුරු මණ්ඩලය 10කට සීමා විය. එහෙත් ශ්‍රේණි අනුව එම පාසලට ගුරුවරුන් අවම වශයෙන් දාහතර දෙනෙකු අවශ්‍ය විය. එසේ ම මෙම පාසල් හතර ම අධ්‍යයනයට ලක් කරන අවස්ථාවේ දී ගුරු මණ්ඩලය සම්පූර්ණ වුව ද මීට ඉහත දී දිගු කාලයක් තිස්සේ උග්‍ර ගුරු හිඟයක් තිබූ බව විදුහල්පතිවරුන් සමඟ පැවති සම්මුඛ සාකච්ඡාවේ දී අනාවරණය විය. තව ද වර්තමානයේ පවතින ගුරු තුලනය ඉතා කෙටි කාලයක දී වෙනස් විය හැකි බවත්, වැඩි කාලයක් ගුරු හිඟය පවතින බවත් විදුහල්පතිවරුන් වැඩිදුරටත් සඳහන් කරන ලදි.

අධ්‍යයනයට ලක්වූ පාසල්වල විද්‍යාව සඳහා අවුරුදු දෙකකින් ගුරුවරුන් ලැබී නැති බවත්, A විද්‍යාලයේ 01 - 05 දක්වා ශ්‍රේණි සඳහා ඉංග්‍රීසි ගුරුවරුයකු නොමැති අතර 06 -11 දක්වා ශ්‍රේණිවලට ඉංග්‍රීසි ඉගැන්වීම් කරනුයේ දෙමළ මාධ්‍ය ගුරුවරයකි. එම නිසා එම සිසුන්ට ඉගැන්වීමේ දී භාෂා මාධ්‍ය ගැටලුවක් වී ඇත. මෙම ගුරු හිඟය නිසා පාසල් හතරේ ඉගැන්වීම් කටයුතු නිසි ලෙස ඉටු නොවීමෙන් පහ ශ්‍රේණියේ ශිෂ්‍යත්ව විභාග ප්‍රතිඵල හා අ.පො.ස.(සා.පෙළ) විභාග ප්‍රතිඵල පහළ බැසීම නිසා

පාසලට ළමයින් ඇතුළත්වීමේ ප්‍රවණතාව අඩු වී ඇත. ඒ අනුව ගුරු හිඟය, ඉගැන්වීම් කටයුතු නිසි ලෙස ඉටු නොවීම, විභාග ප්‍රතිඵල පහළ බැසීම යන කරුණු පාසල් වැසීයාම කෙරෙහි එකට එක බැඳී පවතී. විශේෂයෙන් මෙම පාසල්වල ගුරුවරුන් ඉතා දුර බැහැර ප්‍රදේශවලින් පැමිණ සේවය කරති. පාසල් හතරට පොදු ප්‍රවාහන පහසුකම් නොමැතිවීමත්, ගුරුවරුන් දුර බැහැර ප්‍රදේශවලවීමත්, ප්‍රධාන මාර්ගයෙන් කිලෝමීටර පහක් ඈතින් පාසල පිහිටා තිබීමත්, ඉතා හොඳ මාර්ග පද්ධතියක් නොමැතිවීමත් නිසා ගුරුවරුන්ගේ පැමිණීම ප්‍රමාදවීම මෙන් ම වේලාසනින් පාසලින් පිටවීයාමක් ද සිදු විය. අධ්‍යයනයට ලක්වූ පාසල්වල ඉගැන්වීම් නිසි ලෙස ඉටු නොවන බවත්, ඊට හේතුව ඉහළ ශ්‍රේණි සඳහා විද්‍යාව, සමාජ අධ්‍යයනය වැනි විෂයයන් සඳහා ප්‍රාථමික පත්වීම්ලාභීන් යොදා ගැනීම ය. එයට හේතු වී ඇත්තේ ගුරු නාමලේඛනයේ ශිෂ්‍ය සංඛ්‍යාව අනුව ගුරුවරුන් සිටිය ද වැඩි වශයෙන් ඔවුන් ප්‍රාථමික පුහුණු ගුරුවරුන් ය. මෙහි දී සිසුන්ගේ විෂය නිර්දේශ එම ගුරුවරුන්ගෙන් පමණක් ආවරණය කෙරෙන අතර ශිෂ්‍යයාට එම විෂයයන්වල මූලික හරය ඉගැන්වීමට ඔවුන්ට අපහසු වී ඇති බවත්, විෂය නිර්දේශ ක්‍රමානුකූල ව අවසන් කර නොමැති බවත් දෙමාපියන් සමඟ කළ සම්මුඛ සාකච්ඡාවේ දී පැහැදිලි විය. විභාග ප්‍රතිඵල පහළ බැසීම නිසා W සහ D යන විද්‍යාල දෙකේ ම 06 සිට 11 දක්වා ශ්‍රේණිවල ශිෂ්‍ය සංඛ්‍යාව අඩු වී ඇත. මේ බව තහවුරු කරන බේකර් (Baker,198:276) ග්‍රාමීය පාසල්වලට දක්ෂ ගුරුවරුන් ලබා ගැනීම හා රඳවා ගැනීමට අපහසු බව පෙන්වා දෙන ලදී. මඩේගෙදර (1974:85) අනුව පාසල්වල නුසුදුසු ගුරු මණ්ඩලය හා උග්‍ර ගුරු හිඟය පාසල් වැසීයාමට හේතු විය. මේ අනුව පාසල් වැසීයාම හා ගුරු හිඟය අතර සමීප සම්බන්ධයක් ඇත.

සිසුන්ගෙන් නිතර බාහිර වැඩ ගැනීම

අධ්‍යයනයට ලක්වූ පාසල්වල ඉගැන්වීම් කටයුතු අතපසු කර වෙනත් බාහිර වැඩවලට සිසුන් නිතර සහභාගිකර ගන්නා අතර, සිසුන් නිතර කඩේට යැවීම, පාසල් වතුපිටිය ශුද්ධ කිරීම හා ගොවිතැන් කිරීමට සිසුන් නිතර යොදා ගන්නා බවත්, විශේෂයෙන් මේ සඳහා ඉහළ පංතිවල ළමයින් යොදා ගැනීම නිසා ඔවුන්ගේ අධ්‍යාපන මට්ටම පහත වැටී ඇති බවත්, මේ නිසා තමන්ගේ බාල දරුවන් එම ඉරණමට අත්වේ යැයි බියෙන් ප්‍රදේශයේ වෙනත් පාසල්වලට තම දරුවන් ඇතුළත් කරන බවත් දෙමාපියන් සඳහන් කරන ලදී.

සෞන්දර්ය විෂයයන් නොමැතිවීම

තම දරුවන්ගේ බාහිර දක්ෂතා කොපමණ තිබුණ ද, ඒවා ඔප මට්ටම් කර ගැනීමට අවශ්‍ය ගුරු සම්පත් පාසල්වල නොතිබුණි. සංගීත, නැටුම්, චිත්‍ර වැනි විෂයයන්වලට කිසි දා ගුරුවරයකු ලැබී නැත. එම විෂයයන් වසර ගණනාවකින් මෙම පාසල්වල ඉගැන්වීම් කටයුතු කර නොතිබුණි. තව ද පරිගණක තාක්ෂණික දැනුම නිසි ලෙස ලබා දීමට නොහැකීවී තිබුණි. එහෙත් දැනට S විද්‍යාලයේ සිසුන්ට විද්‍යාලයේ ගණිත විෂය ගුරුවරයා විසින් එක් පරිගණකයකින් දැනුම ලබා දෙන අතර D විද්‍යාලයේ අවම වශයෙන් විදුලියවත් ලැබී නැත. මෙවැනි තත්ත්වයන් මෙම පාසල්වල ශිෂ්‍ය ජනගහනය අඩු වීමට හේතු වී ඇත.

විදුහල්පතිවරුන්ගේ අවිධිමත් පරිපාලනය හා අකාර්යක්ෂම කළමනාකරණය

පාසල් වැසීයාමට විදුහල්පතිවරුන්ගේ අවිධිමත් පරිපාලනය හා අකාර්යක්ෂම කළමනාකරණය හේතු වී ඇත. අධ්‍යයනයට ලක්වූ පාසල්වල විදුහල්පතිවරුන්ගේ අවිධිමත් පරිපාලන රටාව නිරීක්ෂණයෙන් ද හෙළිවිය. මෙහි දී A විදුහලේ විදුහල්පති පෙ.ව. 9.00 වනතුරුත් පාසලට පැමිණ නොතිබූ අතර එම ක්‍රියාවලිය නිතර සිදුවන බවත්, ඔහු පාසල් ප්‍රජාව සමඟ සුහදතාවකින් කටයුතු නොකරන බවත්, ප්‍රමාද වී පැමිණ පාසල ඉදිරිපිට ඇති වෙළෙඳසැලෙන් සිගරැට් එකක් බී පාසලට පැමිණ කලින් පාසලෙන් පිටවන බවත් දෙමාපියන් තුන් දෙනෙකු ඉතා කලකිරුණු හා ආවේගශීලිත්වයෙන් ප්‍රකාශ කරන ලදී. එසේ ම W විද්‍යාලයේ විදුහල්පතිගේ අකාර්යක්ෂම පරිපාලනයෙන් ළමයින් හා ගුරුවරුන් ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලියේ නොයෙදෙන බව අනාවරණය විය. එහෙත් අධ්‍යයනයට ලක්වූ S සහ D විදුහල්වල දැනට සිටින විදුහල්පතිවරුන් පාසල දියුණු කිරීමට ඉතා උනන්දුවෙන් කටයුතු කරන බවත්, උදාහරණ වශයෙන් 2008 වසරට පළමු ශ්‍රේණියට ළමයින් වැඩිකර ගැනීමට S විද්‍යාලයේ විදුහල්පතිතුමා සිසුන්ගේ නිවෙස්වලට පෞද්ගලිකවම ගොස් දෙමාපියන්ට මේ පිළිබඳ කරුණු පැහැදිලි කර ඇති බව අනාවරණය විය. එහෙත් මීට ඉහත එම විද්‍යාල දෙකේ සේවය කළ විදුහල්පතිවරුන් නිසා පාසල අරාපිත තත්ත්වයට වැටුණු බවත්, මේ නිසා පාසල ගොඩ ගැනීමට මහත් වෙහෙසක් දැරීමට සිදුවන බවත් දෙමාපියන් සඳහන් කරන ලදී. මෙහි දී අධ්‍යයනයට ලක්වූ සෑම පාසලක ම විදුහල්පතිවරුන් අවුරුදු 15ට වැඩි සේවා කාලයක් ගුරු ජීවිතයේ සපුරා තිබූ අතර විදුහල්පති ශ්‍රේණියක් සහිත පළපුරුදු අත්දැකීම් බහුල විදුහල්පතිවරුන් පාසල් හතරේ සිටීම යහපත් ලක්ෂණයක් විය. වෘත්තීය සුදුසුකම් අතර පශ්චාත් උපාධිලත් දෙදෙනෙකු ද, පුහුණු ගුරු සහතිකය ලද දෙදෙනෙකු ද සිටීම තවත් භාග්‍යයක් සේ සැලකිය හැකි ය. එසේ ම A විදුහලේ විදුහල්පති හැර අනෙක් විදුහල්පති තිදෙනා ම පාසලට ආසන්නයේ පදිංචි වී සිටීම තම රාජකාරිය කර ගෙන යාමට තවත් රුකුළක් වී ඇත. “ඔබ රාජකාරී කටයුතු කරගෙන යනු ලබන්නේ තෘප්තිමත්භාවයකින් ද?” යන ප්‍රශ්නයට A විදුහලේ විදුහල්පති පාසලට පැමිණීම දුෂ්කර බවත්, තමාගේ සුදුසුකම්වලට අවශ්‍ය පාසලක් ලැබී නැති බවත්, තමා ඒ ගැන කනගාටු වන බවත් ප්‍රකාශ කරන ලදී. මේ අනුව ඔහුගේ සෘණාත්මක ආකල්ප නිසා එම පාසල ක්‍රමයෙන් අභාවයට යන බව නිරීක්ෂණයට හසුවිය.

මෙය තව දුරටත් තහවුරු කරමින් ගුණසේකර(1996:87) අධ්‍යාපන කළමනාකරණය යනු ඒ සඳහා ඇති සීමිත සම්පත් කාර්යක්ෂම ලෙස උපයෝගි කර ගෙන අදාළ සියලු පුද්ගලයින් මනාව මෙහෙයවා ප්‍රකාශිත අධ්‍යාපන පරමාර්ථ ඵලදායී ලෙස ඉටුකර ගැනීම පිළිබඳ ක්‍රියාවලියක් ලෙස සඳහන් කරන ලදි(වාකිෂ්ඨ,2005:58). මේ අනුව පාසලේ දියුණුව හෝ පරිහානිය රඳා පැවැත්ම විදුහල්පතිගේ මනා කළමනාකරණය තුළින් සිදුවන බව පැහැදිලි වේ. එසේම “සිසුන් පහත වැටීමට ඔබ දකින හේතු මොනවා ද?” යන ප්‍රශ්නයට පාසල් හතරෙහි විදුහල්පතිවරුන් විවිධ අදහස් දැක්වීය. උදාහරණ වශයෙන් A විදුහලේ විදුහල්පතිතුමා ගමේ බිඳවැටුණු පවුල් වැඩි බවත්, බොහෝ පිරිස් දුරාචාරයට යොමුවී ඇති බවත්, තාවකාලික පදිංචි පවුල් වැඩි නිසා පදිංචිය අතහැර වෙනත් ප්‍රදේශවලට යන බවත්, පිටරට රැකියාවල වැඩිපුර මව්වරු නිරත වීමත් නිසා මෙම තත්ත්වය උද්ගතවී ඇති බව සඳහන් කරන ලදි. එහෙත් W විද්‍යාලයේ විදුහල්පතිතුමා ගුරු හිඟය, භෞතික සම්පත්වල ඇති අඩුපාඩු, විදුලිය, පානීය ජලය වැනි හේතු නිසා මෙම තත්ත්වය උද්ගතවී ඇති බව සඳහන් කළේය.

මෙහි දී S විද්‍යාලයේ විදුහල්පතිතුමා අතීතයේ එකොළොස්වෙනි ශ්‍රේණිය දක්වා මෙම පාසලේ පංති පැවැත්වූ බවත්, පසුව පංති සංඛ්‍යාව නවය ශ්‍රේණිය දක්වා අඩු කළ බවත් මේ නිසා ඉහළ පංතිවල ළමයින් ඉගෙන ගන්නා පාසල්වලට තම බාල දරුවන් රැගෙන යන බවත් එම නිසා පාසලේ ශිෂ්‍ය සංඛ්‍යාව අඩුවන බව පැවසීය. මේ පිළිබඳ D විදුහලේ විදුහල්පතිතුමා දෙමාපියන්ගේ නූගත්කම, ගුරු හිඟය, නවවෙනි ශ්‍රේණිය දක්වා පංති පැවැත්වෙන නිසා දෙමාපියන්ට පාසල් දෙකක සාමාජිකත්වය දැරීමට නොහැකිවීම යන කරුණු සඳහන් කරන ලදි.

ඉහළ අධ්‍යාපන බලධාරීන්ගේ අවධානය අඩු වීම

පාසල් වැසීයාමට හේතු වූ තවත් ප්‍රධාන කරුණක් වූයේ කලාප අධ්‍යාපන කාර්යාලයේ නිසි අවධානයක් හා නිසි සැලකිල්ලක් මෙම පාසල්වලට නොදක්වන බව පාසල් හතරෙන් තුනක් ප්‍රකාශ කරන ලදි. විශේෂයෙන් මෙම පාසල්වලට අවශ්‍ය ගුරුවරු ලබා නොදීම පිළිබඳ දෙමාපියන්ගේ දැඩි කලකිරීමක් ඇත. උදාහරණ වශයෙන් W විද්‍යාලයේ අ.පො.ස.(සා.පෙ) දක්වා පංති පැවැත්වෙන අතර ප්‍රදේශයේ ඇති පැරණිම පාසලක් බව හෙළිවිය. එහෙත් දෙමාපියන් පාසලට අවශ්‍ය ගුරුවරු ලබා ගැනීම සඳහා අධ්‍යාපන කාර්යාලයට ගොස් අදාළ නිලධාරීන් හමුවුවත්, ඔවුන්ට සහනදායී පිළිතුරක් ඒ සඳහා ලබා නොදුන් බවත්, මෙම පාසල්වල ළමයින් අඩු නිසා ගුරුවරුන් ලබාදිය නොහැකි බවත් නිලධාරීන් ප්‍රකාශ කළ බව ඔවුන් ප්‍රකාශ කරන ලදි. මේ බව තවදුරටත් තහවුරු කරමින් ලංකාතිලකගේ (2006) අධ්‍යයනයට අනුව සම්පත් බෙදීයාමේ විෂමතා තව දුරටත් දිළිඳු පාසල්වලට සීමාවීම, දුෂ්කර හා අති දුෂ්කර පාසල්හි සම්පත් අවශ්‍යතා නියාමනයට විධිමත් වැඩපිළිවෙළක් ක්‍රියාත්මක නොවීම, කලාප අධ්‍යාපන අධ්‍යක්ෂකගේ අධීක්ෂණය කිසිසේත් ප්‍රමාණවත් නොවීම, සෑම පාසලකටම සමාන අධ්‍යාපන අවස්ථා සැලසීමට අධ්‍යාපන පරිපාලනය විමධ්‍යගතකරණය සමත් නොවීම, කලාපය තුළ දුෂ්කර හා අවාසිදායී පරිසරයන්හි පිහිටි පාසල් අධ්‍යාපන පහසුකම් අතරින් තව දුරටත් අවාසියට පාත්‍ර වී තිබීම යන කරුණු අනාවරණය විය. මේ අනුව පාසල් වැසීයාම අවම කර ගැනීමට ඉහළ බලධාරීන්ගේ අවධානය හා කැපවීම අවශ්‍ය බව පැහැදිලි විය.

දෙමාපියන්ගේ අවම සහයෝගය

දෙමාපියන්ට පාසල පිළිබඳ ධනාත්මක හැඟීමක් නොවන බවත්, ඔවුන්ගේ අධ්‍යාපන මට්ටම ඉතා පහළ නිසාත්, ආර්ථික අපහසුතාවලින් පෙළෙන නිසාත් පාසල හා තම දරුවන් පිළිබඳ සොයා බැලීමට එතරම් උනන්දුවක් හා කැපවීමක් නැති බව ගුරුවරු සමඟ පැවති සම්මුඛ සාකච්ඡාවේ දී අනාවරණය විය. එසේම තම දරුවන්ව ගෙදරින් නිදහස් කර තමන්ගේ එදිනෙදා කටයුතු කර ගැනීමට බොහෝ දෙමාපියන් කටයුතු කරන අතර පාසලේ අභ්‍යන්තරය ගැන අවබෝධයක් නැති බවත්, පහ ශ්‍රේණිය ශිෂ්‍යත්ව විභාගය දක්වා පාසල සමඟ කෙටි සමීප සම්බන්ධයක් ඇති බවත් ගුරුවරුන් වැඩි දුරටත් සඳහන් කරන ලදි. මේ අදහස තහවුරු කරමින් ප්‍රසිල්ඩා (2009:121) පර්යේෂණයට අනුව පාසල වෙනුවෙන් විශාල කැපකිරීම් කිරීමට සූදානම් නොමැති පිරිසක් සිටින බවත්, දෙමාපිය සහභාගිත්වය එතරම් ඉහළ මට්ටමක නොපවතින බව සියයට 75ක පාසල් ප්‍රමාණයක් දක්වා ඇති බව හෙළි විය. මෙයට සමාන අදහසක් ඉදිරිපත් කරන පෙරේරා (2001:26) සඳහන් කරනුයේ යම් කාර්යයක උපරිම ඵල නෙලීමට නම් එහි නියම උරුමක්කාරයින් ඊට සහභාගි විය යුතුය. එසේම පාසලට

සම්බන්ධ දෙමාපියන්ගේ සහාය පිළිබඳව අදහස් දක්වන පෙරේරා (1997:38) දෙමාපියන් පාසලට පැමිණිය යුත්තේ එය තම දරුවන් සඳහා පැවැත්වෙන ආයතනයක් බවත්, එහි සැබෑ අයිතිකරුවන් තමන් බවත්, යන හැඟීමෙන් දෙමාපියන් කටයුතු කළ යුතු බවත් වටහාගෙනය. මේ අනුව පාසල් වැසීයාම අවම කර ගැනීමට දෙමාපිය සහභාගිත්වය අත්‍යාවශ්‍ය බව පැහැදිලි විය.

පාසල් කීපයක් ඉතා ආසන්න ව පිහිටා තිබීම

ග්‍රාමීය පාසල් වැසීයාමට තවත් ප්‍රබල හේතුවක් වී ඇත්තේ එකිනෙක අතර පාසල් ආසන්නව පිහිටා තිබීම ය. අධ්‍යයනයට ලක්වූ W පාසල හැර අනෙක් පාසල් තුනට ආසන්නයේ මහා විද්‍යාලයක් හෝ සම්පත්වලින් බහුල ඒ හා සමාන පාසල් පිහිටා තිබුණි. එසේ ම පාසල් කිහිපයකට අවශ්‍ය ළමා ජනගහනයක් මෙම ප්‍රදේශවල දැකිය නොහැකිය. දේශපාලන හෝ ගමේ වෙනත් පුද්ගලයින්ගේ අවශ්‍යතා මත මෙම පාසල් ආරම්භ කළ ද, ඒවාට අවශ්‍ය මානව හා භෞතික සම්පත්වල අවශ්‍යතාව පිළිබඳ සොයා බැලීමකින් තොර ව මෙම පාසල් ආරම්භ කර ඇත. එසේ ම ආසන්නයේ ඇති එක් පාසලකට පමණක් රාජ්‍ය අනුග්‍රහය ලබා දී එම පාසල දියුණු කිරීමෙන් ඒ අවට ඇති පාසල් ගණනාවක් වැසී යන තර්ජනයට ලක්වී ඇත.

නිගමන

පාසල් වැසී යාමට බලපෑ සාධක නම්, විදුහල්පතිවරුන්ගේ දුර්වල කළමනාකරණය හා පරිපාලනය, දීර්ඝ කාලයක් තිස්සේ පැවතෙන ගුරු හිඟය, ග්‍රාමීය පාසල් පිළිබඳ ඉහළ නිලධාරීන්ගේ අවධානය අඩුවීම, ළමා ජනගහනය අඩුවීම, කිලෝ මීටර 2-3ක් වැනි දුරකින් පාසල් 3-4ක් ආරම්භ කිරීම, පාසල හා දෙමාපියන් අතර තිබෙන අන්‍යෝන්‍ය සම්බන්ධතාව අඩු මට්ටමක පැවතීම, දරුවන් පාසල වෙත යොමු කරන ලද දෙමාපියන්ගේ අඩු අධ්‍යාපන මට්ටම නිසා පාසල සමඟ පවත්වන දුරස්ථ සම්බන්ධතාව හා දරුවන් පාසල වෙත යොමු කරන ලද දෙමාපියන්ගෙන් බහුතරය කම්කරු වෘත්තියෙහි යෙදෙන නිසා පාසල පිළිබඳ සොයා බැලීමට තිබෙන කාලය අඩුවීම යනාදී කරුණු ය.

යෝජනා

01 පාසල් පද්ධතිය තුළ විශාල බෙදීම් නිර්මාණය කිරීමට හේතුවී ඇති ඉසුරු පාසල්, නවෝද්‍ය පාසල්, ජනප්‍රිය පාසල්, 1ඒබී පාසල්, 1සී පාසල්, 2 වර්ගයේ පාසල්, 3 වර්ගයේ පාසල් ආදී වර්ගීකරණය ඉවත්කර සියලුම පාසල් ප්‍රාථමික, කනිෂ්ඨ, ජ්‍යෙෂ්ඨ ලෙස පාසල් පොදුවේ වර්ග කළ යුතු ය.

02 පළාත්, කලාප, කොට්ඨාස අධ්‍යක්ෂවරුන් ග්‍රාමීය පාසල් කෙරෙහි වැඩි අවධානයක් යොමු කළ යුතුය.

03 විවිධ අරමුණු මුදුන්පත් කර ගැනීමට අලුතින් පාසලක් ආරම්භ කිරීමට හෝ පංති සංඛ්‍යාව උසස් කිරීමට පෙර එම පාසලට ආසන්නව පාසල් තිබෙනවා ද නව පාසලට ප්‍රමාණවත් තරම් ළමයින් සිටිනවා ද පාසලකට අවශ්‍ය මූලික පහසුකම් සපුරා තිබේ ද යන කරුණු කෙරෙහි සැලකිලිමත් විය යුතු ය.

04 පාසල්වලට ළමයින් ඇතුළත් කිරීමේ දී පාසලේ පෝෂිත ප්‍රදේශයේ දරුවන් වෙනත් විද්‍යාලවලට ඇතුළත් නොකිරීමට නීති රීති දැඩි කළ යුතුය.

05 විදුහල්පතිවරුන්ගේ සෘණාත්මක ආකල්ප අඩු කර ධනාත්මක ආකල්ප වැඩිකිරීමට විවිධ පුහුණු වැඩසටහන් ක්‍රියාත්මක කළ යුතු ය.

06 ග්‍රාමීය පාසල්වල නිතර පවතින ගුරු හිඟය මගහරවා විෂයයන්වලට අදාළ ගුරුවරුන් ලබා දිය යුතුය.

07 වැසීයන පාසල්වල ඉහළ පංති අඩුකර සියලු පහසුකම්වලින් සංවර්ධනය කර අංග සම්පූර්ණ ප්‍රාථමික පාසල් බවට පත් කළ යුතුය.

08 ජනමාධ්‍යය තුළින් ජනප්‍රිය පාසල්වල දරුවන්ගේ දක්ෂතා පමණක් නොව ග්‍රාමීය පාසල්වල ඉගෙනුම ලබන සුවිශේෂී දක්ෂතා ඇති ළමයින් රටට හඳුන්වාදීම හා එම පාසල්වල පවතින භෞතික හා මානව සම්පත්වල අඩු පාඩු පෙන්වා දිය යුතුය.

ආශ්‍රිත ග්‍රන්ථ

ජයවීර, එස්. (1989). අධ්‍යාපන අවස්ථා ව්‍යාප්ත කිරීම, නොනිමි කර්තව්‍යය, සී. ඩබ්. ඩබ්. කන්නන්ගර අනුස්මරණ දේශනය, මහරගම : ජාතික අධ්‍යාපන ආයතනය, මහරගම :

ජාතික අධ්‍යාපන කොමිෂන් සභා වාර්තාව,(1992). නුගේගොඩ: ජාතික අධ්‍යාපන කොමිෂන් සභාව.

පට්ටියගොඩගේ, ආර්. එස්. (2005). පාසල් වැසීයාම හා දරුවන්ගේ අනාගතය, වරකාපොල : ආරිය ප්‍රකාශකයෝ.

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පෙරේරා, එම්. ඩබ්. එල්. (2001). ශ්‍රී ලංකාවේ පහළ ප්‍රාථමික පංති කාමර අධ්‍යාපන ක්‍රියාවලියේ ඵලදායිතා වර්ධනය සඳහා දෙමාපිය සහාය යොමු කර ගන්නා ආකාරය පිළිබඳ අධ්‍යයනයක්, අප්‍රකාශිත අධ්‍යාපනපති උපාධි නිබන්ධය, කොළඹ : කොළඹ විශ්වවිද්‍යාලය.

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රූපසිංහ, එස්.(1994). ශ්‍රී ලංකාවේ පාසල් වර්ගීකරණය අනුව දෙවන වර්ගයට අයත්වන ග්‍රාමීය පාසල්වල සිසුන්ගේ සමාජ ආර්ථික සංයුතිය, අධ්‍යාපන සඟරාව, 24 කලාපය, 20 -25.

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කේ. වී. සුධර්මා හරිස්චන්ද්‍ර,
විදුහල්පති,
බුවනෙකබා ප්‍රාථමික අංශය,
නාගහවත්ත මාවත,
මහරගම.

සංක්ෂිප්තය

පෙර ළමා විය, පුද්ගල ජීවිත පූර්ණ සංවර්ධන ක්‍රියාවලියේ පදනම සම්බන්ධ තීරණාත්මක අවධියකි. පෙර පාසල් අධ්‍යාපනය නිවැරදි මාවතකට යොමු කරමින් පූර්ව ළමා වියේ දරුවන් තුළ, සාධනය කළ යුතු නිපුණතා යෝග්‍ය ක්‍රියාකාරකම්වලින් ලබා දීම අවශ්‍ය ය යන පදනම මත, අධ්‍යයන අරමුණ වූයේ පෙර පාසල් අධ්‍යාපනය අවසන් කරන ශ්‍රී ලංකාවේ දරුවන් විසින් සාධනය කර ගත යුතු නිපුණතා හඳුනා ගැනීම ය. සුවිශේෂී අරමුණු 4ක් ඔස්සේ විස්තරාත්මක ක්‍රමවේදය අනුව දත්ත අදියර දෙකකින් රැස් කෙරිණි. ප්‍රශ්නාවලි, සම්මුඛ සාකච්ඡා සහ නිරීක්ෂණ මඟින් පෙර පාසල් ගුරුවරියන්ගෙන් (n=100) සහ පළමුවන ශ්‍රේණි භාර ගුරුවරියන්ගෙන් (n=100) පළමු අදියරේ දී රැස් කළ දත්ත විශ්ලේෂණයෙන් අනතුරු ව නිපුණතා ලැයිස්තුවක් සකස් කොට එය දෙවන අදියරේ දී 10% අතුරු නියැදියක් වෙත යොමු කොට රැස් කළ දත්තවලින් අවසන් නිපුණතා ලැයිස්තුව සකස් කරන ලදී. පෙර පාසල් අධ්‍යාපනය අවසන් කරන දරුවන් විසින් සාධනය කර ගත යුතු නිපුණතා ලැයිස්තුව නිපුණතා ක්ෂෙත්‍ර 6ක් යටතේ ගොනු කළ හැකි විය.

මූල පද - පෙර ළමා විය, නිපුණතා, සාධනය

හැඳින්වීම

වර්තමාන ශ්‍රී ලංකාවේ විධිමත් අධ්‍යාපන ක්ෂෙත්‍රයේ ක්‍රියාත්මක වන්නේ නිපුණතා පාදක විෂය මාලාවකි. පෙර පාසල් අධ්‍යාපනය මඟින් ද දරුවන් තුළ නිපුණතා වර්ධනය කළ යුතු වනුයේ, පෙර පාසල් අධ්‍යාපනයෙන් ලබා දෙන අත්දැකීම් දරුවාගේ බුද්ධිමය, මානසික, චිත්තවේග, ශාරීරික සහ සමාජීය ස්වභාවය හා ගැළපිය යුතු නිසා ය.

මුල් ළමාවිය රැකවරණය සහ සංවර්ධනය පිළිබඳ ජාතික ප්‍රතිපත්තිය (2004) පෙර පාසල් අධ්‍යාපනය පිළිබඳ ව මෙසේ ප්‍රකාශ කර ඇත.

> රටක වඩාත් ම වැදගත් ජාතික සම්පත වන්නේ එම රටේ ළමා පරපුරයි. අනාගත මානව සම්පත් සංවර්ධනය සඳහා පදනම ඔවුහු සපයති. රටේ සංස්කෘතික දායාදය, හර පද්ධතිය සහ අනන්‍යතාව ය අනාගතයේ දී

> තිරසාර ව පවත්වා ගනිමින්, ගෝලීය පසුබිම තුළ සිය රට පෙරට ගෙන යාමට සිය බුද්ධිමය කුසලතා භාවිත කළ හැකි, සෞඛ්‍ය සම්පන්න පරපුරක් ඇති දැඩි කිරීම වැඩිහිටි ජනගහනයේ යුතුකම හා වගකීම වෙයි. (3 පිටුව.)

පෙර පාසල අවශ්‍ය වන්නේ, විධිමත් පාසලට ඇතුළත් වන වයස දක්වා දරුවන්ගේ මුල් කාලයේ අත්දකින අවාසිදායක තත්ත්වවල විපාක මග හරවා ගැනීමටයි. ඔවුන්ගේ සංවර්ධනය සඳහා ආධාර කිරීම පිණිස විවිධ ආයතන මඟින් මෙහෙයවන පෙර පාසල්, පූර්ව ළමා විය සංවර්ධන මධ්‍යස්ථාන, මොන්ටිසෝරි යන නම්වලින් හඳුන්වන ආයතන රාශියක් ශ්‍රී ලංකාවේ ක්‍රියාත්මක වෙමින් පවතී. අවුරුදු 3 සිට 5 දක්වා වන මෙම කාල පරිච්ඡේදය ළමා සංවර්ධනය සම්බන්ධයෙන් අතිශය වැදගත්කමකින් යුක්ත අවධියකි. යෝග්‍ය ක්‍රියාකාරකම් අත්දැකීම් ලබා දීමෙන් ඔවුන්ගේ සංවර්ධනය උපරිම ස්ථානයකට ගෙන ඒමට හැකියාව ඇත. මනා අවබෝධයකින් තොර ව කරන මැදිහත් වීම ළමයින්ගේ සංවර්ධනයට වඩා බාධාවකට හේතු වන්නට පුළුවන. දරුවාගේ ශාරීරික, මානසික, චිත්තවේගික හා අධ්‍යාත්මික වර්ධනය හෙවත් පූර්ණ සංවර්ධනය නඟා සිටුවීමට සමත් උත්තේජන සැපයෙන පරිසරයක් මෙම මධ්‍යස්ථාන මඟින් සැපයිය යුතු ය.

ජාතික අධ්‍යාපන කොමිෂන් සභාව පෙන්වා දෙන පරිදි පසුගිය දශක කිහිපය තුළ සීඝ්‍ර ලෙස පෙර පාසල් ව්‍යාප්ත වී තිබේ. එසේ ම මුල් ළමාවිය රැකවරණය සහ සංවර්ධනය පිළිබඳ ජාතික ප්‍රතිපත්තිය (2004) ශ්‍රී ලංකාවේ පෙර පාසල් අධ්‍යාපනයේ යථා ස්වභාවය මෙසේ විග්‍රහ කරයි.

> පෙර පාසල් සඳහා දෙමාපිය ඉල්ලුම වැඩිවීමත් සමඟ පෙර පාසල් පහසුකම් සැපයීම සහ පෙර පාසල් ගුරු පුහුණු පාඨමාලා පැවැත්වීම පිළිබඳ පෞද්ගලික අංශයේ මැදිහත් වීම වැඩි වෙමින් පවතී. දෙමාපියන්ගේ සිත් ගන්නා වූ එහෙත් ළමා සංවර්ධන මූලධර්මවලට අනුව යෝග්‍යය නොවූ ආකෘති සහ උපකරණ හඳුන්වා දීමට පෞද්ගලික අංශයේ නම්‍යතාවක් ඇත. පෙර පාසල තුළින් ළමයා ප්‍රාථමික පාසල සඳහා සූදානම් කළ යුතුය යන සාවද්‍යය හැඟීම හේතුවෙන් පෙර පාසල් අත්දැකීම් බවට පත්වීම ද නිතර සිදුවෙයි. මෙය ශ්‍රී ලංකාව තුළ බහුල ලෙස වරදවා තේරුම් ගත් සංකල්පයකි. පෙර පාසලේ කාර්යභාරය ළමයාගේ සමස්ත සංවර්ධනය දිරිගැන්වීම යන්නට කිසි තැකීමක් නොකරමින් කියවීම, ලිවීම හා සංඛ්‍යා පිළිබඳ කුසලතා ලබා දීම පෙර පාසලේ කාර්යය ලෙස දෙමාපියෝ සලකති. එමඟින් මෙම වයසේ ළමයින්ට දරාගත නොහැකි පීඩනයක් ළමයින් තුළ ඇති කෙරේ. පෙර පාසල ක්‍රීඩාව තුළින් ඉගෙනුම ලබා, අනාගත ඉගෙනුමට මෙන්ම ජීවිතයට ද අදාළ අත්තිවාරම ගොඩනංවන ස්ථානයක් ලෙස පවතිනු වෙනුවට කිසිදු සංකල්පමය අවබෝධයක් නොලබා යම් යම් දෑ යාන්ත්‍රිකව මතකයට නංවාලන, ශාස්ත්‍රීය අත්දැකීම් තුළින් ළමයින් වෙහෙසට පත් කරන ස්ථානයක් බවට පත්ව ඇත (9. පිටුව).

පෙර පාසලින් බිහිවන දරුවා අනාගත සමාජයේ පුරවැසියෙකු වීම සඳහා විධිමත්ව පාසලට ඇතුළත් වේ. පෙර පාසල දරුවන්ගේ නිපුණතා සංවර්ධනයට දායක වෙනවා මෙන් ම පූර්ණ පෞරුෂයක් සහිත දරුවන් දායාද කිරීමට අවශ්‍ය පදනම දමයි. එහෙත් දරුවා ගැන වැඩිහිටියන් දරන වැරදි අපේක්ෂා හේතුවෙන් ළමා වියට ආවේණික ක්‍රීඩාවලට කාලය වෙන් නොකර දරුවා කොහෙත් ම සූදානමක් නොදක්වන ක්‍රියාකාරකම් වන කියවීම, ලිවීම, සංඛ්‍යා යන වැඩිහිටියන්ගේ මිනුම් දඬුවලට හසු

වන කුසලතා වර්ධනය කිරීමට පෙර පාසල් යොමු වී තිබේ. මෙසේ කරනුයේ තරගකාරීත්වයට මුහුණ දෙන්නට ය. දරුවාගේ පාර්ශවයෙන් චිය මහත් අවාසියකි. චීවායේ පවතින භෞතික හා මානව සම්පත්වල ස්වභාවය කෙසේ ද? කවර විෂය මාලාවක් ක්‍රියාත්මක වේ ද? යන්න සොයා බලා පෙර පාසල දරුවාට වඩා සුදුසු ස්ථානයක් කිරීම අවශ්‍යය ය. වර්තමානයේ විවිධ පෙර පාසල් බිහි වී ඇති අතර චීවායේ විවිධත්වය පෙර පාසල් පරිහානියට පවා හේතු වී ඇතැයි ද චිය පෙර පාසල්වල ගුණාත්මක තත්ත්වය කෙරෙහි අහිතකර ලෙස බලපා ඇතැයි ද පෙර පාසල්වල දරුවන්ට සීමිත වූ අත්දැකීම් ලැබීමට ද හේතු වී ඇතැයි ද අදහස් පළ ව තිබේ.

පර්යේෂණ පසුබිම

ශ්‍රී ලංකාවේ පෙර පාසල් අධ්‍යාපනයේ වැදගත්කම හා අවශ්‍යතාව පිළිබඳ ව මුලින් ම අවධානය යොමු කරන ලද්දේ 1943 නිකුත් වූ අධ්‍යාපනය පිළිබඳ විශේෂ කාරක සභා වාර්තාවෙනි(1943, 48පිටුව). අධ්‍යාපනය පිළිබඳ විශේෂ කාරක සභා වාර්තාවට අනුව මානසික ස්වස්ථතාවේ අත්තිවාරම අවුරුදු 2 සිට 5 දක්වා වයසේ දී දැමිය යුතු නිසා වයස අවුරුදු 3-5 අතර දරුවන් සඳහා පෙර පාසල් සම්පාදනය කිරීමේ අවශ්‍යතාව රජය විසින් පිළිගන්නා ලදී. 1961 නිකුත් වූ ජාතික අධ්‍යාපන කොමිෂන් සභාවේ වාර්තාවේ ද පෙර පාසල් පිළිබඳ ව සඳහන් කර ඇතත් ළදරු පාසල් පිළිබඳ ව ජනතා අවධානය චික් වර ම වැඩි වූයේ 1972 අධ්‍යාපන ප්‍රතිසංස්කරණ සමඟ ය. විධිමත් පාසලට බඳවා ගන්නා වයස අවුරුදු 6 බවට පත් කිරීම නිසා අවුරුදු 5-6 දරුවන් සඳහා පෙර පාසල් සීඝ්‍රයෙන් ක්‍රියාත්මක වන්නට විය. චිය 1970 දශකයට පෙර ශ්‍රී ලංකාවේ පෙර පාසල් සංඛ්‍යාව සහ 1970 දශකයේ පෙර පාසල් සංඛ්‍යා පිළිබඳ අවධානය යොමු කිරීමේ දී පැහැදිලි වෙයි.

1. වගුව ශ්‍රී ලංකාවේ පෙර පාසල් සංඛ්‍යා 70 දශකයට පෙර සහ 70 දශකය

වර්ෂය	පෙර පාසල් සංඛ්‍යා
1920	05
1940	08
1950	09
1960	30
1969	35
1970	55
1971	98
1972	89
1973	61
1974	63
1975	162
1976	271
1977	266
1978	380
1979	264

මූලාශ්‍රය: Survey of Pre school in Sri Lanka, 1979.

අධ්‍යාපන අමාත්‍යංශයට අනුව (1972) පෙර පාසල් අධ්‍යාපනය දීම සඳහා ළදරු පාසල් ඇති කිරීම පිළිබඳ වැඩ පිළිවෙළක් සමාජ සේවා අමාත්‍යංශය විසින් සකස් කර ගෙන යාමට යෝජනා කර තිබුණු අතර මෙම වැඩ පිළිවෙළට අධ්‍යාපන අමාත්‍යංශයේ සම්පූර්ණ සහයෝගය හා ආධාරය ලබා දෙන බවත් කවර වයසකින් වුව ද ළමයකු පාසලට බඳවා ගනු ලැබුව ද ඒ ළමයාට පෙර පාසල් අධ්‍යාපනයක් ලබා දීම සුදුසු බවත් දක්වා තිබුණි (5. පිටුව).

අධ්‍යාපනයේ නවමඟ(1972) සඳහන් අන්දමට පෙර පාසල් පිළිබඳ පහත සඳහන් උපුටනය ඉතා වැදගත් ය.

> "පාසලට ඇතුලත් කර ගැනීමේ වයස් සීමාව සවන අවුරුද්දට තැබීමෙන් පසු මතුවන තවත් ප්‍රශ්නයක් වෙයි. එනම් පූර්ව පාඨශාලීය අධ්‍යාපනය පිළිබඳ ප්‍රශ්නයයි. පූර්ව පාඨශාලීය අධ්‍යාපනයක් දීම සඳහා ළදරු පාසල් ඇති කිරීම පිළිබඳ ව වැඩපිළිවෙලක් සමාජ සේවා අමාත්‍යංශය විසින් සකස් කර ගනු ලැබීමේ වයස අවුරුදු හය හෝ හත බවට බොහෝ රටවල පැමිණ වූයේ පූර්ව පාඨශාලීය අධ්‍යාපනයක් ඇති කිරීමෙන් පසුව යන මතය සාවද්‍ය ය. වැඩි වයසින් ළමයින් පාසලට ඇතුලත් කර ගැනීමත් පූර්ව පාඨශාලීය අධ්‍යාපනයත් අතර කිසිඳු සම්බන්ධතාවක් නැත. මේ දෙකම එක එකට අදාළ වෙනත් සාධක මත තීරණය කළ යුතු ප්‍රශ්නයකි. කවර වයසකින් ළමයෙකු පාසලට බඳවා ගනු ලැබුව ද ඒ ළමයාට පූර්ව පඨශාලීය අධ්‍යාපනයක් ලබා දීම සුදුසු ය" (5-6 පිටු).

මේ අනුව පැහැදිලි වන්නේ පෙර පාසල් අධ්‍යාපනය අත්‍යවශ්‍ය අංගයක් ලෙස හඳුනා ගත් බවකි.

වත්මන් තත්ත්වය සලකා බලන කල, පෙර පාසල් අධ්‍යාපන ආයතන සීඝ්‍ර ලෙස ව්‍යාප්ත වීමක් දක්නට ලැබේ. ඒ අනුව පැහැදිලි වන්නේ පෙර පාසල් සංඛ්‍යාව 70 දශකයට සාපේක්ෂ ව ආසන්න ලෙස දහසය දහස දක්වා වැඩි වී ඇති බවකි.

2. වගුව ශ්‍රී ලංකාවේ පෙර පාසල් සංඛ්‍යා-2009

පළාත	සංඛ්‍යාව
බස්නාහිර	2883
දකුණ	2380
වයඹ	1925
මධ්‍යම	2287
උතුරුමැද	1692
සබරගමුව	1477
ඌව	1285
නැගෙනහිර	1516
උතුර	897
එකතුව	16342

මූලාශ්‍රය: ළමා ලේකම් කාර්යාලය, 2009

පෙර පාසල් අධ්‍යාපනය සම්බන්ධයෙන් මෑත දී ලත් ජයග්‍රහණයක් ලෙස මුල් ළමා විය රැකවරණය සහ සංවර්ධනය පිළිබඳ ජාතික ප්‍රතිපත්තිය කැබිනට් පත්‍රිකාවක් ලෙස සම්මත වීම හඳුන්වා දිය හැකි ය (Cabinet Paper No. 04/1253/015/006-21 September 2004). එම ප්‍රතිපත්තියේ පරමාර්ථ පහත සඳහන් පරිදි ය.

- ප්‍රතිචාරාත්මක වූ මනෝ සමාජයීය උත්තේජනය සඳහා අවස්ථා සමඟ ප්‍රමාණවත් සෞඛ්‍ය හා පෝෂණ සේවාවන්ට යොමු වීම සහතික කිරීම මඟින් සෑම ළමයකුට ම ඉදිරි ජීවිතය සඳහා ඉතාමත් හොඳ ආරම්භයක් සහතික කිරීම.

- සෞඛ්‍යය, පෝෂණය, මනෝ සමාජයීය උත්තේජනය, ආරක්ෂිත ජලය, ස්වස්ථතාව හා සනීපාරක්ෂාව මැනවින් අනුකලනය කළ සමෝධානිත පිවිසුමක වැදගත්කම ප්‍රචලිත කිරීම.

- ළමා සංවර්ධන මධ්‍යස්ථාන, නිවාස හා පවුල පදනම් කර ගත් වැඩ සටහන් ආදී වශයෙන් වූ මුල් ළමා විය රැකවරණය හා සංවර්ධනය පිළිබඳ වැඩ සටහන් සම්පාදනය හා ක්‍රියාත්මක කිරීම ක්‍රමවත් කෙරෙන ප්‍රමිතීන් හා උපදෙස් සම්පාදනය කිරීම.

- බාලවිය දරුවන්ගේ රැකවරණය හා සංවර්ධන සේවා සැපයුම හා සහාය දැක්වීම සම්බන්ධ ව මධ්‍යම, පළාත් සහ ප්‍රාදේශීය පාලන ආයතන සතු භූමිකා හා වගකීම් පැහැදිලි කිරීම.

- මුල් ළමා විය රැකවරණය හා සංවර්ධන සේවා සැපයීම පිළිබඳ ව රාජ්‍යය, රාජ්‍යය නොවන සංවිධාන පෞද්ගලික අංශය ප්‍රජාව සහ පවුල් අතර සම්බන්ධය පැහැදිලි කිරීම.

- මුල් ළමා විය රැකවරණය හා සංවර්ධන සඳහා විවිධ පාර්ශව කරුවන් විසින් සපයනු ලබන සේවා, ජනගහනයේ සෑම කොටසක් සඳහා ම උපරිම ලෙස සැපයෙන පරිදි සහ ප්‍රයෝජනයට ගැනෙන පරිදි ඒකරාශි කිරීම හා සම්බන්ධීකරණය කිරීම.

- මුල් ළමා විය රැකවරණය සහ සංවර්ධන වැඩ සටහන් හි ආයෝජනය සඳහා මූල්‍යමය සම්පත් වැඩි වැඩියෙන් රැස් කර දීම හා වෙන් කර දීම.

- ළමා සංවර්ධනය පිළිබඳ දෙමාපියන්, රැකවරණය සපයන්නන් හා ප්‍රජාව සතු කාර්ය භාරයේ වැදගත්කම ඉස්මතු කර දැක්වීම ප්‍රවර්ධනය කිරීම.

- ළමයින්ගේ සංවර්ධනයට ප්‍රමාණවත් ලෙස උපකාරී වීමට හැකි වන පරිදි දෙමාපියන්ගේත්, රැකවරණය සපයන්නන් හා ප්‍රජාවගේත් ශක්‍යතා වැඩි දියුණු කිරීම (11 වන පිටුව).

සාහිත්‍ය විමර්ශනය

පෙර පාසල් වියේ ළමයින්ගේ නිපුණතා අවධාරණය කරන විමර්ශන පිළිබඳ ව මෙහි දී අවධානය යොමු කෙරේ. ආනෝල්ඩ් ගෙසල් පෙන්වා දෙනුයේ ළමා වර්ධනයේ ප්‍රධාන සාධකය පරිණාතිය බවයි. ස්නායු පද්ධතිය, කොඳු ඇට පෙළ, ඇට සැකිල්ල හා ඉන්ද්‍රිය පද්ධතියේ ඇති වන මේරීම සමඟ ම ක්‍රියාකාරිත්වය වර්ධනය වේ. එහි ප්‍රතිඵලයක් ලෙස පුද්ගල සංවර්ධනය සිදුවෙයි. අවුරුදු 3-5ත් අතර භාෂා වර්ධනය වේගවත් වන අතර ඉන්ද්‍රිය වර්ධනය පාලනය වෙයි (අබේපාල, 2007, පි. 70).

බොල්බිගේ බන්ධන න්‍යාය අනුව ළමයාගේ දැනුම හෙවත් ප්‍රජානන ක්ෂෙත්‍රයේ වර්ධනයට, මානසික පරිණතියට බලපානුයේ; ළදරුවා තම මව, පියා සහ අනෙකුත් පුද්ගලයන් සමඟ ඇති කර ගන්නා බන්ධන අනුව ය (අබේපාල, 2007, 110 වන පිටුව).

දරුවාගේ සමාජීය වර්ධනයට වඩාත් ම බලපෑමක් කරන අවධිය පෙර පාසල් අවධියයි (අතුකෝරල, 1991). නිවසේ සාමාජිකයින් සමඟ තම ජීවිතය ගත කළ දරුවා ට බාහිර සමාජය මුණගැසීමත් සමඟ චිත්තවේග දුබලතා මෙන් ම ප්‍රබලතා මතු විය හැකිය. දරුවා හදාවඩා ගැනීමේ දී ඔහුගේ මූලික අවශ්‍යතා ඉටු වූ සහ ඉටු නො වූ දරුවන් දෙවර්ගයක දෙආකාරයක චිත්තවේග ලක්ෂණ දැකිය හැකි ය. මූලික අවශ්‍යතා ඉටු නොවූ දරුවන් තුළ චණ්ඩ බව, මුරණ්ඩුබව, ඇඬීම, ලජ්ජාශීලිබව, කාංසාව, බියවීම, තැතිගැන්ම ආදි ලක්ෂණ දැකිය හැකි ය.

ළමයාගේ සමස්ත පෞරුෂ වර්ධනයට ම කේන්ද්‍රීය වන්නේ භාෂාවයි. ස්වකීය පරිසරයේ ඇසෙන භාෂාව ඉගෙනීමේ සහජ ශක්‍යතාවක් දරුවාට ඇත. භාෂාවක් ඉගෙනීම ඉතා දුෂ්කර සංකීර්ණ කර්තව්‍යයකි. ජීවිතයේ ප්‍රථම අවුරුදු පහ ඇතුළත කළ හැකි වීම මනුෂ්‍යයා පමණක් ලද අපූර්ව සිද්ධියකැ යි ඇල්ප්‍රඩ් වයිට් හෙඩ් පවසයි. ළමයෙකුගේ සමාජීය - ආර්ථික පසුබිම සහ භාෂා වර්ධනය අතර ඉතා සමීප සම්බන්ධයක් ඇත (කාරියවසම්, 1976, පි.67).

පැන්ටලියෝ විසින් (2005) කුඩා දරුවන්ගේ දෘෂ්‍ය පාඨයන් කියවීම සම්බන්ධව පර්යේෂණාත්මක තොරතුරු අනුව; දරුවන්ගේ දැනීම සහ ලිවීමේ හැකියාවන් වර්ධනය සඳහා පින්තූර පොත් සහ කතන්දර මඟින් ලබා ගත හැකි පිටිවහල ඉමහත් ය. එය දරුවාගේ සාක්ෂරතාව හා කුසලතා වර්ධනය සඳහා ඉතා වැදගත් වෙයි. මෙහිදී විවිධ කතන්දරවලට පින්තූර ඇඳීම සඳහා දරුවන්ට ලබා දීම ඉතා සාර්ථක වර්ධනයක් දැක ගත හැකි දෙයකි.

මොයෙඩාලගෝමස් සහ ප්ලොරස් (2006) පිරිස "පූර්ව පාසල් ළමයින්ගේ වචන මාලාව සංවර්ධනය කිරීම සඳහා ගීතමය වැඩ සටහන් ක්‍රියාත්මක කිරීම" මැයෙන් කළ පර්යේෂණය අනුව; සංගීතමය හා භාෂාමය වැඩ සටහන් සඳහා සංගීතමය ක්‍රියාකාරකම් තුළින් රිද්මය හා මිහිරි හඬ සහිත සංගීත උපකරණ යොදා ගැනීමෙන් භාෂාමය ශක්තියත්, දැකීමේ ශක්තියත්, චාලක ක්‍රියාකාරකම් ඇති කිරීම සඳහාත් අනුග්‍රහය දැක්විය හැකි ය. මෙහි ප්‍රතිඵලය ලෙස වචන මාලාව දියුණු වෙයි. එසේ ම භාෂාමය හැකියාව, සිතීමේ හැකියාව, මතක වර්ධනය, ක්‍රියාකාරකම් ශීඝ්‍රතාව වැඩි

කිරීම, විවේචනාත්මක චින්තනය ඇති කිරීම සඳහා ප්‍රයෝජනවත් ය. විශේෂයෙන් වාචික හැකියාව වර්ධනයට ඡේද කියවීමට වචන නිවැරදි ව භාවිතයට හා අර්ථාවබෝධයට මෙන්ම විනෝදයට ද ගීතමය වැඩ සටහන් ප්‍රයෝජනවත් ය.

රාජරත්නම් (1980) පෙර පාසල් පැමිණීම දරුවාගේ ප්‍රජානන සංවර්ධනයට චිත්තවේගී ස්ථාවරත්වයටත් පිළිගත් සමාජ චර්යයා ඇති කිරීමටත් වැදගත් මෙහෙයක් ඉටු කරන බව අනාවරණය කරන ලදී. එය විධිමත් අධ්‍යාපනයට මනා සූදානමක් දෙන බව හෙළි කරන ලදී.

බණ්ඩාර මැණිකා (1996) ආර්ථික සාධක මෙන්ම නිවසේ පරිසරය පෙර පාසල් පරිසරය භාෂා කුසලතා සඳහා බලපාන බව අනාවරණය කරන ලදී.

අබේදේව විසින් (1983) උපතේ සිට අවුරුදු 5 දක්වා දරුවන්ගේ වැඩ සටහන්වලට ජාතික මට්ටමේ වගකීමක් සහ අවුරුදු 5න් පහළ දරුවන්ගේ අධ්‍යාපනය සඳහා අමාත්‍යංශයක් තිබිය යුතු බවත් දෘෂ්‍යාධාර ක්‍රීඩා භාණ්ඩ සම්බන්ධ පර්යේෂණ ක්‍රියාකාරම් සංකල්ප වර්ධනය භාෂා සංවර්ධනය පූර්ව මැදිහත් වීම සහ ඒ සඳහා පොහොසත් අත්දැකීම් ලබා දිය යුත්තේ සුදුසුකම් ලත් පළපුරුදු ගුරුවරු මඟින් යන නිගමනයන්ට එළඹෙන ලදී.

දරුවාගේ සමස්ත වර්ධනය සඳහා යොමු වන සාමාන්‍ය දරුවා විධිමත් පාසලට හුරු කිරීම සඳහා වන ශ්‍රී ලංකාවේ පෙර පාසල් අධ්‍යාපනයේ අරමුණු අන්තර් ජාතික වශයෙන් පිළිගත් වීවා වීම මෙන් ම ශ්‍රී ලංකාවේ පෙර පාසල් ගුරුවරුන්ගේ අධ්‍යාපන සුදුසුකම් හා ඔවුන්ට ගුරු පුහුණුවක් ලැබී තිබේ ද යන්නත්, පෙර පාසල් අධ්‍යාපනය සඳහා ජාතික මට්ටමින් පිළිගත් අරමුණු මාලාවක අවශ්‍යතාව ඇති බව තලගල (1996) අනාවරණය කරන ලදී.

සුනීතා විසින් (2001) පෙර පාසල් 12ක් ඇසුරින් කරන ලද පර්යේෂණයෙන්; දරුවාගේ සමස්ත පෞරුෂ වර්ධනයට කේන්ද්‍රීය හා භාෂා කුසලතා පෙර පාසල් අවධියේ ම මැනවින් අත්පත් කර ගැනීමට අවශ්‍ය මූලික අඩිතාලම නොලැබුවේ නම් එය විධිමත් පාසලේ විෂයයන් ප්‍රගුණ කර ගැනීමටත් පසු පීවිතය කාර්යක්ෂම ව ගත කිරීමටත් බාධාවකි. පෙර පාසල් දරුවාගේ භාෂා වර්ධනය කෙරෙහි පෙර පාසල් ගුරුවරයාගේ ගුරු කුසලතාව ප්‍රධාන සාධකයක් ලෙස බලපායි. පෙර පාසල් දරුවාගේ භාෂා සංවර්ධනය සඳහා ගුරුවරයාගේ ඉගැන්වීමේ පළපුරුද්ද අධ්‍යාපන සුදුසුකම් හා වෘත්තීය සුදුසුකම්වල ප්‍රවීණත්වය මෙන් ම එම හැකියා ප්‍රායෝගික ව පන්ති කාමරය තුළ ක්‍රියාත්මක කිරීම යන කරුණු බලපානු ඇත. විවිධ භාෂා කථා කරන දරුවන් සම්බන්ධයෙන් ඉගෙනුම් මාධ්‍යය තෝරා ගැනීමේ දී ගුරුවරයා සැලකිලිමත් විය යුතු අතර ඒ පිළිබඳ ව දෙමාපියන් සමඟ සාකච්ඡා කළ යුතු ය. භෞතික සීමාවන් ද පෙර පාසල් අධ්‍යාපනයට ප්‍රධාන සාධකයක් ලෙස බලපායි. ප්‍රමිතීන් සැකැස්ම, ආගමික වතාවත් ඉටු කිරීම, ජල වැසිකිළි පහසුකම් ඇතුළත පිටත ඉඩ කඩ සීමිත වීම, චමත්කාර එළිමහන්, ක්‍රීඩා උපකරණ වර්ණවත් ව නිර්මාණය කිරීම ගුවන් විදුලිය, කැසට් යන්ත්‍ර ඉතා වැදගත් වේ. පෝෂණ වැඩ සටහන් සෞඛ්‍ය වැඩ සටහන් ද ඉතා වැදගත් ය.

දිසානායක (2002) කොළඹ හා කුරුණෑගල දිස්ත්‍රික්කවල පැවැත්වෙන පෙර පාසල් ගුරු පුහුණු පාඨමාලා 9ක් ඇසුරින් කළ අධ්‍යයනය අනුව පෙර පාසල් ගුරු පුහුණු පාඨමාලා තුළින් ලබා දෙන ප්‍රායෝගික පුහුණු වීම් තව දුරටත් වර්ධනය කළ යුතු ය. පෙර පාසල් අධ්‍යාපනය පෙර පාසල් ගුරු අධ්‍යාපනය සහ ගුරුවරුන් බඳවා ගැනීම සම්බන්ධව රාජ්‍යය මැදිහත් වීමෙන් යුතු ව ප්‍රමිතීන් නියම කළ යුතු ය. පෙර පාසල් අධීක්ෂණය කළ යුතු ය.

වෙල්ගම (1982) ළමයින්ගේ පරිසරය සමාජ පසුබිම හා ඔවුන් ලබන අත්දැකීම් විවිධ වන නිසා එය වාග් මාලාව අඩු වැඩි වීමට බලපාන බව සහ සමාජ පන්තිය භාෂා වර්ධනයට බලපාන බැවින් පූර්ව පාසල මඟින් ඒ සඳහා පහසුකම් සැපයිය යුතු බව ඉදිරිපත් කළා ය.

ජෝෂප් නාගි (1988) පෙර පාසල් හා ආරම්භක ශ්‍රේණිවල ලිවීමේ කුසලතාව ඉගැන්වීමේ දී අනවශ්‍ය වෙහෙසක් ගන්නා බව සමහර අවස්ථාවල දී දරුවන් මත අසාධාරණ ඉල්ලීම් හා බලාපොරොත්තු පටවන බව, සූදානම් වීමේ අභ්‍යාස හා ක්‍රියාකාරකම් දරුවන් වැඩි ගණනකට එක්තරා දුරකට ප්‍රයෝජනවත් වන නමුත් ඔවුන්ගේ හැකියාවන් වර්ධනය කර ගැනීමේ මේරීමේ ස්වභාවය ද සීමාවන් ඇති කරන බව දක්වයි (National Institute of Education, 1988).

කුසුමාවතී (1986) ගණන් කිරීම අවබෝධයෙන් තොර ව සාමුහික ව කරන බවත් සංඛ්‍යා අවබෝධය ඉතා මද බව සහ පින්තූරවලින් පෙන්වන ලද ද්‍රව්‍යවල වටිනාකම නිවැරදි ව කීමට අපොහොසත් බවත් අනාවරණ කළා ය.

පෙර පාසල් වියේ දරුවන්ගේ භාෂා හැකියා හඳුනා ගැනීම සඳහා උපකරණ කට්ටලයක් සකසා සම්මත කිරීම මැයෙන් අධ්‍යයනයක යෙදුණු මුණසිංහ (2002) පෙර පාසල් දරුවන් සඳහා භාෂා විෂය ක්ෂේත්‍රය යටතේ ශ්‍රවණ විභේදනය, දෘෂ්ඨි විභේදනය, මනෝචාලක කුසලතා, සවන්දීම, කථනය, පෙර කියවීම, පෙර ලිවීම යන ක්ෂේත්‍ර 7 වැදගත් වන බවත්, එය වර්ධනයට අදාළ පූර්ව කුසලතා ලබා දීමේ අවශ්‍යතාව ඇති බවත්, දරුවන්ගේ විධිමත් පාසල් ප්‍රවේශයට පෙර භාෂා ක්ෂේත්‍රයේ සෑම අංශයක් ම නියෝජනය වන පරිදි ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලිය සකස් කර ගත යුතු අතර එය වෙන් වූ ක්‍රියාවලියක් නො ව සමෝධානික ව කළ යුතු කාර්යයක් ලෙසත් එමඟින් වාග්මාලා පෝෂණය හා අනෙක් විෂයයන් සඳහාත් මෙය බෙහෙවින් බලපාන බව ඉදිරිපත් කළා ය.

2004 වසරේ ශ්‍රී ලංකාවේ හර්මන් මයිනර් ළමා ගම්මාන සංකල්පය යටතේ පිළියන්දල, ගාල්ල, අනුරාධපුරය, මොණරාගල පවත්නා ළමා ගම්මානවල පෙර පාසල් ඉගෙනුම් ලැබූ දරුවන් 500ක් පිළිබඳව කළ අධ්‍යයනයක් ඇසුරින් විග්‍රහයක යෙදෙන අබේපාල පෙර පාසල් අධ්‍යාපනය අවසානයේ ළඟා කර ගත යුතු නිපුණතා; සන්නිවේදන ආශ්‍රිත, දැනුම ආශ්‍රිත, ක්‍රමවේද, සමාජ කුසලතා සහ පුද්ගල කුසලතා යන ශීර්ෂ 5 ක් යටතේ විග්‍රහ කොට ඇත (අබේපාල, 2007. 259 පිටුව).

වික්‍රමරත්න (1996) අනුව; ළමයෙකුගේ ජීවිතයේ පළමු වසර පහේ දී ඔහුගේ කායික ප්‍රජානන සමාජයීය සහ චිත්තවේගීය සංවර්ධනය කරා ගෙන යන්නා වූ මැදිහත් වීමක අවශ්‍යතාව වඩාත් හොඳින් හඳුනා ගෙන ඇත. මෙම කාල සීමාව තුළ කායික

ආරක්ෂාව තහවුරු කිරීම මානසික සුරක්ෂිත බව ඇතිකිරීම මෙන් ම රැකවරණ දායකයකු හෝ එවැනි අයවලුන් කිහිප දෙනෙකු හෝ සමඟ සිදුවන අන්තර් ක්‍රියාවන්ට තුඩු දෙන සමීප සබඳතාවක් ඇති ප්‍රබෝධමත් පරිසරයක් ලබා දීම ළමයකුගේ උපරිම සංවර්ධනය සහතික කිරීමට හේතු වනු ඇත. ශ්‍රී ලංකාවේ පෙර පාසල් වැඩ සටහන් පිළිබඳ තත්ත්ව විශ්ලේෂණය යුනිසෙෆ් ආයතනය, ප්‍රවාහන, පරිසර හා වනිතා කටයුතු අමාත්‍යංශයේ සහ ළමා ලේකම් කාර්යාලයේ අනුග්‍රහය ඇති ව පැවැත්වූ සමීක්ෂණයේ අනාවරණ අනුව; ඵලදායි ඉගෙනුමකට 25%ත් 30%ත් අතර පෙර පාසල් ප්‍රමාණයක පෙර කියවීම හා පෙර ලිවීම යන කුසලතා සංවර්ධනයට අවශ්‍ය උපකරණ හා ද්‍රව්‍යය ප්‍රමාණවත් නැත. ඉතා අඩුවෙන් ඇති උපකරණ ලෙස වාර්තා වන්නේ චිළිමහන් උපකරණ වශයෙන් ගැනෙන විශේෂයෙන් චාලක හා ශාරීරික සංවර්ධනය සඳහා ඇති උපකරණයි. හම්බන්තොට සහ මොණරාගල දිස්ත්‍රික්කවල පෙර පාසල් සඳහා මෙම උපකරණ තිබූ බවට සාක්ෂි නැති බව නිගමන විය.

මූනගමගේ (1975) විසින් ශ්‍රී ලංකාවේ පූර්ව පාසල් අධ්‍යාපනය පිළිබඳ විස්තරාත්මක අධ්‍යයනයක් අනුව පූර්ව පාසල්වල භාවිත වන විෂයමාලා චිකක් අනෙකට වෙනස්වන සේ විවිධ අන්දමින් සකස් වූ ඒවා ය. ලිවීම කියවීම සංඛ්‍යා පුහුණුව මෙහි අරමුණු වී ඇත. ක්‍රියාකාරකම් යන යෙදුම භාවිත කිරීමක් පූර්ව පාසල් ආයතනයන්හි සිදු නොවන බැව් පැහැදිලි ය.

රත්නායක (1986) විසින් පළමු වන ශ්‍රේණියේ ඉගෙන ගන්නා ළමයින් තුළ ද්‍රව්‍ය සංරක්ෂණය පිළිබඳ සංකල්ප වර්ධනය කෙරෙහි සම්බලනය සහිත පුහුණුවේ බලපෑම පිළිබඳ ව අධ්‍යයනය අනුව සම්බලනය සහිත පුහුණුව සම්බලනය රහිත පුහුණුවට වඩා ගණිත සංකල්ප සංරක්ෂණයට බලපායි. පුහුණුව නිසා ගණිත සංකල්ප සංරක්ෂණ විෂයයෙහි දිගුකාලීන බලපෑම් පවතී. සංකල්ප අධ්‍යයනයට හා සංකල්ප සාධනයට ළමයෙක් තුළ පැවතිය යුතු පූර්ව අවශ්‍යතා ලෙස විභේදන ශක්තිය සාමාන්‍යකරණ ශක්තිය අනන්‍යකරණය ප්‍රත්‍යවර්තන හැකියා ලෙස දක්වා තිබේ. පර්යේෂණ සාහිත්‍ය විමර්ශනයෙන් පැහැදිළි වනුයේ පෙර පාසල් විය විවිධ නිපුණතා සඳහා ළමයා නිපුණතාවට ළඟා කරවන ආයතනයක් විය යුතු බවයි.

පර්යේෂණ ක්‍රමවේදය.

පර්යේෂණයේ අරමුණු

1. විධිමත් අධ්‍යාපනයට ප්‍රවේශ වන විට දරුවන්ගෙන් කවර නිපුණතා අපේක්ෂා කරන්නේ දැයි විමසීම.

2. ශ්‍රී ලංකාවේ පෙර පාසල් අධ්‍යාපනය අවසන් කරන දරුවන් තුළ ඇති නිපුණතා කවරේදැයි හඳුනා ගැනීම.

3. පෙර පාසල් අධ්‍යාපනය මගින්, දරුවන් ඇති කර ගත යුතු නිපුණතා විමසා බැලීම.

විස්තරාත්මක පර්යේෂණ ක්‍රමය භාවිතයට ගන්නා ලදී. නියැදියට ඇතුළත් වූයේ ආරම්භන ගත ව තෝරා ගත් පෙර පාසල් 30ක්, පෙර පාසල් පාලිකාවන් 100ක්, පළමු

ශ්‍රේණි භාර ගුරුභවතුන් 100ක් සහ පළමු ශ්‍රේණියට පිවිසි දරුවන් 200කි. අධ්‍යයනයේ දී පර්යේෂණ උපකරණ හතරක් යොදා ගන්නා ලදී.. ලිඛිත මූලාශ්‍ර, ප්‍රශ්නාවලි(පෙර පාසල් පාලිකාවන් සහ පළමු ශ්‍රේණිය භාර ගුරු භවතුන් සඳහා), නිරීක්ෂණ(පෙර පාසල් හා පළමු ශ්‍රේණියට පිවිසි දරුවන් සඳහා), සම්මුඛ සාකච්ඡා(පෙර පාසල් පාලිකාවන්, පළමු ශ්‍රේණි භාර ගුරු භවතුන්, විද්වතුන් සහ දෙමාපියන් සඳහා වශයෙනි).

දත්ත ඉදිරිපත් කිරීම, විශ්ලේෂණය හා අර්ථකථනය

විධිමත් අධ්‍යාපනයට ප්‍රවේශ වන විට දරුවන්ගෙන් කවර නිපුණතා අපේක්ෂා කරන්නේ දැයි විමසීමේ දී, පෙර පාසල් අධ්‍යාපනය සෑම දරුවෙකුට ම ලැබිය යුතුය යන්න ගුරුවරියෝ 64%ක් ප්‍රතිචාර දැක්වූහ. එසේ ම ලැබිය යුතු නැත යන්න 36%ක් ප්‍රතිචාර දැක්වූහ. පෙර පාසල බාහිර ආයතන විසින් අධීක්ෂණය කළ යුතු ය යන්න 75% ක් ගුරුවරියෝ ප්‍රතිචාර දැක්වූහ. පෙර පාසල් කාලයෙන් වැඩි කාලයක් ගත කළ යුත්තේ පන්ති කාමරයෙන් බැහැර ව සෙල්ලම් කිරීම හෝ සෞන්දර්ය අංග ඉදිරිපත් කිරීමට බව ප්‍රතිචාරවලින් විද්‍යමාන වෙයි. එසේ ම ජීවිතයට ආදර්ශ ගත හැකි කතන්දර සඳහා සවන්දීමට වැඩි අවස්ථා ලබා දීම, වැලි වතුර වැනි දේවල් ආශ්‍රිත ක්‍රියාකාරකම්වලින් දෑත්වල සියුම් මාංශ පේශි සංවර්ධනයට අවස්ථා පෙර පාසල් කාලසටහනට ඇතුළත් කිරීම, ගීත රස විඳීමේ අවස්ථා ලබා දී චින්තනයට හුරු කිරීම, පරිසරයට ඇල්මක් ඇති කිරීම සඳහා පරිසරය නිරීක්ෂණ කිරීමේ කුසලතා ලබා දීම හොඳ සිරිත් විරිත් හුරු කිරීම කථන කුසලතා සංවර්ධනය කිරීම සඳහා ද අවශ්‍ය කටයුතු සලසා ගත යුතු බව ද තව දුරටත් පැහැදිලි වෙයි.

ඒ සඳහා පෙර පාසලේ ක්‍රියාකාරකම් පෙර පාසල විසින් ම යෝජනා කළ යුතු යැයි ද පෙර පාසල් අධ්‍යාපනයේ අරමුණු විය යුත්තේ ශාරීරික, පරිසර, සමාජ, භාෂා, බුද්ධි, යහගුණ මනෝ චාලක, සෞන්දර්ය, සාරධර්ම චිත්තවේගී, අවධානයෙන් සවන්දීම සංවේදී බව යන අංශවල සංවර්ධනයන් ය.

නියැදියට අයත් ගුරුවරියන්ගෙන් 100%ක්ම ලබා දිය යුතු නිපුණතා ලෙස දැක්වූයේ; සන්නිවේදන, සමාජ සංවර්ධන හා යහ පුරුදු, පරිසරය හා සම්බන්ධ, ඉන්ද්‍රිය හා භාව විෂය සම්බන්ධ නිර්මාණාත්මක හා සෞන්දර්ය නිපුණතා, පෞද්ගලික සෞඛ්‍ය හා පෝෂණය පිළිබඳ දැනුවත් වීම සහ සංස්කෘතික හා ආගමික නිපුණතා ය. අකුරු හැකියාව පිළිබඳ නිපුණතා සහ සංඛ්‍යා හැකියාව පිළිබඳ නිපුණතා ලබා නොදිය යුතු බව 90%කට වැඩි පිරිසක් ප්‍රකාශ කළහ.

පෙර පාසල් අධ්‍යාපනය අවසානයේ දරුවෙක් ලබා ගත යුතු *අනිමත* (උපරිම මට්ටම) නිපුණතාව භාෂා නිපුණතා, සංඛ්‍යා හඳුනා ගැනීම, ගීත ගායනය සහ ගණිත කර්ම යන නිපුණතා ඇසුරින් විමසන ලදී. ඒ අනුව භාෂා නිපුණතා සම්බන්ධ උපරිම මට්ටම ලෙස නියැදියට අයත් ගුරුභවතුන් 98%ක ප්‍රතිශතයක් පෙර ලිවීම ශ්‍රවණ විභේදනය, දෘෂ්ඨි විභේදනය, පෙර කියවීම බව ප්‍රකාශ කළහ.

සංඛ්‍යා හඳුනා ගැනීමේ නිපුණතා ලෙස පූර්ව ගණිත සංකල්ප හඳුනා ගැනීම ලෙස 98% ක් ප්‍රතිචාර දක්වා ඇත. 100%ක ප්‍රතිශතයක් ගීත ගායනයේ නිපුණතා ලෙස සරල ගීත ගායනය, පේළි 5ක පමණ සරල කවි ගීත ගායනය, තාලානුකූලව කවි ගීත

ගායනය යන නිපුණතා නම් කර ඇත. ගණිත කර්ම නිපුණතා අවශ්‍ය නැති බව 100%ක ප්‍රතිශතයක් ප්‍රකාශ කළහ. ගණන් කිරීමේ නිපුණතා ලෙස 1 සිට 20 දක්වා ලබා දිය යුතු බව 94%ක් ප්‍රතිචාර දක්වා ඇත. 1-100 දක්වා නිපුණතා ලබා දිය යුතු බව 6% ක් ප්‍රතිචාර දක්වා ඇත.

සියලු දරුවන් ප්‍රවේශ නිපුණතා ලැබීම, අකුරු හැකියාව හොඳින් ලැබීම, පන්තියේ තැන්පත් ව වැඩෙහි යෙදීම, සංඛ්‍යා අවබෝධය, ගණිත සංකල්ප වර්ධනයට පහසුවක් වීම, අවධානය පහසුවක් වීම, සෞඛ්‍ය පුරුදු, සම වයස් කණ්ඩායම්වලට ලැදිකම, හොඳින් සවන්දීම, දරුවන් පාලනය කිරීම, මූලික භාෂා කුසලතා සහ උපකරණ පාවිච්චිය පිළිබඳ ව සෑහීමකට පත් විය නොහැකි බව පෙර පාසල් අධ්‍යාපනය අවසන් කර විධිමත් අධ්‍යාපනයට පිවිසි දරුවන් පිළිබඳ ව පළමු ශ්‍රේණි භාර ගුරුවරුන් ප්‍රතිචාර දක්වා ඇත.

ඉහත හැකියාවලින් පළමු ශ්‍රේණියේ කටයුතු කර ගෙන යාමේ දී අත්‍යාවශ්‍ය හැකියා කිහිපයකි. එනම්; තැන්පත් ව වැඩෙහි යෙදීම, අවධානය හොඳින් තිබීම, දරුවන් පාලනය කිරීම සහ මූලික භාෂා කුසලතා යන හැකියාවන් ය. එහෙත් පෙර පාසල් අධ්‍යාපනය අවසානයේ එය ඉටු වී නැත. පෙර පාසල් අධ්‍යාපනය මඟින්, දරුවන් ඇති කරගත යුතු නිපුණතා විමසා බැලීමේ දී; විවිධ ප්‍රවේශ මඟින් ලබා ගත් දත්ත විශ්ලේෂණයෙන් අනතුරු ව අධ්‍යයනය කළ ප්‍රධාන ගැටලුව වූ "පෙර පාසල් අධ්‍යාපනය අවසන් කරන ශ්‍රී ලංකාවේ දරුවන් විසින් සාධනය කර ගත යුතු නිපුණතා කවරේ ද?" යන ගැටලුව සඳහා පිළිතුරු ලෙස පළමු වටයේ දී සකස් කළ නිපුණතා ලැයිස්තුවක් සකස් කිරීමට හැකි විය. එම නිපුණතා ලැයිස්තුව පිළියෙල කරන ලද්දේ; පෙර පාසල් පාලිකාවන්, පළමු ශ්‍රේණි භාර ගුරුභවතුන්, දෙමාපියන්, විද්වතුන් ලබා දුන් අදහස් විශ්ලේෂණය කිරීමෙනි. එය පහත සඳහන් පරිදිය.

- ❖ ශාරීරික නිපුණතා
  - දළ
  - සියුම්
- ❖ පුද්ගල හා සමාජ සංවර්ධන නිපුණතා
- ❖ සන්නිවේදන නිපුණතා
- ❖ නිර්මාණාත්මක හා සෞන්දර්ය නිපුණතා
- ❖ භාෂා සංකල්ප නිපුණතා
- ❖ ගණිත සංකල්ප නිපුණතා

ඉන් අනතුරු ව අතුරු නියැදියකට එම නිපුණතා ලැයිස්තුව යොමු කරන ලදී. ඒ අනුව; පෙර පාසල් අධ්‍යාපනය අවසන් කරන ශ්‍රී ලංකාවේ දරුවන් විසින් සාධනය කළ යුතු නිපුණතා නිගමනය කරන ලදී.

ඇවිදීම සහ වාඩි වීම සඳහා නිවැරදි ඉරියව් භාවිත කිරීම, නැඟීම සහ බැසීම, පැනීම බිම රෝල් වීම, ඔන්චිලි පැදීම යන ඒවා ශාරීරික නිපුණතා (දළ) ය. පැන්සල,

පෑන නිසි ලෙස ඇල්ලීම, පොතේ නියමිත පිටුව පෙරලා ගැනීම, කැබලි වෙන් කළ පින්තූර සම්පූර්ණ කොට ඇලවීම, කතුර නිවැරදි ව භාවිත කිරීම, ඉරටුවකට මල් ආදිය ඇමිණීම, රූපයක සීමාව තුළ පාට කිරීම යන ඒවා ශාරීරික නිපුණතා (සියුම්) ය. ශරීර අවයව හඳුනා ගැනීම, තම වාරය චිනතුරු ඉවසීම, අවසානය දක්වා වැඩ කිරීම, නායකත්වය ගැනීම සහ නායකත්වය පිළිගැනීම, සම වයස් කණ්ඩායම් සමඟ සහයෝගයෙන් කටයුතු කිරීම, තමන්ගේ කටයුතු තනිව කර ගැනීම, ආගමික වතාවත් චාරිත්‍ර සිරිත් විරිත්වලට සහභාගි වීම, ස්වභාවික අවශ්‍යතා පාලනය කරගැනීමට අවශ්‍ය වූ විට දැනුම් දීම, ආහාරයට පෙර/පසු අත සේදීම වැනි පිරිසිදුකමට අදාළ පුරුදු සහ තනිව ම /නිවැරදි ව ආහාර අනුභව කිරීම යන ඒවා පුද්ගල හා සමාජ සංවර්ධන නිපුණතා ය.

අවධානයෙන් සවන් දීම, අදහස් වාචිකව ප්‍රකාශ කිරීම, නිවැරදි උච්චාරණය, ඉඟි හා සිරුර බස භාවිතය, කවි ගී සිංදු ගායනය (සිංහල, ඉංග්‍රීසි), තම නම කියවෙන විට ප්‍රතිචාර දැක්වීම, සරල විධාන වලට ප්‍රතිචාර දැක්වීම, ගුරුවරයා කථාවක් කියන විට ඇහුම්කන් දීම, තම නම පදිංචිය දෙමාපිය නම් ඇසූ විට ප්‍රකාශ කිරීම, ඉල්ලීමක් කරන විට නැටුමක රංගනයක ගායනයක ක්‍රියාකාරකමක චරිත නිරූපණයක යෙදීම යන ඒවා සන්නිවේදන නිපුණතා ය. චිත්‍ර ඇඳීම, ඇඹීම, අත්වැඩ, ඇඟිලිවලින් කොළ ඉරා නිර්මාණයක් කිරීම, තමා විසින් අඳින ලද චිත්‍රයක් පිළිබඳ විස්තර කිරීම, රූප ඇඳීම ඇලවීම පාට කිරීම ඉදිකිරීම වැනි නිර්මාණීය කුසලතා යන ඒවා නිර්මාණාත්මක නිපුණතා ය.

වචන මාලාව තේරුම් ගැනීම - වාචික, දෘශ්‍ය විභේදනය, වාචික ඉංග්‍රීසි භාවිතය, ශ්‍රවන විභේදනය, පින්තූර භාවිතයෙන් නිර්මාණ කිරීම, පෙර ලිවීම සහ පෙර කියවීම, පින්තූර මඟින් සරල ප්‍රකාශ ගොඩ නැඟීම, පින්තූර ඇසුරින් සරල කතන්දර ගොඩ නැඟීම සහ ප්‍රකාශ කිරීම යන ඒවා භාෂා සංකල්ප ආශ්‍රිත නිපුණතා ය.

1 සිට 10 දක්වා ගණන් කිරීම, ද්‍රව්‍ය 2ක කට්ටලයක් පාට අනුව හැඩය අනුව තරම අනුව වර්ගය අනුව තේරීම, ද්‍රව්‍ය සංඛ්‍යාවක් එක් අයෙකුට එකක් වන සේ බෙදීම, දිශාගත පේළියක ඉදිරියෙන් ම හා පිටුපසින් ම සිටින්නා හඳුනා ගැනීම, ද්‍රව්‍ය තුනක් විශාලත්වය අනුව අනුපිළිවෙලට තැබීම සහ රෑ දහවල යන සංකල්පය භාවිත කරමින් කාලය පිළිබඳ සිද්ධි ප්‍රකාශ කිරීම මූලික ගණිත සංකල්ප නිපුණතා ය.

නිගමන සහ යෝජනා

පූර්ව පාසල් ආයතනවල පැවතුම් රටාව, සාමාන්‍ය පාසල්වල භාවිත වන පාසල් නිවාඩු කාල, දින පහේ සතිය, පාසල ඇරඹීම සහ අවසාන වීම යන මේ ක්‍රියාමාර්ග සියල්ල ම සහිත රටාවම ය. මේ අනුව පූර්ව පාසල් "කුඩා ප්‍රාථමික පාසල්" ලෙස හැඳින්වීම යෝග්‍ය ය. ප්‍රාථමික ශ්‍රේණිවලදී සාධනය කළ යුතු නිපුණතා ලබා දීම කෙරෙහි පෙර පාසල් ද අවධානය යොමු කර ඇත. පෙර පාසල් වැඩි ප්‍රතිශතයක දෙමාපියන්ගේ ඉල්ලීම නිසා සිංහල සහ ඉංග්‍රීසි අකුරු මෙන්ම සංඛ්‍යා උගන්වයි. එසේ කරනු යේ දරුවාට එය නොගැළපෙන බව පාලිකාවන්ගේ නොදැනුවත්කම නිසා නො ව දෙමාපිය බල කිරීම නිසා ය. පෙර පාසල බාහිර ආයතන විසින් අධීක්ෂණය කළ යුතු ය. පෙර පාසල් අධ්‍යාපනය අවසන් කරන දරුවන් පිවිසෙන්නේ විධිමත් පන්ති කාමරයට ය. එසේ නමුත් පළමු ශ්‍රේණිය භාර ගුරු භවතුන් අනුමත නොකරන ක්‍රියාකාරකම් රාශියක්

පෙර පාසල තුළ සිදු වෙයි. එයින් දරුවාගේ පූර්ණ සංවර්ධනයේ දී සිදු වන හානිය යළි සකස් කළ නොහැකි බවත් විධිමත් පන්ති කාමරයේ දී ගැටලු මතු වන බවත් නිගමනය කළ හැකි ය. ක්‍රියාකාරකම් යන යෙදුම අර්ථවත් ව භාවිත කිරීමක් පූර්ව පාසල්වල සිදු නොවන බව පැහැදිළි ය. සාමූහික ක්‍රීඩා යන යෙදුමෙන් මෙසේ ම මතුපිට අර්ථයෙන් පමණක් මෙම ආයතනවල ක්‍රියාත්මක වෙයි. ක්‍රීඩා යනුවෙන් හඳුන්වන්නේ ළමයින් දුව පැන ඇවිදීමින් කරන ක්‍රීඩා ය. ඉගෙනුම් මාධ්‍යයක් වශයෙන් ක්‍රීඩා භාවිත වන්නේ නැත. පෙර පාසල් අධ්‍යාපනයේ දී දරුවන් විසින් ලබා ගතයුතු භාෂා හැකියාවන් සම්බන්ධ නිපුණතා වන පෙර ලිවීම, පෙර කියවීම, ශබ්ද විභේදනය, ආදි හැකියාවන් ලබා ගැනීම දුර්වල වන අතර ඒ වෙනුවට නොගැළපෙන නිපුණතා වන අකුරු කියවීම, ලිවීම, වැනි නිපුණතා ලබා ගෙන ඇත. එම නිපුණතා ලබාගෙන ඇත්තේ ද අසම්පූර්ණ සහ නොගැළපෙන ලෙස ය. සන්නිවේදන ආශ්‍රිත නිපුණතා පෙර පාසල් අධ්‍යාපනයේදී දරුවන් විසින් ලබාගෙන නැත. පළමුවන ශ්‍රේණියේ විෂය නිර්දේශය පෙර පාසල්වල ක්‍රියාත්මක කරන අතර, පෙර පාසලේ දී ක්‍රියාත්මක කළ යුතු මනෝචාලක කුසලතා ලබා දීම පළමුවන ශ්‍රේණිය ආරම්භයේ දී සිදු කෙරේ. මේ නිසා පළමු ශ්‍රේණියේ ක්‍රියාකාරකම් දරුවන්ට ප්‍රමාණවත් නොවන බව දෙමාපියන්ගේ මතය වී ඇත. එසේ ම දරුවන් විසින් පළමුවන ශ්‍රේණියේ ක්‍රියාකාරකම් හඳුනාගෙන ඇති නිසා එම ශ්‍රේණියේ ක්‍රියාකාරකම් ඔවුනට අලුත් අත්දැකීමක් ලෙස හැඟීමක් ඇති නොවනවා සේ ම පන්ති කාමරයේ නොසන්සුන් ලෙස හැසිරීමට ද එක් හේතුවක් වී ඇත.

පළමු ශ්‍රේණියේ දී ක්‍රියාත්මක කරනු ලබන රස වින්දන ශක්තිය උද්දීපනය සඳහා වන කුඩා කවි සහ ගීත දරුවන් විසින් රස විඳින්නේ නැත. එයට හේතුව පෙර පාසලේ දී ළමා වර්ධන ස්වභාවය ඉක්මවා ගිය සරල ගීත ගායනය රංගනය ඉහළ මට්ටමකින් හුරු වී ඇති බැවිණි. එහෙත් එය යාන්ත්‍රික ව ගැයීම සහ රංගනය මිස අවබෝධයෙන් රස විඳීමකින් ක්‍රියාත්මක කරන්නක් නොවේ. සියුම් මාංශ පේශි ක්‍රියාත්මක කරමින් කළ යුතු ක්‍රියාකාරකම් බොහොමයක් පෙර පාසල් කාලයේ දී මඟ හැරී ඇති අතර, විධිමත් පාසලේ දී එය ලබා දීමට උත්සාහ කල ද දැඩි ආයාසයක් ගත යුතු ව ඇත. එයට හේතුව එවැනි ක්‍රියාකාරකම්වලට වඩා දරුවන් අපේක්ෂා කරනුයේ අකුරු ලිවීම ගණන් හැදීම වැනි ක්‍රියාකාරකම් ය.

පූර්ව ළමා වියේ දරුවන්ගේ චින්තනය ප්‍රධාන වශයෙන්ම හැඩ ගැසෙනුයේ භාෂා සංවර්ධනය මත ය. එසේම බාහිර ලෝකය අනුකරණය කිරීමෙන් ය. භාෂා වර්ධනයට පෙර පාසල අවශ්‍ය වන අතර ඒ සඳහා හිතකර පරිසරයක් සම්පාදනය කිරීම කෙරෙහි වැඩි අවධානයක් යොමු කළ යුතු ය. එසේ ම විභව්‍ය සංවර්ධන මට්ටම කරා ළඟා වන්නට මග වන්නේ භාෂාවයි.

දරුවන්ගේ හසුරු කෞශල්‍යය දියුණු කළ යුතු ය. සියුම් මාංශ පේශීවල ක්‍රියාකාරිත්වය සඳහා ක්‍රියාකාරකම්හි නිරත කිරීමෙන් එම දක්ෂතාව ඇති කළ යුතුය. බුද්ධිය වර්ධනය කිරීම සඳහා නිර්මාණාත්මක දක්ෂතාව පිටිවහලක් වෙයි.

දරුවාට ආදරයෙන් කථා කිරීම, දරුවා පිළිගැනීමට ලක්කිරීම, දරුවාට ඉදිරිපත් වීමේ අවස්ථා නිර්මාණය කිරීම සඳහා පෙර පාසල වැදගත් ස්ථානයක් වන අතර එහි ක්‍රියාකාරකම් සංවිධානය කළ යුත්තේ එම අවශ්‍යතා ඉටුවන ආකාරයට පෙර පාසල්

පාලිකාවන් තම ක්‍රියාවලිය ඉටුකළ යුතු ය. ශාරීරික අවශ්‍යතා, ළමයාගේ ඉන්ද්‍රියමය දක්ෂතා වර්ධනය, නිර්මාණාත්මක ලෙස ආත්ම ප්‍රකාශ කිරීම සඳහා දරුවාට අවශ්‍ය පසුබිම සැලසිය යුතුය. එසේ ම දැනුම සෙවීමේ උනන්දුව කුතුහලය සන්තර්පනය කිරීම, අන්‍යයන් සමඟ අන්තර් ක්‍රියා කිරීම, සබඳතා පැවැත්වීම, ඉදිරිපත් වීම වැනි සමාජ කුසලතා, එසේ ම තමා පිළිබඳ ව අභිමානයක් ඇති වන ආකාරයෙන් අවශ්‍යතා ඉටුවීම සඳහා ද පෙර පාසල ඉතා වැදගත් වේ. බුද්ධිමය හැකියාවන් සංවර්ධනය කිරීමට පෙර පාසල අවශ්‍ය ය. එනම්; සංරක්ෂණ හැකියාව, ප්‍රත්‍යාවර්තන හැකියාව, තර්ක කිරීමේ හැකියාව වර්ධනය වී නොමැති බැවින් ද දරුවාට වරකට ඉස්මතුව පෙනෙනුයේ කිසියම් එක් දෙයක් නිසා මෙන්ම ආත්ම කේන්ද්‍රිය බව නිසා පෙර පාසලේ ක්‍රියාකාරකම් ඒ අනුව සැලසුම් කළ යුතු වෙයි.

ආශ්‍රිත ග්‍රන්ථ නාමාවලිය

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ජයසූරිය කමිටුව.(1961).ජාතික අධ්‍යාපන කොමිසන් සභාවේ අවසන් වාර්තාව. කොළඹ : රජයේ මුද්‍රණාලය.

ජාතික අධ්‍යාපන ආයතනය.(2001). ප්‍රාථමික අධ්‍යාපනයේ අත්‍යවශ්‍ය ඉගෙනුම් නිපුණතා දෙවන ප්‍රධාන අවධිය. විෂය මාලා සංවර්ධන අංශය, මහරගම: ජාතික අධ්‍යාපන ආයතනය.

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දිසානායක, ආර්. ඩී. එන්. (2002)පෙර පාසල් ගුරු පුහුණු පාඨමාලා පිළිබඳ විචාරාත්මක අධ්‍යයනයක්. කොළඹ විශ්ව විද්‍යාලයේ අධ්‍යාපන දර්ශනපති උපාධිය සඳහා ඉදිරිපත් කළ පර්යේෂණ නිබන්ධනය (අප්‍රකාශිත)

බණ්ඩාර මැණිකා, පේ. එම්. (1996). පහළ ප්‍රාථමික සිසුන්ගේ භාෂා කුසලතා වර්ධනයේදී උද්ගත වී ඇති ගැටලු හා ඊට පිළියම් පිළිබඳ අධ්‍යයනයක් කොළඹ විශ්ව විද්‍යාලයේ අධ්‍යාපන දර්ශනපති උපාධියේ අවශ්‍යතා සඳහා ඉදිරිපත් කරන ලද නිබන්ධනය (අප්‍රකාශිත)

මුණසිංහ, ඩී. එම්.ඩබ්.(2002) පෙර පාසල් දරුවන්ගේ භාෂා හැකියා හඳුනා ගැනීම සඳහා උපකරණ කට්ටලයක් සම්මත කිරීම. කොළඹ විශ්ව විද්‍යාලයේ අධ්‍යාපන දර්ශනපති උපාධියේ අවශ්‍යතා සඳහා ඉදිරිපත් කරන ලද නිබන්ධනය (අප්‍රකාශිත)

මූනගමගේ, එච්. කේ. (1975). ශ්‍රී ලංකාවේ පූර්ව පාසල් අධ්‍යාපනය පිළිබඳ විස්තරාත්මක අධ්‍යයනයක්. පේරාදෙණිය විශ්ව විද්‍යාලයේ අධ්‍යාපන ශාස්ත්‍රපති උපාධිය සඳහා ඉදිරිපත් කළ පර්යේෂණ නිබන්ධනය. (අප්‍රකාශිත).

රත්නායක, එම්. අයි. සී. (1986). පළමු වන ශ්‍රේණියේ ඉගෙන ගන්නා ළමයින් තුළ ද්‍රව්‍ය සංරක්ෂණය පිළිබඳ සංකල්ප වර්ධනය කෙරෙහි සම්බලනය සහිත පුහුණුවේ බලපෑම පිළිබඳව අධ්‍යයනය. පේරාදෙණිය විශ්ව විද්‍යාලයේ අධ්‍යාපන ශාස්ත්‍රපති උපාධිය සඳහා ඉදිරිපත් කළ පර්යේෂණ නිබන්ධනය. (අප්‍රකාශිත).

වනිතා කටයුතු අමාත්‍යංශය . (1996). නිවස පදනම් කර ගත් මුල් ළමා විය ව්‍යාපෘතිය. කොළඹ: ළමා ලේකම් කාර්යාලය.

වනිතා කටයුතු අමාත්‍යංශය. (2001). මුල් ළමා විය සංවර්ධන මධ්‍යස්ථාන සඳහා ඉගෙනුම් අත්දැකීම් හා උපදෙස්. බත්තරමුල්ල: වනිතා කටයුතු අමාත්‍යංශය.

විනීතමාලි, වික්‍රමරත්න. (2000).පෙර පාසල් අධ්‍යාපනය ශ්‍රී ලාංකීය අත්දැකීම්. අධ්‍යාපන සඟරාව, 29 කලාපය. ශ්‍රී ලංකා ජාතික අධ්‍යාපන සංගමය.

වෙල්ගම, දයාවතී. (1982). පූර්ව පාසල් වයසේ දරුවන්ගේ භාෂා සංවර්ධනය විමර්ශනාත්මක අධ්‍යයනයක් කොළඹ විශ්ව විද්‍යාලයේ අධ්‍යාපනපති උපාධියේ අවශ්‍යතා ඉදිරිපත් කරන ලද නිබන්ධනය. (අප්‍රකාශිත).

ශ්‍රී ලංකා ප්‍රජාතාන්ත්‍රික සමාජවාදී ජනරජය. (2004). මුල් ළමා විය රැකවරණය සහ සංවර්ධනය පිළිබඳ ජාතික ප්‍රතිපත්තිය. ශ්‍රී ලංකා ප්‍රජාතාන්ත්‍රික සමාජවාදී ජනරජය.

ශ්‍රී ලංකා ළමා ලේකම් කාර්යාලය. (1985). සිඟිති සේවා අත්පොත. කොළඹ: ප්‍රින්ට් පැක් මුද්‍රණ සමාගම.

සෞඛ්‍ය අමාත්‍යංශය. (2003). මුල් ළමා වියේ ඒකාබද්ධ රැකවරණය සහ සංවර්ධනය පිළිබඳ අත්පොත. සෞඛ්‍ය අමාත්‍යංශය.

THE CONTRIBUTION OF TAMIL LANGUAGE SYLLABUS IN SECONDARY SCHOOLS IN ACHIEVING THE NATIONAL GOALS AND BASIC COMPETENCIES

T. Thanaraj

Summary of the Tamil Article

Curricular revisions and changes have been a regular feature in school education in the post-independent Sri Lanka due to socio - cultural, economic and political factors. Since 1985, such curricular changes and transformations have been solely entrusted to the National Institute of Education (NIE) as the formulation and development of school curriculum was one of the legal obligations of the NIE. However, national guidance for curricular reforms was always absent until 1992 during which year the National Education Commission (NEC) introduced for the first time nine national goals and five core competencies. Later in 2003, the NIE reduced the national goals to eight and raised the competencies to seven. The major purpose of this study was to find out the extent of integration of these national goals and core competencies in the school curriculum and teaching-learning processes particularly in Tamil syllabi from Grade 6-11 and to make appropriate recommendations to enhance such integration to a satisfactory level. Further, the relevance of these goals and competencies as well as the skill level of teachers in integrating them in the classroom process were also assessed and observed in this study.

Initially, a deep content analysis was undertaken into the Grade 6-11 Tamil syllabi, text books and teachers instructional guides. Subsequently, selected number of officers of the NIE Tamil Department, subject directors in the regions, in-service advisors (ISAs), teachers and school principals were also interviewed. In addition, few classes were observed to get to know whether the integration of national goals and core competencies were taking place in the class room processes.

The study revealed that national goals and core competencies were not systematically integrated in the Tamil syllabi of Grade 6-11. Further, it also came to light that no instructions were given to curriculum developers with regard to such integration. In fact the curriculum developers have not participated in any awareness program with regard to national goals and core competencies. However, one could trace unconscious integration

of many national goals and core competencies in the text book content and also in the teacher instructional guide. It is recommended that curriculum developers in Tamil Department of the NIE should undergo an awareness program about the importance of national goals and core competencies and also should be trained in the ways and means of integrating such national goals and core competencies in the curriculum materials and in the classroom processes.

தேசிய இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகளை அடைவதில் இடைநிலை தமிழ்மொழிப் பாடத்திட்டத்தின் பங்களிப்பு

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இலங்கை திறந்த பல்கலைக்கழகம்

ஆய்வுச் சுருக்கம்

சுதந்திரத்திற்குப் பின்னர் இலங்கையின் சமூக, பொருளாதார, அரசியல் செல்நெறிகள் மற்றும் தேவைகளின் அடிப்படையில் அவ்வப்போது பாடசாலைக் கலைத்திட்டத்தில் மாற்றங்கள் கொண்டுவரப்பட்டபோதும் கலைத்திட்ட உருவாக்கத்துக்கான வழிகாட்டல்கள் ஏதும் இருக்கவில்லை. அதனை நிறைவு செய்யும் முகமாக 1992 ஆம் ஆண்டு தேசிய கல்வி ஆணைக்குழு முதன்முதலாக தேசிய இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகளை அறிமுகப்படுத்தியது. இவை பாடசாலைக் கலைத்திட்டத்திலும் கற்றல்-கற்பித்தல் செயற்பாடுகளிலும் எந்தளவுக்கு உள்வாங்கப்பட்டுள்ளன என்பதை கண்டறிவதே இந்த ஆய்வின் பிரதான நோக்கமாக அமைந்தது. அத்துடன் மேற்படி தேசிய இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகளின் பொருத்தமுடைமை, இவற்றை வகுப்பறையில் நடைமுறைப்படுத்துவதில் ஆசிரியர்களுக்குள்ள தேர்ச்சி நிலை ஆகியவையும் ஆய்வுக்கு உட்படுத்தப்பட்டன. பண்புசார் ஆய்வு அணுகுமுறையைப் பயன்படுத்தி தமிழ் மொழி இடைநிலைப் பாடசாலையின் (தரம் 6 -11) பாடத்திட்டம், பாடநூல்கள் மற்றும் ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகள் உள்ளடக்கப் பகுப்பாய்வுக்கு உட்படுத்தப்பட்டன. தொடர்ந்து தேசிய கல்வி நிறுவகத்தின் தெரிவு செய்யப்பட்ட அலுவலர்கள், முதன்மை ஆசிரியர்கள், பாடசாலை அதிபர்கள், பாடத்துக்குப் பொறுப்பான கல்விப் பணிப்பாளர்கள் மற்றும் ஆசிரியர்கள் ஆகியோர் நேர்காணல் செய்யப்பட்டனர். இவற்றுக்கு மேலதிகமாக வகுப்பறைகளில் தமிழ் கற்பித்தல் அவதானிக்கப்பட்டு இறுதியாக தொகுப்புரை தயாரிக்கப்பட்டது. தேசிய இலக்குகள், அடிப்படைத் தேர்ச்சிகள், இடைநிலை வகுப்பு தமிழ்ப்பாடத்தின் திட்டமிடப்பட்ட முறையில் உள்வாங்கப்படாததோடு இவ்விடயம் தொடர்பாக சம்பந்தப்பட்ட ஆளணியினருக்கு உரிய அறிவுறுத்தல்களும் வழங்கப்படவில்லை. எனினும் சம்பந்தப்பட்ட கலைத்திட்ட ஆவணங்களில் தேசிய கல்வி இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகள் எதேச்சையான முறையில் உள்வாங்கப்பட்டுள்ளன. எனவே சம்பந்தப்பட்ட ஆளணியினருக்கு கலைத்திட்டத்தில் மேற்படி தேசிய இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகளை ஒன்றிணைப்பது குறித்து உரிய அறிவுறுத்தல்களும் பயிற்சிகளும் வழங்கப்பட வேண்டும். அத்துடன் கலைத்திட்ட உருவாக்க செயற்பாடுகளில் சம்பந்தப்பட்ட ஏனைய கல்விசார் நிறுவனங்களும் பல்கலக்கழகங்களின் கல்வித்துறைகளும் ஒன்றிணைக்கப்படுவதோடு கலைத்திட்ட உருவாக்கக் குழுவில் உளவியல், சமூகவியல், மொழியியல் துறைசார் நிபுணர்களும் உள்வாங்கப்பட வேண்டும்.

பிரதான சொற்கள்: தமிழ்மொழி கலைத்திட்டம், ஆசிரியர் அறிவுரைப்பு வழிகாட்டி, கற்றல்-கற்பித்தல் செயன்முறை, தேசிய இலக்குகள், அடிப்படைத் தேர்ச்சிகள்

அறிமுகம்

"**கலைத்திட்டம்**" என்னும் எண்ணக்கரு பற்றிய எமது சிந்தனைகளும் கோட்பாட்டு விளக்கங்களும் தொடர்ச்சியான மாற்றங்களுக்கு உட்பட்டு வந்திருக்கின்றன. கலைத்திட்டம் பற்றிய முதலாவது நூலை எழுதிய பொப்பிற் (John Franklin Bobbit, 1918) கலைத்திட்டம் (Curriculum) என்பது கிரேக்கத்தின் தேரோட்டப் பாதையைக் குறிக்கும் *currera* என்னும் லத்தீன் சொல்லடியாகப் பிறந்தது எனவும் மாணவர்கள் வளர்ந்தோராக முதிர்ச்சி அடைவதற்கு ஆற்ற வேண்டிய செயற்பாடுகள், அடையவேண்டிய அனுபவங்களைக் கொண்ட வழித்தடம் (Course) தான் கலைத்திட்டம் எனவும் வரைவிலக்கணப்படுத்தினார். கலைத்திட்டம் பற்றிய சமகால கருத்துநிலைகள் பொப்பிற்றின் வரைவிலக்கணத்தை புறந்தள்ளி விட்டபோதிலும் "மாணவர்கள் பெறக்கூடிய அனுபவங்களின் தொகுப்பு" என்ற அடிப்படை அம்சம் இன்னும் ஏற்புடைமை கொண்டுள்ளது. இன்று கலைத்திட்டம் என்பது பாடசாலைக்கு உள்ளும் புறமும் தனியாகவோ அல்லது குழுவாகவோ பாடசாலைகளால் திட்டமிடப்பட்டு வழிகாட்டப்படும் சகல கற்றல்களையும் குறித்து நிற்கிறது (Kerr மேற்கோள் Kelly, 1983).

இலங்கை ஈராயிரம் ஆண்டுகளுக்கு மேற்பட்ட கல்விப் பாரம்பரியத்தைச் கொண்டிருந்த போதிலும் தமது காலனித்துவத் தேவைகளை நிறைவேற்றும் நோக்குடன் 19ஆம் நூற்றாண்டில் ஆங்கில மொழிப் பாடசாலைகளில் கலைத்திட்டம் அறிமுகப்படுத்தப்பட்டது. எனினும் 1931 இல் அரசாங்க சபையின் ஸ்தாபிதத்துடன் இலங்கையர் ஓரளவு ஆட்சியுரிமை பெற்றதைத் தொடர்ந்து கல்வி மீதான விசேட ஆணைக்குழு (1943) இலங்கைப் பாடசாலைகளில் பின்பற்றப்படும் கலைத்திட்டம் இலங்கையரின் அரசியல், சமூக, பொருளாதார தேவைகளைப் பூர்த்தி செய்ய வேண்டும் என்னும் நோக்குடன் கலைத்திட்ட சீர்த்திருத்தங்களை முன்மொழிந்தது (SP XXIV, 1943). தொடர்ந்து 1961 இல் நியமிக்கப்பட்ட பேராசிரியர் ஜே. ஈ. ஜயசூரிய தலைமையிலான தேசியக் கல்வி ஆணைக்குழு சுதேசிய நோக்குடனான கலைத்திட்ட சீர்த்திருத்தங்களை முன்வைத்தது. 1972 இல் இலங்கை கல்வி முறைமையில் பாரிய கலைத்திட்ட சீர்த்திருத்தங்கள் முன்னெடுக்கப்பட்ட போதிலும் 1980களில் அரசின் திறந்த பொருளாதார கொள்கை கலைத்திட்ட உருவாக்கத்திலும் செல்வாக்கு செலுத்தியது.

இலங்கையின் கல்வி வரலாற்றில் 1991 ஆம் ஆண்டில் நியமிக்கப்பட்ட தேசிய கல்வி ஆணைக்குழு முதன்முதலாக ஒன்பது தேசிய இலக்குகளையும் ஐந்து அடிப்படைத் தேர்ச்சிகளையும் முன்வைத்தது. எனினும் 2003 ஆம் ஆண்டு வெளியிடப்பட்ட தேசிய கல்வி ஆணைக்குழுவின் இரண்டாவது அறிக்கையில் தேசிய இலக்குகள் எட்டாகவும் அடிப்படைத் தேர்ச்சிகள் ஏழாகவும் மாற்றமடைகின்றன. மேற்படி தேசிய இலக்குகளும் அடிப்படைத் தேர்ச்சிகளும் பின்னிணைப்பில் தரப்பட்டுள்ளன. ஒரு நாட்டின் கல்வி முறைமையின் உருவாக்கத்திலும் நடைமுறைப்படுத்தலிலும் தேசிய இலக்குகள் செவ்விய வழிகாட்டியாக அமைகின்றன.

பல நாடுகளில் தேசிய இலக்குகளை உருவாக்குவதற்காக (உதாரணமாக மலேசியாவில்) தனியான ஆணைக்குழுக்கள் அமைக்கப்பட்டன. இலங்கையில் அவ்வாறான ஆணைக்குழுக்கள் அமைக்கப்படாத நிலையில் தேசிய கல்வி ஆணைக்குழு அப்பாரிய பொறுப்பினை தன்மீது தானே சுமத்திக் கொண்டது (NEC, 1992).

6–11 தரம் வரையிலான சமகால கலைத்திட்டம் குறிப்பாக தமிழ்மொழி கலைத்திட்டமானது மேற்படி தேசிய இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகளை அடைவதில் எந்தளவுக்கு பங்களிப்பு செய்துள்ளது என்பதைக் கண்டறிவதே இந்த ஆய்வின் பிரதான நோக்கமாகும். அத்துடன் பின்வரும் குறிப்பான நோக்கங்களையும் இந்த ஆய்வு அடைய முயற்சித்தது : (1) தேசிய இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகள் தமிழ் மொழி பாடத் திட்டத்தில் எந்தளவுக்கு உள்வாங்கப்பட்டுள்ளன; (2) ஒவ்வொரு தரத்திலும் (6-11) தமிழ்மொழி பாடத்திட்டத்தில் மேற்படி தேசிய இலக்குகளும் அடிப்படைத் தேர்ச்சிகளும் எந்தளவுக்கு அடையப்பட்டுள்ளன; (3) முன்மொழியப்பட்ட தேர்ச்சிகளும் தேர்ச்சி மட்டங்களும் அந்தந்த வகுப்புகளுக்கு ஏற்புடையனவா; (4) பாடத்தின் உள்ளடக்கம் அந்தந்த வயதுப் பிரிவினர்க்கு ஏற்புடையதா; (5) அந்தந்த தரத்தில் கற்கும் பிள்ளைகளின் வேறுபட்ட ஆற்றல்கள், ஈடுபாடுகள், உளச்சார்புகளை குறிப்பிட்ட பாடத்திட்டம் பூர்த்தி செய்கின்றதா; (6) மற்ற தேர்ச்சிகளை விருத்தி செய்வதற்கு வசதியாக ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகள் போதியளவு நெகிழ்ச்சித் தன்மையைக் கொண்டுள்ளதா; (7) மேற்படி தேர்ச்சிகளை விருத்தி செய்வதற்கு பாடசாலை மட்டக் கணிப்பீடு (SBA) எந்தளவுக்கு பங்களிப்பு செய்கின்றது; (8) தமது கற்பித்தலின் போது மேற்படி தேர்ச்சிகளை மாணவர்கள் விருத்தி செய்வதற்கு போதுமான அளவு தேர்ச்சிகளை ஆசிரியர்கள் கொண்டுள்ளனரா.

சார்பிலக்கிய மீளாய்வு

இக்கட்டுரையில் ஏற்கனவே குறிப்பிட்டவாறு கலைத்திட்டம் பற்றிய வரைவிலக்கணங்களும் பார்வைகளும் அணுகுமுறைகளும் காலப்போக்கில் மாற்றமடைந்துள்ளன. அதுமாத்திரமன்றி ஒரு தேசத்தின் அரசியல், பொருளாதார, சமூக சூழமைவுகள் மற்றும் அரசியல் சித்தாந்தங்கள் அந்நாட்டின் கலைத்திட்ட உருவாக்கத்தில் பாரிய செல்வாக்கை செலுத்தி வந்துள்ளன. பொப்பிற் (1918) காலத்திலிருந்து பல கலைத்திட்ட சிந்தனையாளர் மற்றும் விற்பன்னர்கள் (Dewey, 1938; Tyler, 1949; Taba 1962; Freire, 1972; Stenhouse, 1975; Kelly, 1983; Grundy, 1987; Cornbleth, 1990; Blenkin, 1992; Rose 2000) பலரும் கலைத்திட்டம் தொடர்பான கருத்தியல் அதன் உள்ளடக்கம், செயன்முறை, மதிப்பீடு பற்றிய தமது கருத்துக்களையும் முன்வைத்துள்ளனர். கலைத்திட்டம் தொடர்பான நான்கு அணுகுமுறைகளை நாம் இனங்காண முடிகிறது. அவையாவன: (1) கலைத்திட்டம் அறிவுத் தொகுதியை கடத்துகிறது. (Transmission) (2) கலைத்திட்டம் மாணவர்களில் குறிப்பிட்ட விளைவுகளை உருவாக்குகிறது. (Content) (3) கலைத்திட்டம் ஒரு செயன்முறை (Process) (4) கலைத்திட்டம் ஒரு நடைமுறை (praxis). இவ்வாறு நான்கு அணுகுமுறைகள் இருப்பினும் கூட அடிப்படையில் சகல கலைத்திட்ட முயற்சிகளும் ரயிலரின் (1949) கலைத்திட்டம் கோட்பாடு முன்வைக்கும் பின்வரும் அடிப்படை அம்சங்களை உள்ளடக்கியிருத்தல் வேண்டும். (1) பாடசாலை அடைய

விரும்பும் கல்வி நோக்குகள், (2) இந்நோக்குகளை அடைய எத்தகைய கல்வி அனுபவங்கள் வழங்கப்பட வேண்டும் (3) இந்த கல்வி அனுபவங்களை எவ்வாறு வினைதிறனுடன் ஒழுங்குபடுத்தலாம் (4) இந்த நோக்குகள் அடையப்பட்டுள்ளனவா என்பதை எவ்வாறு தீர்மானிக்கலாம் (Wikipedia.org/wiki/curriculum theory – 1.10.2012).

மேற்படி பின்னணியில் ஒவ்வொரு நாடும் தத்தமது கலைத்திட்ட நோக்கங்களை முன்வைத்துள்ளன. அவற்றை பகுப்பாய்வு செய்யும் போது அவையாவும் இறுக்கமான, தொடர்புள்ள இரண்டு கிளைகளைக் கொண்டிருப்பதைக் காணலாம் (ஜயவீர, 2010)

(1) மனித அபிவிருத்திக்கு தொடர்பான தேசிய இலக்குகள், நியமங்கள், விழுமியங்கள் மற்றும் மாறுகின்ற உலகளாவிய சமூக பரிமாணங்கள்.

(2) சகல கற்போரினதும் உள, உடல், சமூக, பொருளாதார, தனிப்பட்ட நலன்களை மேம்படுத்தலும் பொதுவான திறன்கள், அறிவு, மற்றும் மனப்பாங்குகளை விருத்தி செய்தலும்.

இலங்கையில் கலைத்திட்ட வரலாற்றிலும் இலங்கையின் அரசியல், சமூக, பொருளாதார மாற்றங்களின் பிரதிபலிப்புகளைக் காணமுடிகிறது. காலனித்துவ காலத்தில் குறிப்பாக பிரித்தானியர்களின் ஆட்சிக் காலத்தில் காலனித்துவவாதிகளின் தேவைகளை நிறைவேற்றுவதே கலைத்திட்டத்தின் உள்ளடக்கமாகவும், செயன்முறையாகவும் இருந்துவந்துள்ளது. எனினும் கல்வி மீதான விசேட ஆணைக்குழு (1943)வும் தேசிய கல்வி ஆணைக்குழு (1961)வும், 1981ஆம் ஆண்டின் வெள்ளை அறிக்கையும், தேசிய தேவைகளுக்கு ஏற்ப பல மாற்றங்களை ஏற்படுத்த முயன்றன. எனினும் இவை எதிர்பார்த்த அளவுக்கு வெற்றியடையவில்லை. 1972 ஆம் ஆண்டு கலைத்திட்ட சீர்திருத்தங்கள் காத்திரமான மாற்றங்களை முன்மொழிந்தன. பொதுப்பரீட்சைகளின் பெயர்களும் கட்டமைப்பும் மாற்றப்பட்டதுடன் இடைநிலைக் கல்வியில் சகல மாணவர்களுக்கும் கணிதம், விஞ்ஞானம், சமூகக்கல்வி ஆகியவை மையப்பாடங்களாக அறிமுகப்படுத்தப்பட்டன. எனினும் புதிதாக அறிமுகப்படுத்தப்பட்ட தொழில் முன்னிலைப் பாடங்கள் (Pre-vocational subjects) எதிர்பார்த்த வெற்றியினை அடைய முடியவில்லை. 1969 இல் ஸ்தாபிக்கப்பட்ட கலைத்திட்ட அபிவிருத்தி நிலையமும் அதனை உள்வாங்கி 1985 இல் உருவாக்கப்பட்ட தேசிய கல்வி நிறுவகமும் கலைத்திட்ட அபிவிருத்திக்கான ஒரு முழுமையான சட்டகத்தை உருவாக்குவதில் தவறிவிட்டன என்றே கூறவேண்டும் (ஜயவீர 2010). இனி கலைத்திட்ட மீளாய்வு தொடர்பாக அண்மைக் காலத்தில் முன்னெடுக்கப்பட்ட சில ஆய்வுகளை நோக்குவோம்.

உலகவங்கியின் உதவியுடன் பொதுக்கல்வி செயற்றிட்டம் 2 இன் கீழ் முன்னெடுக்கப்பட்ட ஆய்வானது (Perera *et at*, SLAAED, 1996) கலைத்திட்டம் தொடர்பான ஒரு அடிப்படைத் தத்துவம் இல்லாமலிருப்பதை சுட்டிக்காட்டியது. அத்துடன் பாடங்களை தளமாகக் கொண்ட அணுகுமுறை, பரீட்சைகளை மையமாகக் கொண்டிருந்தல் மற்றும் கலைத்திட்ட உருவாக்கம் மற்றும் ஈடுபட்டுள்ள பல்வேறு முகவரகங்கள் மத்தியில் ஒருங்கிணைப்பு இன்மை ஆகிய பொதுவான பலவீனங்களையும் சுட்டிக் காட்டியது. 1997 இல் தேசிய கல்வி ஆணைக்குழு

முன்மொழிந்த கலைத்திட்ட சீர்திருத்தங்கள் மேற்படி ஆய்வை அடிப்படையாகக் கொண்டிருந்ததோடு விதந்துரைகளை முன்வைப்பதற்காக பன்னிரு தொழில்நுட்பக் குழுக்களும் அமைக்கப்பட்டன. இதன்படி வாழ்க்கைத் தேர்ச்சிகள், விஞ்ஞானமும் தொழில்நுட்பவியலும் என்னும் பாடங்கள் அறிமுகப்படுத்தப்பட்டதுடன் நடைமுறை செயற்றிட்டங்களும், செயற்பாட்டு அறைகளும் முன்மொழியப்பட்டன. 2001 – 2004 காலப்பகுதியில் தேசிய கல்வி ஆணைக்குழு கலைத்திட்ட அமுலாக்கம் தொடர்பான 24 ஆய்வுகளை மேற்கொண்டது. இவற்றில் மூன்று ஆய்வுகள் கனிட்ட இடைநிலை, இடைநிலை மற்றும் சிரேட்ட இடைநிலை (தரம் 10 - 13) ஆகிய மட்டங்களில் கலைத்திட்ட அமுலாக்கத்தின் உடன்பாடான மற்றும் எதிர்மறையான அம்சங்களினை ஆராய்ந்தன.

குணவர்த்தன மற்றும் லேகம்கே (2004) கலைத்திட்ட அமுலாக்கம் குறித்து களுத்துறை மற்றும் இரத்தினபுரி மாவட்டங்களிலுள்ள 22 பாடசாலைகளில் ஆய்வை மேற்கொண்டனர். புதிதாக அறிமுகம் செய்யப்பட்ட சூழற்கல்வி (தரம் 6) விஞ்ஞானமும் தொழில்நுட்பமும், வாழ்க்கைத் தேர்ச்சிகள் மற்றும் செய்முறையும் தொழில்நுட்பதிறன்களும் (7-9) ஆகிய பாடங்களில் அவர்கள் ஆய்வினை மேற்கொண்டனர். இப்பாடங்கள் வெறுமனே முன்னைய பாடங்களை பதிலீடு செய்தன எனவும் எதிர்பார்த்த மாற்றங்களை உருவாக்கத் தவறிவிட்டன எனவும் இப்பாடங்கள் பற்றி முதன்மை ஆசியரியர்கள் மற்றும் ஆசிரியர் மத்தியில் போதிய விளக்கம் இருக்கவில்லை எனவும் செய்முறைப் பாடங்கள் சிற்சில திறன்களை விருத்தி செய்தபோதும் பெரும்பாலான பாடசாலைகளில் வளப்பற்றாக்குறையும் தகுதிவாய்ந்த ஆசிரியர்கள் பற்றாக்குறையும் காணப்பட்டிருந்தன எனவும் மேற்படி ஆய்வு சுட்டிக்காட்டியது.

குணவர்த்தன, விஜேதுங்க, பெரேரா (2004) ஆகியோர் தரம் 6 – 11 வகுப்புகளில் கலைத்திட்டச் சீர்த்திருத்தங்களின் தாக்கங்களினை ஆராய்ந்தனர். 225 பாடசாலைகளின் அதிபர்கள், 34 முதன்மை ஆசிரியர்கள் மற்றும் ஆசிரியர்கள், பெற்றோர், மாணவர்களிடமிருந்து திரட்டிய தகவல்களின்படி பின்வரும் முடிவுகளுக்கு வந்தனர்: பெரும்பாலான பாடங்களில் தேசிய இலக்குகள் உள்வாங்கப்படவில்லை; சில பாடங்களில் கலைத்திட்ட நோக்கங்கள் அறவே பின்பற்றப்படவில்லை; சுமார் 20% ஆன ஆசிரியர்களின் கற்பித்தல் நிலை மிகவும் கீழ்மட்டத்தில் இருந்தது; பெரும்பாலான பாடசாலையில் செய்முறை மற்றும் தொழில்நுட்ப பாடங்களைக் கற்பிக்கக்கூடிய பௌதீகவசதிகள் இருக்கவில்லை ; அத்துடன் பாடசாலை மட்டக் கணிப்பீட்டை வெற்றிகரமாக நடைமுறைப்படுத்தக்கூடிய தேர்ச்சிகளும் மனப்பாங்குகளும் ஆசிரியர்களிடம் காணப்படவில்லை; சீர்திருத்தங்களை வினைத்திறனுடன் அமுல்படுத்தக் கூடியளவு மேற்பார்வை மற்றும் கண்காணிப்பு நடவடிக்கைகள் இருக்கவில்லை. விஜேதுங்க மற்றும் ரூபசிங்க (2004) கொழும்பு, அம்பாந்தோட்டை மாவட்டங்களில் தரம் 10-11 வகுப்புகளில் மேற்கொண்ட ஆய்வில் பௌதீக, மனித வளப்பற்றாக்குறை காரணமாக சில பாடசாலைகளில் பாடங்களை தெரிவு செய்வதில் மாணவர்கள் இடையூறுகளுக்கு முகம் கொடுக்கின்றனர். எனவும் 80 வீதத்துக்கு மேற்பட்ட மாணவர்கள் தனியார் வகுப்புகளை (ரியூ'ன்) வலியுறுத்துகின்றனர் என்பதும் கற்றல் - கற்பித்தல் செயன்முறைகளில் பாரம்பரிய முறைகளே இன்னும் பின்பற்றப்படுகின்றன என்பதும் அறியப்பட்டது.

2007 இல் புதிய கலைத்திட்டம் அறிமுகப்படுத்தப்பட்ட பின்னர் தரம் 6 - 10 வரை கணிதம், விஞ்ஞானம் ஆகிய பாடங்களின் அமுலாக்கம் மீது உலக வங்கியின் நிபுணத்துவ ஆலோசகரான Tom McCaul ஆய்வினை மேற்கொண்டார். புதிய கற்பித்தல் முறை செயற்பாடு சார்ந்ததாக இருந்தபோதும் தமக்குள்ள நேரத்துக்குள் குறிப்பிட்ட செயற்பாடுகளை பூரணப்படுத்த முடியவில்லை எனவும் ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகளில் உள்ள மதிப்பீட்டு முறைகள் தமக்கு விளங்காமையின் காரணமாக மரபுசார்ந்த மதிப்பீட்டு முறைகளையே தாம் பின்பற்றுவதாகவும் ஆசிரியர்கள் குறிப்பிட்டனர்.

தொடர்ந்து தேசிய கல்வி நிறுவகம் 2007ஆம் ஆண்டின் புதிய கலைத்திட்டம் தொடர்பான (பெரேரா, 2007, 2008) மேற்கொண்ட ஆய்வுகளில் தேர்ச்சி மையக் கலைத்திட்டம் மற்றும் 5 E அணுகுமுறையின் பல பலவீனங்கள் வெளிப்படுத்தப்பட்டன. புதிய கலைத்திட்டம் தெளிவான கோட்பாட்டுப் பின்னணியை கொண்டிருக்கவில்லை என்பதும் கலைத்திட்ட உள்ளடக்கம், கற்பித்தல் முறைகள் முதலியவை முற்பரிசோதனைக்கு உட்படுத்தப்படவில்லை என்பதும் 5E அணுகுமுறை சகல பாடங்களுக்கும் பொருந்தவில்லை என்பதுமட்டுமல்லாமல் ஆசிரியர்களின் ஆக்கத்திறனுக்கு அது போதிய வாய்ப்பு தரவில்லை என்பதும் அறியப்பட்டன.

ஒட்டுமொத்தமாக நோக்கும்போது கலைத்திட்ட உருவாக்கத்தில் பொருத்தமான கோட்பாட்டு அடிப்படைகளைப் பின்பற்றத்தவறியமை, ஆய்வுகளைக் அடிப்படையாகக் கொள்ளாமை, பிள்ளையின் முழுமையான ஆளுமை வளர்ச்சியை விட பரீட்சைகளையே மையமாகக் கொண்டிருந்தமை போன்ற பிரதான பலவீனங்கள் தேசிய தேவைகளையும் சர்வதேச செயல்நெறிகளையும் கருத்தில் கொண்ட ஒரு வினைத்திறன்மிக்க பூரணமான கலைத்திட்டத்தை நடைமுறை சாத்தியமற்றதாக மாற்றிவிட்டன.

ஆய்வு முறையியல்

இந்த ஆய்வில் பண்புசார் ஆய்வு அணுகுமுறை (Qualitative Research Approach) யின் கீழ் இடைநிலை வகுப்புகளில் (தரம் 6 - 11 வரை) தமிழ் மொழி உட்பட பதினான்கு பாடங்கள் தொடர்பான கலைத்திட்ட ஆவணங்கள் உள்ளடக்க பகுப்பாய்வுக்கு (Content Analysis) உட்படுத்தப்பட்டன. அத்துடன் ஆசிரியர்கள், அதிபர்கள், முதன்மை ஆசிரியர்கள், தேசிய கல்வி நிறுவனத்தின் தெரிவு செய்யப்பட்ட கல்வியாளர்களை நேர்காணல்கள் செய்தமை மூலம் சான்றாதாரங்கள் பெறப்பட்டன. இந்த ஆய்வானது நான்கு கட்டங்களில் மேற்கொள்ளப்பட்டது: (1) தரம் 6 – 11 வரையிலான தமிழ்ப்பாட பாடத்திட்டம், பாடநூல்கள், ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகளில் எந்தளவுக்கு தேசிய இலக்குகளும் அடிப்படைத் தேர்ச்சிகளும் உள்வாங்கப்பட்டுள்ளன என்பது மீளாய்வு செய்யப்பட்டது; (2) இரண்டாவது கட்டத்தில் தேசிய கல்வி நிறுவனத்தின் கலைத்திட்ட அபிவிருத்தியாளர் ஒருவரும், இரு ஆசிரிய கல்வியாளர்களும், மூன்று முதன்மை ஆசிரியர்களும், மூன்று பாட ஆசிரியர்களும் நேர்காணலுக்கு உட்படுத்தப்பட்டனர். அத்துடன் ஒரு தமிழ்ப்பாட வேளையும் அவதானிக்கப்பட்டது; (3) மேற்படி நேர்காணல்கள், அவதானங்கள், கலைத்திட்ட ஆவணங்களிலிருந்து பெறப்பட்ட தகவல்களின் அடிப்படையில் வகுப்பு ரீதியாக ஆழமான பகுப்பாய்வு மேற்கொள்ளப்பட்டது; (4) இறுதியாக தமிழ் உட்பட 14 பாடங்கள் தொடர்பாகவும் தொகுப்புரை (Synthesis) தயாரிக்கப்பட்டது.

கண்டறிதல்களும் விளக்கங்களும்

தரம் 6-11 வரையிலான பாடத்திட்டம், பாடநூல்கள் மற்றும் ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகள் ஆகியவற்றை அடிப்படையாகக் கொண்டு கலைத்திட்ட உள்ளடக்கம், செயன்முறை மற்றும் செயற்பாடுகள் பற்றி ஆழமான பகுப்பாய்வு மேற்கொள்ளப்பட்டது. இவற்றில் தேசிய இலக்குகள் பற்றி குறிப்பிடாவிட்டாலும் பின்வரும் மொழி சார்ந்த இலக்குகள் தரம் 6-11 வரை பொதுவாக உள்ளன. அவை தேசிய இலக்குகளுடன் தொடர்பு கொண்டுள்ள விதத்தை பின்வரும் அட்டவணை காட்டுகிறது.

அட்டவணை 1 : மொழிசார் இலக்குகளும் தேசிய இலக்குகளும்

மொழிசார் இலக்குகள்	**தேசிய இலக்குகள்**
(i) தமிழ்மொழியைத் தொடர்பாடற் கருவியாக காலத்திற்குப் பொருத்தமான முறையில் வினைத்திறனுடன் கையாளுதல்.	5, 7
(ii) இலக்கியங்களினூடாக சமூக, கலாசார, விழுமியங்களை அறிந்து அவற்றைப் போற்றுதல்.	1, 2, 3, 4
(iii) கலைகள், அறிவியல், தொழில்நுட்பத்துறைகள் என்பவற்றின் வளர்ச்சிக்கேற்ப மொழியை செம்மையாய் பயன்படுத்தும் ஆற்றலை பெறுதல்.	7, 8
(iv) மொழியூடாக மாணவர் தம் ஆளுமையை வளர்த்துக் கொள்ளல்.	4, 5, 6, 7
(v) தேசிய ஒருமைப்பாட்டுணர்வை வளர்க்க மொழியை சாதனமாகக் கொள்ளல்.	1, 8

தமிழ்ப் பாடத்தின் இலக்குகளுக்கும் தேசிய இலக்குகளுக்கும் காணப்படும் மேற்படி தொடர்பு ஊகத்தின் அடிப்படையில் அமைந்துள்ளதே தவிர திட்டவட்டமான சான்றுகள் காணப்படவில்லை.

தரம் 6-11 வரையிலான பாடநூல்களில் பாடங்களின் எண்ணிக்கை மற்றும் பாடங்களின் தொனிப்பொருள் தொடர்பான ஒரு சமநிலையைக் காணமுடியவில்லை. 6 முதல் 11 ஆம் தரம் வரை பாடங்களின் எண்ணிக்கை முறையே 22, 20, 18, 26, 12, 15 ஆகும். பாடநூல் தயாரிப்பில் பல்வேறு முகவரங்கள் ஈடுபட்டிருந்தமை காரணமாக இவ்வாறான சமநிலையின்மை ஏற்பட்டிருக்கக் கூடும்.

பின்வரும் அட்டவணை தரம் ரீதியாக பாடங்களில் தேசிய இலக்குகள் ஒன்றிணைக்கப் பட்டிருப்பதைக் காட்டுகிறது.

அட்டவணை 2 : பாடங்களில் தேசிய இலக்குகளின் ஒன்றிணைப்பு

தேசிய இலக்குகள்	தரம் 6		தரம் 7		தரம் 8		தரம் 9		தரம் 10		தரம் 11		மொத்தம்	
	எண்	%	எண்	%	எண்	%	எண்	%	எண்	%	எண்	%	எண்	%
1	1	4.5	5	25.0	3	16.7	3	16.7	1	8..3	2	13.3	15	14.3
2	5	22.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	9.8
3	3	13.6	4	20.0	0	0.0	0	0.0	2	16.7	2	13.3	11	10.5
4	3	13.6	2	10.0	3	16.7	3	16.7	4	33.3	1	6.7	15	15.2
5	5	22.7	7	35.0	10	55.6	10	55.6	4	33.3	9	60.0	45	42.9
6	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
7	2	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	1.9
8	2	9.1	2	10.0	2	11.1	2	11.1	1	6.7	1	6.7	10	9.5
பாடங்களின் எண்ணிக்கை	22	100.0	20	100.0	18	100.0	18	100.0	12	100.0	15	100.0	105	100.0

மேற்படி அட்டவணையின்படி தரம் 6 - 11 வரை 105 பாடங்கள் / தொனிப் பொருள்களில் தேசிய இலக்குகள் ஒன்றிணைக்கப்பட்டுள்ளன. எனினும் தரம் ரீதியாகவும் மொத்த எண்ணிக்கை அடிப்படையிலும் தேசிய இலக்குகளின் பிரதிபலிப்புகளில் சமநிலையைக் காணமுடியவில்லை. தேசிய இலக்குகளின் ஒன்றிணைப்பு எண்ணிக்கை 1 - 45 வரை வேறுபடுகிறது. தேசிய இலக்கு 6 ஒரு முறையும், 7 இருமுறையும் ஒன்றிணைக்கப்பட்டுள்ள அதே வேளை தேசிய இலக்கு 5 ஆனது 45 முறை ஒன்றிணைக்கப்பட்டுள்ளது. இதிலிருந்து வெளிவரும் உண்மை என்னவெனில் பாடங்கள் எழுதப்படும் போது தேசிய இலக்குகளை ஒன்றிணைக்க வேண்டும் என்னும் விடயம் எழுத்தாளர்களுக்குத் தெரிவிக்கப்படவில்லை என்பதும், மேற்படி ஒன்றிணைப்பு தற்செயலாக ஏற்பட்டுள்ளதே அல்லாமல் பிரக்ஞை பூர்வமானதல்ல என்பதுமாகும்.

தேசிய இலக்குகளை பாடத்தில் ஒன்றிணைப்பது தொடர்பாக நாம் நேர்முகம் கண்ட கல்வியாளர்கள், ஆசிரியர்கள், முதன்மை ஆசிரியர்களுக்கு எவ்வித தெளிவும் இருக்கவில்லை. "தேசிய இலக்குகள் ஓரளவு ஒன்றிணைக்கப்பட்டுள்ளன" என எவ்வித நம்பிக்கையும் அற்ற நிலையிலேயே அவர்கள் பதில் இறுத்தனர். ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகள் மிகச் சிறந்த முறையில் தயாரிக்கப்பட்டிருப்பினும் தேசிய இலக்குகளை கற்றல்-கற்பித்தல் செயன்முறையில் ஒன்றிணைப்பது தொடர்பாக எவ்வித குறிப்பையும் காணமுடியவில்லை.

அடிப்படைத் தேர்ச்சிகளை கற்றல்-கற்பித்தல் செயன்முறையில் ஒன்றிணைப்பது குறித்தும் தரம் 6 – 11 வரையிலான பாடத்திட்டம், பாடநூல்கள் மற்றும் ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகளில் தெளிவாகவும் வெளிப்படையாகவும் திட்டவட்டமாகவும்

குறிப்பிடப்படவில்லை. எனினும் பின்வரும் அட்டவணை குறிக்கப்பட்டுள்ள பதினொரு மொழித் தேர்ச்சிகளில் அடிப்படைத் தேர்ச்சிகள் ஒன்றிணைக்கப்பட்டுள்ளன என்பதைக் காட்டுகிறது. இதுவும் தேசிய இலக்குகள் விடயத்தில் குறிப்பிட்டிருப்பதைப் போல தற்செயலாக நடந்துள்ளதே தவிர திட்டமிடப்பட்ட ஒன்றிணைப்பு அல்ல என்பதை கருத்தில் கொள்ளவேண்டும்.

அட்டவணை 3 : அடிப்படைத் தேர்ச்சிகளின் ஒன்றிணைப்பு

மொழித்தேர்ச்சிகள்	அடிப்படைத் தேர்ச்சிகள்
1.0 பல்வேறு நோக்கங்களுக்கும் சந்தர்ப்பங்களுக்குமேற்ப வினைத்திறனுடன் கேட்டு, இரசித்துத் துலங்குவார்.	1, 7, 6
2.0 சந்தர்ப்பத்திற்கும் சூழ்நிலைக்கும் கேட்போருக்கும் ஏற்ற வகையில் உரையாடுவார்.	1, 2
3.0 எண்ணக்கருக்களையும் அபிப்பிராயங்களையும் புலப்படுத்தி பேசுவார்	1, 4
4.0 உயிர்த்துடிப்புள்ள கட்டுருவாக்கச் செயல் திறனுடையவராக செயற்படுவார்.	1, 4, 8
5.0 கிரகித்து பொருள் உணர்ந்தமை புலப்பட வாசிப்பார்.	1, 2
6.0 நடைமுறைத் தேவைகளுக்காக வாசிப்பார்.	1, 4
7.0 சூழ்நிலைத் திறனை மேம்படுத்துவதற்காக வாசிப்பார்.	1, 2, 5
8.0 விருப்பத்திற்கேற்ப வாசிப்பார்.	1, 5
9.0 அவதானமாகக் கிரகித்து எழுத்துப் பொறிமுறைகளை அனுசரித்து எழுத்தாக்க நுட்பங்களைப் பயன்படுத்தி எழுத்துக்கள், சொற்கள், வாக்கியங்கள் வழுவின்றி உரிய நிறுத்தக் குறிகளுடன் தெளிவாக எழுதுவார்.	1, 4
10.0 பல்வேறு சந்தர்ப்பங்களுக்கும் நோக்கங்களுக்கும் ஏற்றவாறு எழுதுவார்.	1, 2, 4, 6, 7
11.0 படைப்புக்களை வாசித்து அனுபவங்களினூடாக சுய ஆக்கத்தினை எழுதுவார்.	1, 2,3

மேற்படி அட்டவணை அடிப்படைத் தேர்ச்சிகளின் ஒன்றிணைப்பில் சமநிலை பேணப்படவில்லை என்பதைக் காட்டுகிறது. உண்மையில் தரம் 6 – 11 வரையிலான 105 பாடங்களில் / தொனிப் பொருள்களில் அடிப்படைத் தேர்ச்சிகள் 1 – 7 முறையே 105, 86, 59, 11, 40, 52, 17 முறை ஒன்றிணைக்கப்பட்டுள்ளன. அதாவது அடிப்படைத்தேர்ச்சி ஒன்று 105 முறையும், அடிப்படைத்தேர்ச்சி நான்கு 11 முறையும் மட்டும் ஒன்றிணைக்கப்பட்டுள்ளன.

தேர்ச்சி மைய கலைத்திட்டம் குறித்து நாம் நேர்காணல் செய்த உரித்தாளர்கள் குறிப்பாக தேசிய கல்வி நிறுவகத்தின் கலைத்திட்ட அபிவிருத்தியாளர்கள் உடன்பாடான கருத்துக்களைத் தெரிவித்தனர். முன்னைய கலைத்திட்டம் ஆசிரியர் மையமாகவும் பாடநூல் மையமாகவும் இருந்ததாகவும், புதிய கலைத்திட்டம் மாணவர் மையமாக உள்ளதெனவும் அவர்கள் தெரிவித்தனர். தேர்ச்சி மைய செயற்பாடுகளில் மாணவர்கள் தாமே ஆர்வத்துடன் ஈடுபடுவதாலும் அதனால் ஆசிரியர்களுக்கு விசேட தேவைகள் உள்ள மாணவர்களில் கவனம் செலுத்த நேரம் கிடைப்பதாகவும் அவர்கள் தெரிவித்தனர். ஆனால் தமிழ்ப்பாடத்தில் ஒவ்வொரு தரத்திலும் மாணவர்கள் அடைய வேண்டிய மொழித்தேர்ச்சி மட்டத்தை தீர்மானிக்கும் பொறுப்பு ஆசிரியர்களிடமே சுமத்தப்பட்டுள்ளது. பதினொரு மொழித்தேர்ச்சியிலும் சகல தரங்களுக்கும் பொதுவானவையாக உள்ளன. ஒரு குறிப்பிட்ட மொழித்தேர்ச்சியில் குறிப்பிட்ட வகுப்புக்குரிய தேர்ச்சி மட்டம் துல்லியமாக வரையறுக்கப்படவில்லை.

ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகள் பல்கலைக்கழக விரிவுரையாளர்கள் மற்றும் பேராசிரியர்களின் உதவியுடனும், முதன்மை ஆசிரியர்கள் மற்றும் சிரேஷ்ட ஆசிரியர்களின் பங்களிப்புடனும் மிகவும் தரமாக தயாரிக்கப்பட்டுள்ளன. பாடநூல்கள் தனிப்பட்ட ஒரு எழுத்தாளரினால் அல்லது குழுவினால் தயாரிக்கப்பட்டு பாடநூல் பிரசுர திணைக்களத்தினால் வெளியிடப்பட்டுள்ளது. இதன் காரணமாக ஆசிரியர் வழிகாட்டிக்கும் பாடநூலுக்குமிடையில் ஒருங்கிணைப்பைக் காணமுடியவில்லை. அத்துடன் பாடநூல்கள் மற்றும் ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகளில் உள்ளவற்றில் எதனைக் கற்பிப்பது என்பதில் ஆசிரியர்களுக்கும் முதன்மை ஆசிரியர்களுக்கும் குழப்பநிலை ஏற்பட்டது. எனினும் ஆசிரியர்களுக்கு ஆசிரியர் வழிகாட்டி மற்றும் பாடநூல்களிலிருந்து விரும்பியவற்றை தெரிவு செய்து கற்பிப்பதற்கு சுதந்திரம் வழங்கப்பட்டு இக் குழப்பநிலை தீர்க்கப்பட்டதாக கூறப்பட்டது. பாடநூல்களில் காணப்படும் பல பாடங்கள் மாணவரது முதிர்ச்சிநிலைக்குப் பொருத்தமானதாகத் தென்படவில்லை. உதாரணமாக தரம் 6 இல் பதின்மூன்றாம் பாடம் பத்து பக்கங்களைக் கொண்டிருந்தது. நேர்காணலின் போது ஆசிரியர்கள் ஆசிரியர் அறிவுரைப்பு வழிகாட்டி பற்றிய உடன்பாடான அபிப்பிராயத்தையும் பாடநூல்கள் பற்றி மட்டுப்பாடான அபிப்பிராயத்தையும் தெரிவித்தனர்.

தேசிய கல்வி நிறுவகம் பாடத்திட்டத்தையும் ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகளையும் தயாரிக்கும் செயற்பாட்டில் தேசியகல்வியியல் கல்லூரி மற்றும் பல்கலைக்கழக கல்வித்துறை வளவாளர்களை இணைத்துக் கொள்வதில்லை. இது தமிழ்மொழி தொடர்பான ஆசிரியர் பயிற்சியில் இடைவெளியை ஏற்படுத்துகின்றது. முதன்மை ஆசிரியர்கள் தேசிய கல்வி நிறுவகத்தில் தமக்கு கிடைத்த பயிற்சி பற்றி திருப்தி தெரிவித்தாலும் தொடருறு பயிற்சிக்கான வாய்ப்பில்லை எனவும் பயிற்சியை பெறத்

தவறியவர்களுக்கு இன்னுமொரு வாய்ப்பு இல்லை எனவும் குறிப்பிட்டனர். வலய மட்டத்தில் தமக்கு கிடைக்கும் பயிற்சி பற்றி ஆசிரியர்கள் திருப்தி தெரிவித்தனர். அத்துடன் முதன்மை ஆசிரியர்கள் மூலம் தமக்கு கிடைக்கும் தொழில்சார் உதவிகள் பற்றியும் திருப்தி தெரிவித்தனர்.

முடிவுகளும் விதந்துரைகளும்

முடிவாக நோக்கும்போது தேசிய இலக்குகளையும் அடிப்படைத் தேர்ச்சிகளையும் திட்டமிட்ட முறையில் இடைநிலை வகுப்புகளில் தமிழ்மொழி பாடத்திட்டத்தில் உள்ளடக்கவேண்டும் என்னும் கருத்து கலைத்திட்ட அபிவிருத்தியாளர்களிடம் காணப்படவில்லை. இதைப்பற்றிய எவ்வித அறிவுறுத்தல்களும் சம்பந்தப்பட்டவர்களுக்கு உரிய வேளையில் வழங்கப்படவுமில்லை. எனினும் தேசிய இலக்குகளும் அடிப்படைத் தேர்ச்சிகளும் தரம் 6-11 வரையில் உள்ள பாடநூல்களில் எதேச்சையான முறையில் பிரதிபலிக்கவே செய்கின்றன. தமிழ்ப்பாடத்தை பொறுத்த மட்டில் மொழித்தேர்ச்சிகள் அனைத்தும் பாடத்திட்டத்தில் உள்வாங்கப்பட்டிருப்பினும் வயது, முதிர்ச்சிக்கேற்ற வகையில் தேர்ச்சி மட்டங்கள் துல்லியமாக வரையறுக்கப்பட்டுள்ளதாகத் தெரியவில்லை. ஆசிரியர் அறிவுரைப்பு வழிகாட்டிகளில் காணப்படும் செழுமையும் நெகிழ்ச்சியும் மாணவர்களின் ஆற்றல்கள், தேவைகளுக்கு ஏற்ப செயற்பாடுகளைத் தெரிவு செய்து வழங்கும் வாய்ப்பை ஆசிரியர்களுக்கு வழங்குகின்றன.

மேற்படி பின்னணியில் பின்வரும் விதந்துரைகள் முன்வைக்கப்படுகின்றன: (1) தேசிய கல்வி நிறுவகத்தின் கல்வியாளர்களுக்கு தேசிய இலக்குகளையும் அடிப்படை தேர்ச்சிகளையும் பாடத்திட்டத்திலும் மற்றும் பாடநூல்களிலும் எவ்வாறு ஒன்றிணைப்பது பற்றிய பயிற்சி வழங்கப்பட வேண்டும்; (2) ஒவ்வொரு பாடம் தொனிப்பொருளுக்கு உரிய தேசிய இலக்குகள் மற்றும் அடிப்படைத் தேர்ச்சிகளை ஆசிரியர் அறிவுரைப்பு வழிகாட்டி துல்லியமாகக் காட்டுதல் வேண்டும்; (3) முதன்மை ஆசிரியர்கள், பாடத்துக்குப் பொறுப்பான பணிப்பாளர்கள் மற்றும் அதிபர்களுக்கு இலக்குகளையும் தேர்ச்சிகளையும் பற்றிய விளக்கமும் அவற்றை கற்றல் - கற்பித்தல் செயன்முறையில் ஒன்றிணைப்பது பற்றிய விளக்கமும் வழங்கப்படவேண்டும்; (4) பாடத்திட்டம், ஆசிரியர் அறிவுரைப்பு வழிகாட்டிக்கேற்ப பாடநூல்கள் எழுதப்படுவதற்கு தேசிய கல்வி நிறுவகம் அனுசரணை வழங்க வேண்டும்; (5) பாடத்திட்டம் மற்றும் சம்பந்தப்பட்ட ஆவணங்கள் தயாரிப்பு குழுவில் உளவியல் மொழியியலாளர்களுக்கும் சமூகவியலாளர்களுக்கும் இடமளிக்கப்படவேண்டும்; (6) கலைத்திட்ட செயற்பாடுகளில் தேசிய கல்வி நிறுவகம், ஆசிரியர் கல்வி நிறுவனங்கள், கல்வி அமைச்சு மற்றும் பல்கலைக்கழகங்களுக்கிடையே ஒருங்கிணைப்பும் தொடர்ச்சியான கருத்தாடலாலும் உறுதிப்படுத்தப்பட வேண்டும்; (7) கலைத்திட்ட அமுலாக்கம் கிரமமாக கண்காணிக்கப்படுவதோடு ஆய்வுகளும் மேற்கொள்ளப்பட வேண்டும். கண்காணிப்பில் கிடைக்கும் பின்னூட்டல்களும் ஆய்வுமுடிவுகளும் கலைத்திட்ட சீர்திருத்தத்தில் உள்வாங்கப்படவேண்டும்.

நன்றி : இவ்வாய்வுக் கட்டுரையை எழுதுவதற்கு அனுமதியையும் இலங்கை கல்வி முன்னேற்றத்துக்கான அமைப்பின் (SLAAED) ஆவணங்களிலிருந்து சில பகுதிகளை இக்கட்டுரையில் எடுத்தாளவும் அனுமதி அளித்த பேராசிரியர் சந்திரா குணவர்தன அவர்களுக்கு நன்றிகளை தெரிவித்துக் கொள்கிறேன்.

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பின்னிணைப்பு I

தேசிய இலக்குகள்

1. மனித கௌரவத்தைக் கண்ணியப்படுத்தல் எனும் எண்ணக்கருக்கள் தேசியப் பிணைப்பு, தேசிய முழுமை, தேசிய ஒற்றுமை, இணக்கம், சமாதானம் என்பவற்றை மேம்படுத்தல் மூலமும் இலங்கைப் பன்மைச் சமூகத்தின் கலாசார வேறுபாட்டினை அங்கீகரித்தல் மூலமும் தேசத்தைக் கட்டி எழுப்புதலும் இலங்கையர் எனும் அடையாளத்தை ஏற்படுத்தலும்.

2. மாற்றமும் உலகத்தின் சவால்களுக்குத் தக்கவாறு முகங் கொடுத்தலோடு தேசிய பாரம்பரியத்தின் அதி சிறந்த அம்சங்களை அங்கீகரித்தலும் பேணுதலும்.

3. மனித உரிமைகளுக்கு மதிப்பளித்தல், கடமைகள், கடப்பாடுகள் பற்றிய விழிப்புணர்வு, ஒருவர் மீது ஒருவர் கொண்டுள்ள ஆழ்ந்த, இடையறாத அக்கறையுணர்வு என்பவற்றை மேம்படுத்தும் சமூக நீதியும், ஜனநாயக வாழ்க்கை முறை நியமங்களும் உள்ளடங்கிய சுற்றாடலை உருவாக்குதலும் ஆதரித்தலும்.

4. ஒருவரது உள, உடல் நலனையும் மனித விழுமியங்களுக்கு மதிப்பளிப்பதை அடிப்படையாகக் கொண்ட நிலைபேறுடைய வாழ்க்கைக் கோலத்தையும் மேம்படுத்தல்.

5. நன்கு ஒருங்கிணைக்கப்பட்ட சமநிலை ஆளுமைக்குரிய ஆக்க சிந்தனை, தற்றுணிவு, ஆய்ந்து சிந்தித்தல், பொறுப்பு, வகைகூறல் மற்றும் உடன்பாடான அம்சங்களை விருத்தி செய்தல்.

6. தனிநபரதும், தேசத்தினதும் வாழ்க்கைத் தரத்தைப் போிக்கக் கூடியதும் இலங்கையின் பொருளாதார அபிவிருத்திக்குப் பங்களிக்கக் கூடியதுமான ஆக்கப் பணிகளுக்கான கல்வியூட்டுவதன் மூலம் மனித வள அபிவிருத்தி.

7. தனிநபர்களின் மாற்றத்திற்கு ஏற்ப இணங்கி வாழவும், மாற்றத்தை முகாமை செய்யவும் தயார்ப்படுத்தவும் விரைவாக மாறிவரும் உலகில் சிக்கலானதும், எதிர்பாராததுமான நிலைமைகளைச் சமாளிக்கும் தகைமையை விருத்தி செய்தல்.

8. நீதி, சமத்துவம், பரஸ்பர மரியாதை என்பவற்றை அடிப்படையாகக் கொண்டு சர்வதேச சமுதாயத்தில் கௌரவமானதோர் இடத்தைப் பெறுவதற்கு பங்களிக்கக் கூடிய மனப்பாங்குகளையும் திறன்களையும் வளர்த்தல்.

அடிப்படைத் தேர்ச்சிகள்

(i) தொடர்பாடல் தேர்ச்சிகள்
(ii) ஆளுமை விருத்தி தொடர்பான தேர்ச்சிகள்
(iii) சூழல் தொடர்பான தேர்ச்சிகள்
(iv) வேலை உலகிற்குத் தயார் செய்தல் தொடர்பான தேர்ச்சிகள்
(v) சமயமும் ஒழுகலாறும் தொடர்பான தேர்ச்சிகள்
(vi) ஓய்வு நேரத்தைப் பயன்படுத்தல், விளையாட்டு பற்றிய தேர்ச்சிகள்
(vii) கற்றலுக்கு கற்றல் தொடர்பான தேர்ச்சிகள்

AN EVALUATION STUDY ON THE EFFECTIVENESS OF THE POST GRADUATE DIPLOMA IN EDUCATION OFFERED BY THE NATIONAL INSTITUTE OF EDUCATION

S.Ilango & T.Thanaraj

Summary of the Tamil Article

The Post Graduate Diploma in Education degree offered by the National Institute of Education (NIE) and also by the faculties and the departments of education of the Sri Lankan universities plays a prominent role in enhancing the professional competencies of graduate teachers in the country. Nevertheless, the NIE programme which was started in 1985 and being offered at the NIE central campus as well as through its wider regional network has helped thousands of graduate teachers to get professionally qualified and also has facilitated many of them to get higher professional qualifications. The purpose of this study is to identify the strengths and weaknesses of the PGDE programme of the NIE and make suggestions to increase the effectiveness of that programme.

In order to achieve the goal of the study, the survey research design within the framework of qualitative approach was used in a sample of ninety teacher trainees, seven lectures and three coordinators selected from three Tamil medium regional centres namely Jaffna, Colombo and Addalaichenai. Based on the evaluation model of Kirkpatrick (1978), questionnaire, interview and classroom observation were the major data collection instruments. Further reports, handouts and curriculum related to the programme were also studied. The study focused on satisfaction level, learning, behavioral change of the teacher trainees as well as resource provision, support systems in the centers and the problems and issues faced by the lecturers and teacher trainees. The collected data were triangulated and analyzed using descriptive statistical techniques.

The study revealed that there was a generally positive attitude towards the programme among both the trainees and other selected stakeholders. The major barriers against the effectiveness of the programme were acute shortages in physical resources, traditional and obsolete delivery methods and also negative attitudes of some personnel. Based on the findings the

following recommendations were made: recruitment of lectures on strict quality standards, establishment of regular internal and external control systems with immediate follow-up and corrective actions, intensive support to the trainees during their one year institutional training, more emphasis on formative rather than summative evaluation and also introducing new criteria in evaluation systems, enhanced and continuous professional support to the lecturers and updating the curriculum and delivery techniques in line with modern global trends in teacher education and development.

தேசிய கல்வி நிறுவகத்தின் பட்டப்பின் டிப்ளோமா கற்கை நெறியின் விளைதிறன் மீதான மதிப்பீட்டு ஆய்வு

செல்வராணி இளங்கோ
செயற்றிட்ட அதிகாரி
தேசிய கல்வி நிறுவகம்
மஹரகம
இலங்கை

மற்றும்

தையமுத்து தனராஜ்
சிரேட்ட விரிவுரையாளர்
கல்விப்பீடம்
இலங்கை திறந்த பல்கலைக்கழகம்

ஆய்வுச் சுருக்கம்

இலங்கையில் பட்டதாரி ஆசிரியர்களின் தொழில்சார் மேம்பாட்டில் பல்கலைக் கழகங்கள் மற்றும் தேசிய கல்வி நிறுவகம் ஆகியவை நடத்தும் பட்டபின் கல்வி டிப்ளோமா (PGDE) கற்கைநெறி அதிமுக்கிய பங்கினை வகிக்கின்றது. இவற்றில் தேசிய கல்வி நிறுவகத்தின் பட்டப்பின் கல்வி டிப்ளோமா கற்கை நெறியின் வலிவுகளையும் நலிவுகளையும் இனங்கண்டு கற்கைநெறியின் விளைதிறனை மேம்படுத்துதற்கான விதந்துரைகளை முன்வைப்பதே மேற்படி ஆய்வின் பிரதான குறிக்கோளாகும். இக்குறிக்கோளினை அடைவதற்கு பண்புசார் ஆய்வு அணுகுமுறைச் சட்டத்தினுள் அளவறி ஆய்வுமுறை பிரயோகிக்கப்பட்டது. தேசிய கல்வி நிறுவகத்தின் பிரதேச கற்கை நிலையங்களின் மூன்று தமிழ்மொழி மூலமான கற்கை நிலையங்கள் தெரிவு செய்யப்பட்டு அவற்றின் ஆசிரிய மாணவர்கள் மற்றும் விரிவுரையாளர்கள் எழுமாற்றாக இனங்காணப்பட்டு வினாக்கொத்து, நேர்காணல், அவதானிப்பு மற்றும் ஆவணப்பரிசோதனை முதலான ஆய்கருவிகள் மூலம் தரவுகள் சேகரிக்கப்பட்டன. இத்தரவுகள் விவரணப் புள்ளிவிபர ஆய்வு முறையைப் பயன்படுத்தி பகுப்பாய்விற்கு உட்படுத்தப்பட்டன. கற்கைநெறி தொடர்பாக ஆசிரிய மாணவர் மத்தியில் பொதுவாக சாதகமான மனப்பாங்குகள் காணப்பட்டாலும் பௌதீக வளப்பற்றாக்குறை, விரிவுரையாளர்களின் எதிர்மறை மனப்பாங்கு, மரபுரீதியான கற்பித்தல் முறைகள் ஆகியவை இக்கற்கைநெறியின் விளைதிறனுக்குத் தடையாக உள்ளன. கற்கைநெறியின் கலைத்திட்டத்தையும் கற்பித்தல் உத்தியினையும் நவீனமயமாக்கல், கடுமையான தர நிர்ணயங்களின் அடிப்படையில் விரிவுரையாளார்களை நியமித்தல் மற்றும் அவர்களைத் தொடருறுவாண்மை மேம்பாட்டில் ஈடுபடுத்தல், முறைசார்ந்த மேற்பார்வை வலையமைப்பை நிறுவுதல், ஆசிரிய மாணவர்களின் உள்ளகக் கற்பித்தல் பயிற்சிக்கு பொருத்தமான மேற்பார்வையாளர்களை நியமித்தல், தொடர் மற்றும் இறுதி மதிப்பீடுகளில் புதிய நியதிகளைப் புகுத்துதல் முதலிய செயற்பாடுகள் மூலம் மேற்படி கற்கை நெறியின் விளைதிறனை மேம்படுத்த முடியும்.

பிரதான சொற்கள்:

பட்டப்பின் கல்வி டிப்ளோமா, ஆசிரியர் வாண்மை விருத்தி, கற்கை நெறி மதிப்பீடு, உள்ளக மேற்பார்வை, கலைத்திட்ட நவீனமயமாக்கல்.

அறிமுகம்

எந்தவொரு நாட்டின் கல்வி முறைமையும் அந்நாட்டின் ஆசிரியர்களின் தரத்தை விட மேம்பட்டு விடமுடியாது என இந்திய தேசிய கல்விக் கொள்கை (1986) வலியுறுத்திக்கூறியது. எனவே பாடசாலைகளின் கல்விச் செயன்முறையின் விளைதிறனை மேம்படுத்துவதில் ஆசிரியர் கல்வியும் அவர்களது தொடர்ச்சியான வாண்மை விருத்தியும் முக்கிய பங்களிப்பை வழங்குகின்றன. மாணவர்களின் தனியாள் வேறுபாட்டை கருத்தில் கொண்டு அதற்குப் பொருத்தமான கற்பித்தல் செயன்முறையில் ஈடுபடுவதற்கு வேண்டிய அறிவு, திறன், மனப்பாங்குகளை ஆசிரியர் கல்வி வழங்குகிறது. (Cindy,1997).

இலங்கையைப் பொறுத்தமட்டில் பல்வேறு முகவரகங்கள் தொடக்க நிலை ஆசிரியர் கல்வியையும் ஆசிரியர்களின் தொடருறு வாண்மை விருத்திக்கான பயிற்சி நெறிகளையும் வழங்குகின்றன. இவற்றுள் கல்வி அமைச்சின் கீழுள்ள தேசிய கல்வியியல் கல்லூரிகள், ஆசிரியர் கலாசாலைகள், ஆசிரியர் நிலையங்கள், தேசிய கல்வி நிறுவகம் மற்றும் பல்கலைக் கழகங்களிலுள்ள கல்விப் பீடங்கள், துறைகள் ஆகியவை மிகவும் முக்கியமானவைகளாகும். தேசிய கல்வி நிறுவகமும் பல்கலைக் கழகங்களிலுள்ள கல்விப் பீடங்கள் / துறைகள் வழங்குகின்ற பட்டபின் கல்வி டிப்ளோமா கற்கை நெறி பட்டதாரி ஆசிரியர்களின் வாண்மை விருத்தியில் மிக முக்கிய பங்களிப்பை வகித்து வருகின்றன.

1940 களிலிருந்தே பட்டதாரி ஆசிரியர்களின் ஆசிரியர் கல்வியானது பல்கலைக் கழகங்களின் பொறுப்பாக இருந்துள்ளது. ஆசிரியர் கல்வி தொடர்பாக கலாநிதி C.W.W. கன்னங்கரா தான் ஆசிரியர் கல்வி தொடர்பாக அரசாங்க சபைக்கு முன்வைத்த விதந்துரைகளில் ஒன்றாக பட்டதாரி ஆசிரியர்கள் இலங்கைப் பல்கலைக் கழகத்தினால் (University of Ceylon) பயிற்றப்பட வேண்டுமென குறிப்பிட்டிருந்தார். (Hansard, 1945, பக். 2823-2827). பட்டப்பின் கல்வி டிப்ளோமா கற்கைநெறி முதலில் 1944இல் தர்ஸ்டன் ஆசிரியர் கலாசாலையில் ஆரம்பிக்கப்பட்டு பின்னர் 1949இல் இலங்கைப் பல்கலைக்கழகத்துக்கு (கொழும்பு) மாற்றப்பட்டது. பின்னர் இக்கற்கைநெறி பேராதனைப் பல்கலைக்கழகத்தைச் சென்றடைந்தது. தொடர்ந்து விக்தியோதயா (1963) விக்தியாலங்காரப் பல்கலைக்கழகங்களும் மேற்படி கற்கைநெறியை வழங்கி வந்தன. 1973 இல் பேராதனை, விக்தியோதயா, விக்தியாலங்கார பல்கலைக்கழகங்களின் கல்விக்துறைகள் இணைக்கப்பட்டு கொழும்பு பல்கலைக்கழகத்தில் கல்விப்பீடம் உருவாக்கப்பட்டது. இலங்கை திறந்த பல்கலைக்கழகத்தின் கல்விக்துறை 1981 முதல் மேற்படி பட்டப்பின் கல்வி டிப்ளோமா கற்கைநெறியை தொலைக்கல்வி மூலமாக வழங்கி வருகிறது. இக்கல்விக்துறை 2000 ஆம் ஆண்டில் கல்விப்பீடமாக தரமுயர்த்தப்பட்டது. யாழ்ப்பாணப் பல்கலைக்கழகம் 1981 முதல் பட்டபின் கல்வி டிப்ளோமா கற்கைநெறியை வழங்குகிறது. இந்த வரிசையில் கிழக்கு பல்கலைக்கழகம் 2005 முதல் மேற்படி கற்கைநெறியை வழங்கிவருகிறது.

பட்டதாரி ஆசிரியர்களின் எண்ணிக்கை தொடர்ச்சியாக அதிகரித்தபோது அவர்கள் அனைவரையும் உள்ளீர்த்து பயிற்சி வழங்கும் பௌதீக, ஆளணி வளங்கள் பல்கலைக் கழகங்களுக்கு இருக்கவில்லை. இதனால் பெருந்தொகையான பட்டதாரி ஆசிரியர்கள் தொழிற்றகைமை இல்லாமலேயே தமது கடமைகளைச் செய்து வந்தனர். இது ஏற்றுக் கொள்ள முடியாத நிலைமை என்ற காரணத்தினால் பட்டப்பின் கல்வி டிப்ளோமா கற்கைநெறி சிங்கள மொழியில் ஆரம்பிக்கப்பட்டது. இந்நிறுவனம் பிரதேச கற்கை நிலையங்கள் என்னும் நாடளாவிய வலையமைப்பை கொண்டிருந்தமையால் பெருந்தொகையான பட்டதாரி ஆசிரியர்களை ஒரே நேரத்தில் உள்ளீர்த்து ஆசிரியர் கல்வியை வழங்க முடிந்தது.

தேசிய கல்வி நிறுவகம் தனது முதலாவது பட்டப்பின் கல்வி டிப்ளோமா நிகழ்ச்சித்திட்டத்தை 1986 ஆம் ஆண்டு 440 சிங்கள மொழி ஆசிரிய மாணவர்களுடன் 6 பிரதேச கற்கை நிலையங்களில் ஆரம்பித்தது. தமிழ் மொழிமூல நிகழ்ச்சித்திட்டம் 1992 ஆம் ஆண்டிலேயே தொடங்கப்பட்டது. கடந்த 25 ஆண்டுகளில் தேசிய கல்வி நிறுவகத்தின் பட்டப்பின் கல்வி டிப்ளோமாவை 34306 சிங்கள மொழி ஆசிரிய மாணவர்களும் 8197 தமிழ் மொழிமூல ஆசிரிய மாணவர்களும் பெற்றுள்ளார் கள். பின்வரும் அட்டவணை மொழி மூலமான ஆசிரிய மாணவர் எண்ணிக்கையையும் பிரதேச கற்கை நிலையங்களின் எண்ணிக்கையையும் தருகின்றது:

தொகுதி	சிங்களம்	தமிழ்	கற்கை நிலையங்களின் எண்ணிக்கை
86/88	0440	------	06
89/90	1440	------	14
91/92	7177	------	36
92/93	2415	1289	36
93/94	4877	1407	36
94/95	1752	0982	22
95/96	0982	0357	22
96/97	0890	0238	22
97/98	0752	276	22
99/00	0865	599	21
00/02	1185	469	18
02/03	511	252	14
04/05	717	258	14
07/08	900	300	14
09/10	6623	1250	45
11/12	2780	520	36
மொத்தம்	34306	8197	

மூலம் : தேசிய கல்வி நிறுவகம் (2011)

தேசிய கல்வி நிறுவனத்தின் பட்டப்பின் கல்வி டிப்ளோமா கற்கைநெறியானது பின்வரும் நோக்கங்களைக் கொண்டுள்ளது. (மாணவர் கைந்நூல், 2009):

1. தொழில் சார் பயிற்சியைப் பெறாத பாடசாலை சூழலில் தொழில் புரியும் பட்டதாரி ஆசிரியர்களுக்கு தொழில்சார் பயிற்சியை வழங்குதல்.

2. மாணவர் மையக் கற்பித்தல் செயற்பாடுகளில் சுயாதீனமாகவும், குழுவாகவும் கற்பதற்குப் பொருத்தமான கற்றல் - கற்பித்தல் முறைகளைப் பாவித்து கற்பிக்கக்கூடிய தொழில்சார் பயிற்சியைப் பெற்ற பட்டதாரி ஆசிரியர் குழுவை உருவாக்குதல்.

3. மாணவர் விருத்தி மட்டம் எதிர்பார்ப்பு மாணவர்களின் அபிலாசைகள் மாணவர்களின் விருப்பு வெறுப்புகளைப் புரிந்து கொண்டு வினைத்திறனான அடைவைப்பெற கற்றல் சந்தர்ப்பங்களை திட்டமிட்டு ஒழுங்கமைத்து நடைமுறைப்படுத்துவதற்கான கல்வியை பட்டதாரி ஆசிரியர்களுக்கு வழங்குதல்.

4. சமகாலத் தேவைகளுக்கேற்ப மாற்றத்துக்குள்ளாகும் பாடசாலைக் கலைத் திட்டத்திற்கேற்ப ஆசிரியர் வகிபங்கினை விளங்கிக் கொண்டு பயனுள்ளதும் பெறுபேற்றைக் கொண்டதுமான தொழில்சார் கடமைகளை பொறுப்பேற்றுச் செய்வதற்கு ஏற்றவகையிற் பட்டதாரி ஆசிரியர்களைப் பயிற்றுவித்தல்.

5. பயிற்றப்பட்ட பட்டதாரி அசிரியர் என்ற அடிப்படையில் தொழில்சார் பயிற்சியும் அனுபவமும் கொண்ட கற்றல் கற்பித்தல் செயற்பாடுகளில் ஈடுபடுகின்ற ஆசிரியர்களைக் கற்றல் சூழலுக்கு உட்படுத்துதல்.

6. தமது பாடசாலை அதிபர், பகுதித்தலைவர், ஏனைய கல்விசாரா ஊழியர்கள், மாணவர்கள் மற்றும் பாடசாலை சமூகத்துடன் சுமூகமான உறவுகளைப் பேணிக் கொள்ளக்கூடிய ஆளுமையுடைய கவர்ச்சிமிக்க ஆசிரியர்களை பாடசாலைச் சூழலுக்கு வழங்குதல்.

இரு வருடங்களைக் கொண்ட மேற்படி கற்கை நெறியானது (1) தொழில்சார் பாடக் கூறு, (2) பொதுப்பாடக்கூறு, (3) விசேட பாடக் கூறு மற்றும் (4) பிரயோகப் பாடக்கூறு என்னும் நான்கு முக்கிய பாடக்கூறுகளைக் கொண்டுள்ளது. பிரயோகக் கூறில் கற்பித்தல் பயிற்சியை முதலாம் ஆண்டில் ஆறு வாரங்கள் (60 பாடவேளைகள்) ஆசிரிய மாணவர் தனது சொந்த பாடசாலையில் மேற்கொள்ள வேண்டும். கட்டம் II கற்பித்தல் பயிற்சி இரண்டாம் வருடத்தில் ஆசிரிய மாணவர் வேறொரு பாடசாலையில் மேற்கொள்ள வேண்டும். இக்கற்கை நெறியில் பாடங்களுக்கு மேலதிகமாக செயல்வழி ஆய்வு மற்றும் ஒப்படைகளும் உள்ளன. ஒப்படைகள் 20% புள்ளியினை கொண்டிருப்பதோடு ஒப்படையினைப் பூரணப்படுத்தாமல் ஆசிரிய மாணவர் பரீட்சை எழுத அனுமதிக்கப்படமாட்டார். எழுத்துப் பரீட்சையில் ஒவ்வொரு பாடத்திலும் குறைந்தது 35% புள்ளிகள் பெறவேண்டும்.

தேசிய கல்வி நிறுவகத்தின் பட்டப்பின் கல்வி டிப்ளோமா கற்கை நெறி 1989 முதல் நடத்தப்பட்டு வந்தாலும் அதன் விளைதிறன் பற்றி இதுவரை காத்திரமான ஆய்வுகள் மேற்கொள்ளப்படவில்லை. இந்த இடைவெளியை குறைக்கும் நோக்குடன் இந்த ஆய்வு முன்வைக்கப்பட்டது. ஆசிரிய மாணவர்கள் மற்றும் ஏனைய உரித்தாளர்களின் கண்ணோட்டத்தில் மேற்படி கற்கைநெறியை மதிப்பீடு செய்வதே இந்த ஆய்வின் பிரதான நோக்கமாகும். அத்துடன் பின்வரும் துணைநோக்குகளையும் இவ்வாய்வு கொண்டுள்ளது : (1) மேற்படி பட்டப்பின் டிப்ளோமா கற்கைநெறியைப் பற்றிய உரித்தாளர்களின் கருத்துக்களைப் பெறுதல், (2) இக்கற்கைநெறியில் காணப்படும் வலிவுகளையும் நலிவுகளையும் இனங்காணல், (3) மேற்படி கருத்துகள், கண்டறிதல்களின் அடிப்படையில் இக்கற்கைநெறியின் விளைதிறனை மேம்படுத்தக்கூடிய விதந்துரைகளை முன்வைத்தல்.

சார்பிலக்கிய மீளாய்வு

ஆசிரியர் கல்வி தொடர்பான ஒரு கற்கைநெறியை மதிப்பீடு செய்யும் முயற்சியை முன்னெடுக்கும் போது ஆசிரியர் கல்வி என்பதை வரையறை செய்து கொள்வது மிகவும் முக்கியமானது. "ஆசிரியர்கள் தமது தொழிலைச் சிறப்பாக மேற்கொள்வதற்கு தேவையான கற்றல், கற்பித்தல் செயன்முறையினைக் கற்றுக்கொண்டு காலத்தின் தேவைக்கேற்ப மாணவர்களின் தேவைகளைப் பூர்த்தி செய்வதற்கான திசைமுகப்படுத்தல் பயிற்சி வழங்கும் நீண்ட கால நோக்குடையதே ஆசிரியர் கல்வி" என டயஸ் (Diaz, 2004) ஆசிரியர் கல்வியை வரையறை செய்கிறார். மேற்படி வரைவிலக்கணத்தைச் சார்ந்ததாகவே தனது வரைவிலக்கணத்தை அமைத்திருக்கும் கென்னடி (Kennedy,1978) ஆசிரியர் கல்வி வாழ்க்கை நீடித்ததாக அமைய வேண்டுமென வலியுறுத்துகிறார். டொன் (Don, 1988) அறிவு, திறன், மனப்பாங்கு முதலான பொதுவான தேர்ச்சிகளுக்கு முக்கியத்துவம் வழங்குகிறார். கொப்னர் மற்றும் டவ் (Copner & Dove, 1987) மற்றும் எல்டிஸ் (Eldis, 1997) ஆகியோர் ஆசிரியர் கல்வியானது ஆசிரியரை ஒரு மாற்ற முகவராக உருவாக்க வேண்டுமென வாதிடுகின்றனர். இவ்வரை விலக்கணங்களை ஒட்டு மொத்தமாக நோக்கும் போது ஆசிரியர் கல்வி என்பது ஆசிரியர்களின் ஆக்கச் சிந்தனை, தீர்மானம் மேற்கொள்ளல், முகாமை, தொடர்பாடல் முதலான திறன்களை விருத்தி செய்வதோடு தாம் பணியாற்றும் நிறுவனத்தின் விழுமியங்களுக்கு ஏற்ற சேவை மனப்பாங்கு, தியாகம், சமூகநலனில் அக்கறை ஆகியவற்றை கொண்ட பாட அறிவும் புத்தாக்கமும் கொண்ட ஆசிரியர்களை உருவாக்குவதாக அமைய வேண்டும். ஆசிரியர் கல்வி எப்படிப்பட்ட ஆசிரியர்களை உருவாக்க வேண்டும் என்னும் விடயத்தில் இலங்கையில் ஆசிரியர் கல்விச் சீர்த்திருத்தத்தின் முன்னோடியான கலாநிதி C.W.W. கன்னங்கரா அவர்களின் கருத்து இங்கு குறிப்பிடத்தக்கது. அவர் பின்வருமாறு கூறுகிறார் : "கல்வியூட்டுவதில் பிள்ளை மீது ஆசிரியர் கொண்டிருக்கும் செல்வாக்கு அவரது அறிவின் பாற்பட்டதல்ல மாறாக அவரது உதாரண நடத்தை, தனித்துவம் மற்றும் அவர் கைக்கொள்ளும் விழுமியங்களில் தங்கியுள்ளது. (Kannangara, 1947) கீழைத்தேய பண்பாட்டில் குறிப்பாக இலங்கை, இந்தியா ஆகிய நாடுகளின் கலாசாரப் பின்னணியில் ஆசிரியர் மிக உயர்ந்த ஸ்தானத்தில் வைக்கப்பட்டு மதிக்கப்படுவதால் கன்னங்கராவின் ஆசிரியர் கல்வி பற்றிய கருத்து இலங்கையின் பண்பாட்டுப் பின்புலத்தைக் கொண்டிருப்பதைக் காணமுடிகிறது.

ஆசிரியர்கல்வி என்பது தேசிய கல்விமுறையின் விருத்தியில் முக்கிய பங்கு கொண்டிருப்பதால் அதனைத் தொடர்ச்சியாக வழங்குவது முக்கியமானது (Aggarwal, 1992) (Gunawardana, 1990). அதே நேரத்தில் ஆசிரியர் கல்விக்கான கலைத்திட்டம் தேசிய, சர்வதேச ரீதியாக ஏற்படக்கூடிய மாற்றங்களையும் புதுப்புது செல்நெறிகளையும் உள்வாங்கக் கூடிய வகையில் தொடர்ச்சியாக இற்றைப்படுத்தப்பட வேண்டியதும் குறிப்பாக மாணவர் மையக் கற்பித்தலை மையமாகக் கொண்டு மறுசீரமைக்கப்பட வேண்டியதும் முக்கியமானதாகும் (Ginige, 2008 Lekamge, 2003 Wanasinghe, 2003).

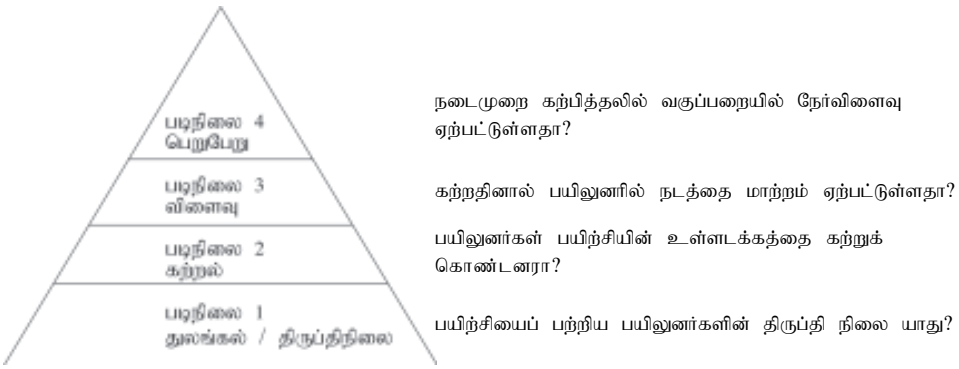
ஆசிரியர்கல்வி மற்றும் தொடருறு வாண்மைத்துவ பயிற்சிகள் மூலம் ஆசிரியர்கள் பெற்றுக் கொள்ளக்கூடிய தொழில்சார் தேர்ச்சிகள் குறித்து நீண்ட காலமாகவே பல்வேறு ஆய்வாளர்கள் தமது ஆய்வுகளை மேற்கொண்டுள்ளனர் (Shimhara and Sakai, 1988 Buthpitiya, 1999). இப்பயிற்சி நெறிகளில் பங்குபற்றும் ஆசிரியர்கள் தம்மை சுய மதிப்பீடு செய்து கொள்வதோடு சுயஊக்கலையும் பெற்றுக் கொள்கின்றனர் என யுனெஸ்கோ (UNESCO, 2003) அறிக்கை குறிப்பிடுகிறது.

வாண்மைத்துவ பயிற்சிகளில் தொடர்ச்சியாக ஈடுபடுவதன் மூலம் ஆசிரியர்கள் பின்வரும் தேர்ச்சிகளை பெற்றுக் கொள்ளக்கூடியதாக இருக்கும் என மொய்ல்ஸ் (Moyles,2005) கூறுகின்றனர்: (அ) தனது துறைசார்ந்த பரந்த அறிவு, (ஆ) தெளிவான நோக்கமும் உயர் எதிர்பார்ப்பும், (இ) வினைத்திறன் மற்றும் விளைதிறன்மிக்க திட்டமிடல், (ஈ) மாணவரின் தரம், தேவைகளின் அடிப்படையில் கற்பித்தல் முறையினைத் தெரிவு செய்தல், (உ) வகுப்பறை கட்டொழுங்கும் முகாமைத்துவம், (ஊ) மாணவர்களை பொருத்தமாக கணிப்பிடலும் மதிப்பிடலும், (எ) மாணவர்களின் உயர் அடைவு நோக்கி ஊக்குவித்தல். ரிச்சட்ஹேவி (Richard, 1998) வின்ச் (Winch, 1990), போன்றோரும் ஆசிரியர்கள் பெற்றுக்கொள்ளக்கூடிய தேர்ச்சிகள் குறித்து ஆய்வுசெய்துள்ளனர். இவர்களது ஆய்வுகளில் பின்வரும் தொழில்சார் தேர்ச்சிகளையும் மேற்படி பட்டியலுடன் இணைத்துக் கொள்ள முடியும்: (அ) மாணவர்களின் தனியாள் வேறுபாடுகளைப் புரிந்து கொள்ளல், (ஆ) துணைக்கலைத் திட்டச் செயற்பாடுகள் ஊக்குவித்தல், (இ) நிபுணத்துவம் மிக்கோரை கற்றல்-கற்பித்தல் செயற்பாடுகளில் இணைத்துக் கொள்ளல், (ஈ) சமூக வகுப்பறை உறவினைக் கட்டி வளர்த்தல், (உ) வெளிக்களச் செயற்பாடுகளை ஊக்குவித்தல், (ஊ) மாணவர் - மாணவர் இடைவினையினை ஊக்குவித்தல், (எ) வகுப்பறையை எப்போதும் உயிரோட்டமுள்ளதாக வைத்திருத்தல்.

மேற்படி பின்னணியின் அடிப்படையில் பட்டப்பின் கல்வி டிப்ளோமா போன்ற கற்கை நெறியினை மதிப்பீடு செய்வது மிகவும் முக்கியமானதாகும். மதிப்பீடு என்பது ஒரு நிகழ்ச்சித்திட்டம் அல்லது கற்கைநெறி அதன் தீர்மானிக்கப்பட்ட நோக்கங்களை அடைந்துள்ளதா, அவ்வாறு அடையாவிடின் அதற்கான காரணங்கள் என்ன என்பதை நுணுகி ஆராயும் நுணுக்கமான செயன்முறையாகும் (Cafferella 1988). கற்கைநெறிகளை மதிப்பீடு செய்வதற்கான பல்வேறு மாதிரிகைகளையும் ஆய்வாளர்கள் உருவாக்கியுள்ளனர். இவற்றில் CIPP (Content, Input, Process, Product) மாதிரிகை IPO (Input, Process, Outcomes) மாதிரிகை TVS (Testing,

Value, Situation) மாதிரிகை முக்கியமானவைகளாகும். இவைதவிர ரயிலர் (Tyler, 1977), றொஸ் மற்றும் பிரீமன் (Ross and Freeman, 1993), வாலஸ் (Wallace, 1991), ஹேம்லின் (Hamblin, 1974), பிரிங்கர்கொப் (Brinkerkoff, 1987) ஆகியோரும் தமது மதிப்பீட்டு மாதிரிகளை முன்வைத்துள்ளனர்.

எனினும் தேசிய கல்வி நிறுவகத்தின் பட்டப்பின் டிப்ளோமா கற்கைநெறி தொடர்பான இந்த ஆய்வு கர்க்பற்றிக் (Kirkpatrick,1998)) என்பாரின் பின்வரும் மாதிரிகையை அடிப்படையாகக் கொண்டு மேற்கொள்ளப்பட்டது. பின்வரும் உருவம் மேற்படி மாதிரிகையை காட்டுகிறது :



கர்க்பற்றிக் மாதிரிகை
மூலம்: Kirkpatrick (1998)

ஒப்பீட்டளவில் மேற்படி மாதிரிகை காலத்தினால் முற்பட்டது எனினும் இன்றும் அதன் நடைமுறைப் பயன்பாடு விதந்துரைக்கப்படுகிறது. அண்மைக்காலத்தில் இக்பால் (2011), விஜயமணி (2010), எலிகன்ஸ் சாஸ் (2010), யூனிஸ் (2000) பேக்கர் மற்றும் மேயர் (1999), வார் மற்றும் கிலன் (1999), ஜோர்ஜ் (2008) ஆகியோர் கர்க்பற்றிக்கின் மதிப்பீட்டு மாதிரிகையை தமது ஆய்வுகளில் பயன்படுத்தியுள்ளனர். அதனால் இம்மாதிரிகையின் தகுதியுடைமை (Validity) மற்றும் நம்பகத் தன்மை (Reliability) உறுதிப்படுத்தப்பட்டுள்ளது.

ஆய்வு முறையியல்

மேற்படி ஆய்வானது பிரதானமாக பண்பறி ஆய்வு அணுகுமுறைச் (Qualitative) சட்டகத்தின் அடிப்படையில் அளவறி ஆய்வு (Survey Design) வடிவத்தை பயன்படுத்தி மேற்கொள்ளப்பட்டது. பட்டப்பின் டிப்ளோமா கற்கைநெறி சிங்களம் / தமிழ் மொழி மூலம் வழங்கப்பட்டபோதும் இந்த ஆய்வில் தமிழ் மொழி மூலம் கல்வி பயின்ற பயிலுனர்களே தெரிவு செய்யப்பட்டனர். அட்டாளைச்சேனை, யாழ்ப்பாணம் மற்றும்

கொழும்பு ஆகிய பிரதேச நிலையங்கள் தெரிவு செய்யப்பட்டு அந்நிலையங்களின் இணைப்பாளர்கள் மூவரும் எழுமாற்று மாதிரி எடுப்பின் மூலம் ஏழு விரிவுரையாளர்களும் (முறையே 3, 2, 2), 90 ஆசிரிய மாணவர்களும் (முறையே 30, 40, 20) தெரிவு செய்யப்பட்டனர். குடித்தொகையில் பெண்களே பெரும்பான்மையாகக் காணப்பட்டதால் மாதிரி எடுப்பிலும் இது பிரதிபலித்தது. தெரிவு செய்யப்பட்ட பயிலுனர்களின் 23.4% ஆண்களாகவும் 76.6% பெண்களாகவும் இருந்தனர். விரிவுரையாளர்களில் ஆண்கள் நால்வரும் பெண்களில் மூவரும் தெரிவு செய்யப்பட்டனர். வயது அடிப்படையில் பயிலுனரின் பரம்பல் பின்வருமாறு அமைந்தது: 26 - 40 வயதுக்கிடைப்பட்டோர் 76.6%, 41-50 வயதுக்கிடைப்பட்டோர் 23.4%, விரிவுரையாளர்களில் 80 வீதமானோர் 40-50 வயதுக்கிடைப்பட்டோராயும், 20 வீதம் 50 வயதுக்கு மேற்பட்டோராயும் இருந்தனர். ஆசிரிய மாணவர்கள் தமது பட்டப்படிப்புக்கு பின்பற்றிய கற்கைநெறி பின்வருமாறு அமைந்தது: கலை 67, விஞ்ஞானம் 3, வர்த்தகம் 10, விவசாயம் 3, முகாமைத்துவம் 3, கணிதம் 3. கலைத்துறைப்பட்டதாரிகளே பொதுவாக ஆசிரியர் தொழிலில் விரும்பி இணைந்து கொள்வதை இது காட்டிநிற்கிறது. விரிவுரையாளர்கள் அனைவரும் பட்டதாரிகளாவர். இவர்கள் அனைவரும் பட்டப்பின் டிப்ளோமா கற்கைநெறியைப் பூர்த்தி செய்துள்ளனர். இவர்களில் இருவர் ஆசிரியர் கலாசாலைகளில் பயிற்சி பெற்று பின்னர் வெளிவாரியாக தமது பட்டப்படிப்பை பூர்த்தி செய்திருந்தனர். இவர்களில் ஆசிரிய மாணவர்களுக்கு கற்பிப்பதில் ஒருவர் மூன்று வருட சேவையையும், ஒருவர் பத்து வருடத்திற்கு மேற்பட்ட சேவையையும், ஏனையோர் 4 - 10 வருட சேவைக்காலத்தையும் கொண்டிருந்தனர். தவிர கற்பித்தல் பயிற்சி நடைபெற்ற பாடசாலைகளின் சில அதிபர்களும் நேர்காணல் செய்யப்பட்டனர்.

ஆய்வுக்கான தரவுசேகரிப்பு கருவிகளாக வினாக்கொத்து, நேர்காணல், அவதானிப்பு அட்டவணைகள் ஆகியவை பயன்படுத்தப்பட்டன. அத்துடன் ஆவணங்களும் பரிசீலிக்கப்பட்டன. வினாக்கொத்தில் இடம் பெற்ற 25 வினாக்கள் கர்க்பற்றிக்கின் மாதிரிகளைப் பின்பற்றி பயிலுனரின் திருப்திநிலை, கற்றல், நடத்தை மாற்றம் மற்றும் பெறுபேறுகள் என்பவற்றை அளவிடக்கூடியதாக அமைக்கப்பட்டன. விரிவுரையாளர்களுக்கான வினாக்கொத்து வள ஏற்பாடுகள், அவர்களுக்கு கிடைக்கக்கூடிய உதவிகள், ஊக்கங்கள், அவர்களது தொழில்சார் பிரச்சினைகள் முதலியவற்றை அறிந்து கொள்ளக் கூடிய வினாக்களைக் கொண்டுள்ளது. இணைப்பாளர்களிடமிருந்து தரவுகளைப் பெற்றுக் கொள்ள நேர்காணல்முறை பயன்படுத்தப்பட்டது. தெரிவு செய்யப்பட்ட பயிலுனர் மத்தியில் குவிமையநேர்காணல் பயன்படுத்தப்பட்டது. மாதிரி எடுப்பில் உள்ளடங்கிய பயலுனர்களில் பத்துபேர் எழுமாற்றாக தெரிவு செய்யப்பட்டு அவர்களது கற்பித்தல் ஆய்வாளரினால் அவதானிக்கப்பட்டது. இதற்காக அவதானித்தல் அட்டவணை பயன்படுத்தப்பட்டது. இவை தவிர பட்டப்பின் டிப்ளோமா தொடர்பான அறிக்கைகள், கையேடுகள், பாடத்திட்டங்கள் ஆகியனவும் ஆய்வாளரினால் ஆய்வுக்கு உட்படுத்தப்பட்டன.

பல்வேறு கருவிகளின் மூலம் பெறப்பட்ட தரவுகள் இறுதியில் முக்கோணப்படுத்தப்பட்டு விவரண புள்ளிவிபர பகுப்பாய்வு முறையில் பகுப்பாய்வு செய்யப்பட்டு உரிய தகவல்கள் பெறப்பட்டன.

கண்டறிதல்கள் தொடர்பான கலந்துரையாடல்

பட்டப்பின் கல்வி டிப்ளோமா கற்கைநெறியை தாம் விருப்புடனும் மகிழ்வுடனும் கற்கக் கூடிய சூழல் ஏற்படுத்தப்பட்டிருப்பதாக 85 வீதமான பயிலுனர்கள் நம்புகின்றனர். ஆனால் அவர்களுக்கு கற்பிக்கும் விரிவுரையாளர்களில் 50 வீதமானோர் மட்டுமே இக்கருத்துடன் உடன்பட்டுள்ளனர். விரிவுரையாளர்களின் திருப்தியின்மைக்கு காரணம் பிரதேச கற்கை நிலையங்களில் காணப்படுகின்ற பௌதீக வளங்களின் மட்டுப்பாடுகளாகும். தேசிய கல்வியியல் கல்லூரிகளைத் தவிர ஏனைய கற்கை நிலையங்களில் நவீன தொழில் நுட்பவியலை கற்பித்தலுக்குப் பயன்படுத்த முடியாத நிலைமை காணப்படுகிறது. மாணவர்கள் தமக்கு தொழில்வாண்மை விருத்தி தொடர்பான சிறந்த அறிவும் வழிகாட்டல்களும் தமது விரிவுரையாளர்களிடமிருந்து கிடைப்பதால் பௌதீக வளங்கள் பற்றி தாம் கருத்தில் கொள்வதில்லை எனக் குறிப்பிட்டனர்.

கற்கைநெறியின் உள்ளடக்கம் மற்றும் கற்பித்தல் முறைகள் பற்றியும் பயிலுனர்களும் விரிவுரையாளர்களும் கருத்து வேறுபாடு கொண்டுள்ளனர். கற்கை நெறியின் உள்ளடக்கம் பற்றி பயிலுனர்கள் அனைவருமே திருப்தி கொண்டுள்ளனர். கல்விச் சீர்த்திருத்தத்தில் ஏற்படுத்தப்பட்டுள்ள மாற்றங்கள் தமது டிப்ளோமா கலைத்திட்டத்தில் உள்வாங்கப்பட வில்லை என விரிவுரையாளர்கள் கூறுகின்றனர்.

சந்திரசேகரம் (1985), அமரசிங்க (2000), குணவர்த்தன (1996), ரம்புக்வெல (1980) போன்ற ஆய்வாளர்களும் இக்கருத்துடன் உடன்பட்டுள்ளனர். புதிய கற்றல் அனுபங்களைப் பெறுதல் தொடர்பாக 60 சதவீதமான பயிலுனர்கள் திருப்தியடையும் போது அத்தகைய புதிய கற்றல் அனுபவங்களை பயிலுனர்கள் சரியாகப் பயன்படுத்திக் கொள்வதில்லை என விரிவுரையாளர்கள் அபிப்பிராயப்படுகின்றனர். பெரும்பாலான பயிலுனர்கள் தாம் கற்கைநெறியில் செலவிடும் நேரம் பயனுடையது என நினைக்கின்றனர். 78 சதவீதமான பயிலுனர்கள் தாம் புதிய கற்றல்-கற்பித்தல் உத்திகளை மேற்படி கற்கை நெறியைப் பயின்றதன் மூலம் பெற்றிருப்பதாகக் கூறினர். இவ்விடயத்திலும் விரிவுரையாளர்கள் உடன்பாடான கருத்தைக் கொண்டிருக்கவில்லை.

கற்பித்தல் பயிற்சியின் போது தாம் வகுப்பறையில் கற்றுக் கொண்ட புதிய கற்பித்தல் உத்திகளைப் பயன்படுத்துவதாக 86 சதவீதமான மாணவர்கள் திருப்தியடைந்துள்ளனர். எனினும் பெரும்பாலான விரிவுரையாளர்கள், ஆசிரிய மாணவர்கள் பொதுவாக தமது வகுப்பறைச் செயன்முறையில் புத்தாக்கமான கற்பித்தல் உத்திகளைப் பயன்படுத்துவதில்லை என குறைபட்டனர். கற்பித்தல் பயிற்சியில் உயர்ந்த தரத்தை பெற்றால் மட்டுமே ஆசிரியர்கள் தொடர்ந்து கல்விமுதுமாணி போன்ற உயர் கல்வியில் ஈடுபட முடியும் என்பதால் பயிலுனர்கள் கற்பித்தல் பயிற்சியில் கூடிய ஆர்வமும் அர்ப்பணிப்பும் காட்டவேண்டியது மிகவும் முக்கியமானது. ஆசிரிய மாணவர்களின் கற்பித்தல் பற்றி அதிபர்களில் பெரும்பாலானோர் உடன்பாடான கருத்துக்களைக் கொண்டிருக்கவில்லை. தமது சம்பள உயர்வுக்காக மட்டுமே ஆசிரியர்கள் டிப்ளோமா கற்கை நெறியைப் பயில்வதாகவும் வகுப்பறையில் திரும்பவும் பழைய முறையிலேயே கற்பிப்பதாகவும் பல அதிபர்கள் குறைபட்டுக் கொண்டனர்.

ஒப்படைகள் குறிப்பிட்ட நேரத்தில் சமர்ப்பிக்கப்படவேண்டியது கட்டாயமானபடியால் அவற்றின் முக்கியத்துவம் பற்றியும் அதேபோல வழங்கப்படும் ஒப்படைகள் வகுப்பறை அனுபவங்களுடன் தொடர்புபட்டிருக்க வேண்டும் என்பதிலும் பயிலுனர்களும் விரிவுரையாளர்களும் உடன்பட்டுள்ளனர். எனினும் ஒப்படைகள் மாணவர்களின் சுயகற்றலையும் தேடலையும் வெளிக் கொணர்வது தொடர்பாக பயிலுனர்கள் சுயதிருப்தியை வெளிப்படுத்தியபோதும் விரிவுரையாளர்களில் பெரும்பாலானோர் திருப்தியை வெளிப்படுத்தவில்லை. புதிய தேடல்களையோ புத்தாக்கங்களையோ மாணவர்களின் ஒப்படைகள் வெளிப்படுத்துவதில்லை என பெரும்பாலான விரிவுரையாளர்கள் அபிப்பிராயப்பட்டனர்.

மேற்படி கற்கைநெறியை மேற்கொண்டதால் பயிலுனர்களின் தொழில்சார் நடத்தை, வாண்மை மேம்பாடு, கற்பித்தலில் உடன்பாடான மாற்றம், மாணவர்களுடனான தொடர்பு போன்றவை தொடர்பான பெரும்பாலான பயிலுனர்கள் (50%-80%) மிகவும் உடன்பாடான கருத்தினையே கூறினர். எந்தவொரு மாணவரும் இவ்விடயங்களில் எதிர்மறையான கருத்தினை வெளிப்படுத்தவில்லை என்பது இங்கு குறிப்பிட வேண்டிய விடயமாகும். பயிலுனர்களின் கருத்துக்கள் சில பின்வருமாறு :

- "மாணவர்கள் எனது கற்பித்தலை முன்னரை விட அதிகமாக விரும்புகின்றனர்".
- "பயிற்சியின் பின்னர் எனது தொழிலில் விருப்பமும் புத்துணர்ச்சியும் அதிகரித்துள்ளன".
- "புதிய கற்பித்தல் முறையினைப் பயன்படுத்துவதில் ஆர்வம் ஏற்பட்டுள்ளது".
- "நான் இப்போது முன்னாயத்தத்துடன் வகுப்பறைக்கு செல்கிறேன்".
- "வகுப்பறை முகாமைத்துவம் இப்போது இலகுவாகிவிட்டது".

வகுப்பறையில் பயிலுனர் ஆசிரியர்களின் நடத்தை மாற்றம் குறித்து அதிபர்களின் கருத்துக்களில் வேறுபாடுகள் உள்ளன. பாட ஆயத்தம், நேரத்துக்கு சமூகமளித்தல், விசேட தேவைகள் உள்ள மாணவர்களினைக் கையாளுதல், புதிய கற்பித்தல் முறைகளைப் பின்பற்றல் முதலியவற்றில் பயிலுனர் ஆசிரியர்களில் உடன்பாடான மாற்றம் காணப்படுவதாக சில அதிபர்கள் கூறினர். எனினும் சில அதிபர்கள் பின்வரும் எதிர்மறையான கூற்றுக்களையும் வெளிப்படுத்தினர் :

- "புதிய விஞ்ஞான உபகரணங்களை ஆசிரியர்கள் இன்னும் தொட்டுப் பார்க்கவில்லை".
- "கல்விப் பணிப்பாளரின் விசாரணைக்குப் பயந்துதான் செயலமர்வுகளில் ஆசிரியர்கள் பங்குபற்றுகின்றனர்".
- "சேவை மனப்பாங்கு என்பது இவர்களிடம் கிஞ்சித்துமில்லை".
- "தமது உயர்கல்வியில் காட்டும் ஈடுபாட்டை மாணவர்களின் நலனில் காட்டுவதில்லை".
- "டியூசனில் உள்ள ஆர்வம் இவர்களுக்கு மேலதிக வகுப்புகள் நடத்துவதில் இல்லை".

தேசிய கல்வி நிறுவனத்தின் பட்டப்பின் கல்வி டிப்ளோமா குறித்து ஆய்வுகள் எதுவும் மேற்கொள்ளப்பட்டதாகத் தெரியவில்லை. எனினும் வனசிங்க (2003) பேராதனைப் பல்கலைக்கழகத்தின் பட்டப்பின் கல்வி டிப்ளோமா குறித்து ஆய்வினை மேற்கொண்டு பின்வரும் விதந்துரைகளை முன்வைத்துள்ளார்:

- பட்டப்பின் கல்வி டிப்ளோமாவின் கற்கைநெறிகள் யாவும் ஆசிரிய மாணவர்களின் வாண்மை விருத்தியை நோக்கமாகக் கொண்டிருக்க வேண்டும்.

- பாடசாலைகளில் அறிமுகஞ் செய்யப்படும் கலைத்திட்ட புத்தாக்கங்களுக்கு ஏற்ப கற்கை நெறிகளின் உள்ளடக்கமும் தொடர்ச்சியாக மேம்படுத்தப்பட வேண்டும்.

- விரிவுரைகளுக்குப் புறம்பாக ஆசிரிய மாணவர்களுக்கு கற்பித்தல் முறைகள் தொடர்பான பயிற்சிகள் வழங்கப்படவேண்டும்.

- கற்பித்தல் பயிற்சியில் கையாளப்படும் மதிப்பீட்டு முறைகள் மீளாய்வுக்கு உட்படுத்தப்படவேண்டும்.

- மாதிரி பயிற்சி பாடசாலைகள் (Model Schools for Teaching Practice) அமைக்கப்படவேண்டும்.

ஆய்வு முடிவுகளும் விதந்துரைகளும்

பட்டப்பின் கல்வி டிப்ளோமா கற்கைநெறியின் கலைத்திட்டம், உள்ளடக்கம், தாம் பெற்றுக் கொண்ட அறிவு, திறன், மனப்பாங்குகள் மற்றும் தேர்ச்சிகள், வகுப்பறை நடத்தை கற்றல்-கற்பித்தல் செயன்முறையில் பெற்றுக்கொண்ட திறன்கள், வகுப்பறை முகாமை முதலான கற்கைநெறி சார்ந்த அம்சங்களில் பெரும்பாலான பயிலுனர்கள் உடன்பாடான கருத்தை வெளிப்படுத்தியுள்ளனர். எனினும் பெரும்பாலான விரிவுரையாளர்கள் மற்றும் அதிபர்கள் பயிலுனர் தொடர்பாக உடன்பாடான கருத்தை வெளிப்படுத்தவில்லை. சிறந்த கற்பித்தல் பயிற்சி, அனுபவப் பகிர்வுகள், வாண்மை மேம்பாட்டுக்கான வாய்ப்புகள், விரிவுரையாளர்களின் பங்களிப்பு மற்றும் கற்பித்தல் முறைகள், இணைப்பாளர்களின் சிறந்த நிர்வாகம் முதலானவைகள் பயிலுனர்களினால் கற்கைநெறியின் வலிவுகளாக அடையாளம் காணப்பட்டுள்ளன. அதேநேரத்தில் அவர்கள் பின்வரும் நலிவுகளையும் இனங்கண்டனர்: பரீட்சைகளை நடாத்துதல் மற்றும் பெறுபேறுகளில் ஏற்படும் தாமதம், நவீனமயமாக்கப்படாத கலைத்திட்டம், விரிவுரையாளர்களின் எண்ணிக்கை மற்றும் தரத்தில் குறைபாடு, பல விரிவுரையாளர்களின் கடும்போக்கு, ஏனைய கற்கை நிலையங்களுடன் தொடர்பின்மை, மற்றும் அவற்றுக்கிடையே காணப்படும் தரவேறுபாடு, பௌதீக வளப்பற்றாக்குறை, போக்குவரத்து, உணவறை முதலிய வசதிகளின்மை.

மேலே குறிப்பிட்ட வலிவுகளை உறுதிப்படுத்தி நலிவுகளை நீக்கும் முயற்சிகள் மேற்கொள்ளப்படின் இக்கற்கை நெறியின் விளைதிறனை மேம்படுத்த முடியும். குறிப்பாக விரிவுரையாளர்களை ஆட்சேர்க்கும்போது கடுமையான தரநிர்ணய

பிரமாணங்களைப் பின்பற்றுவதன் மூலம் ஆசிரியர்களுக்கு கல்வியூட்டுவதில் தகைமையும் ஆர்வமும் கொண்ட ஆளணியை உருவாக்க முடியும். அத்துடன் அவர்களது வேதனம், கிரமமான பதவி உயர்வு, தொழில்சார் மதிப்பீடு ஆகியவற்றிலும் கவனம் செலுத்த வேண்டும். பிரதேச கற்கை நிலையங்களில் காணப்படும் 5 பௌதீக வளங்களில் சமநிலை பேணப்படவேண்டும். குறைந்த பட்ச வளங்கள் இல்லாத நிலையங்கள் கைவிடப்பட்டு ஆசிரியர் மையநிலையங்கள், பிரதேச கற்கை நிலையங்கள் போன்றவற்றை பிரதேச கற்கை நிலையங்களாகப் பயன்படுத்திக் கொள்ளலாம். தேசிய கல்வி நிறுவகத்தின் மேற்பார்வைக் குழு பிரதேச கல்வி நிலையங்களில் தொடர்ச்சியாகவும் வரன்முறையாகவும் மேற்பார்வை செய்வதன் மூலம் இவற்றில் காணப்படக்கூடிய சீர்கேடுகளை தவிர்க்கவும் நிவர்த்திக்கவும் முடியும். இக்கற்கை நெறியின் கலைத்திட்டம் குறைந்து ஐந்து வருடங்களுக்கு ஒரு முறையேனும் மீளாய்வு செய்யப்படவேண்டும். அத்துடன் விரிவுரையாளர்களுக்கு மேற்கொள்ளப்படும் திருத்தங்கள் மீதும் ஆசிரியர் கல்வியில் தேசிய, சர்வதேச ரீதியான செல்நெறிகள் குறித்தும் தொடர்ச்சியான செயலமர்வுகளை நடத்துதல் வேண்டும். கற்பித்தல் பயிற்சி விடயத்திலும் மாற்றங்கள் அவசியமாகும். கற்பித்தல் பயிற்சிக்கான தகுதியுள்ள முதன்மை ஆசிரியர்கள் அனுசரணை வழங்கக்கூடிய ஆசானாக (Mentor) நியமிக்கலாம். செயல்வழி ஆய்வு, ஒப்படை தயாரித்தல் ஆகியவற்றில் விரிவுரையாளர்களுக்கும் பயிலுனர்களுக்கும் இன்னும் கூடிய விளக்கமும் புரிந்துணர்வும் வழங்கப்பட வேண்டும். பிரதேச கற்கை நிலையங்களிலும் அவற்றுக்கு இடையிலும் விளையாட்டுப்போட்டிகள், கலை இலக்கியப் போட்டிகள் முதலிய இணைக்கலைத்திட்ட செயற்பாடுகளை ஒழுங்கு செய்தல் மூலம் மாணவர்களின் கற்கைநெறி ஈடுபாட்டையும் ஆர்வத்தையும் மேம்படுத்த முடியும்.

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Smart Quotes :

"Our current expectations for what our students should learn in school were set fifty years ago to meet the needs of an economy based on manufacturing & agriculture. We now have an economy based on knowledge & technology".

Bill Gates

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mine worker can become the head of the mine that a child of farm workes can become the President".

Nelson Mandela

"The value of a man should be seen in what he gives and not in what he is able to receive".

Albert Einstein

"To improve is to change; to be perfect is to change often".

Winston Churchill

"අවදි බවෙන් හා විචාරශීලී මනසකින් යුක්ත වූවන් බිහි කිරීම අධ්‍යාපනයේ වැදගත්ම පරමාර්ථය යි".

පීටර්ස්

"ඔබට හැකි හැම අවස්ථාවක දී ම ප්‍රායෝගික ව උගන්වන්න. එසේ කළ නොහැකි අවස්ථාවල පමණක් වචන උපකාරී කර ගන්න".

රූසෝ

"ගුරුවරයා ජෝන්ට ලතින් ඉගැන්වීමට සූදානම් වන්නේ නම් ලතින් ගැන මෙන් ම ජෝන් ගැන ද දැන ගත යුතු ය".

ජෝන් ඇඩම්ස්

"ගුරුවරයා පහනක් බඳු ය".

තාගෝර්

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