

Summary

This study was launched in order to meet the academic requirement of the Master of Education Degree programme of the Faculty of Education at the University of Colombo.

We have witnessed a revolution in assessment programmes at schools in past ten years. Australia, Britain, Canada, Europe, New Zealand, and United States have rebuilt their assessment programmes and also many developing countries have tried to introduce formative assessment programmes to operate in parallel with summative assessments. Reconceptualization of assessment programme is required to achieve the educational goal of enabling students to be effective thinkers and problem solvers. School based Assessment programme (SBA) is one of a number of initiatives taken in 1994 by the government of Sri Lanka with a view of reform the education system to achieve above goals.

The main objectives of the SBA programme were to improve students' learning process, to improve teachers' teaching process and to improve assessment process in order to make teaching and learning more efficient, effective and transform the school environment from an evaluation culture to an assessment culture.

A long term allegation against the education system of Sri Lanka is the inability to assess the skills and abilities of the students through the existing examination structure in the proper manner. Therefore, a tendency of following a new direction in the process of education commenced after 1972. This new beginning is to pay attention to continuous assessment system for the future development of the students. Nevertheless, various attempts made to overcome the problematic situations.

Some Educators are of the view that, although the school based assessment programme that was one among the attempts made in the recent time did not create a controversy in the Education system, but also cannot be treated as a very successful feature in operation.

While it was expected to study the operation of the SBA programme related to the subject of Buddhism at G.C.E. (Ordinary Level), introduced to rectify the weaknesses of the school based assessment programme in the School Education system. The identification of the methods used in the school based assessment (SBA) of the subject of Buddhism at G.C.E. (Ordinary Level). The suitability of those assessments and investigating the manner of operation of feedback programmes under SBA programme related to the subject of Buddhism. And the level of awareness of the teachers on SBA programme related to Buddhism in Ordinary level classes.

The objectives of the Study

1. Identification of which assessment methods used in school based assessment (SBA) programme in relevant to subject of Buddhism in General certificate of Education ordinary level (G.C.E. O/L) classes.
2. Examine the suitability of school based assessment (SBA) in relevant to subject of Buddhism in General certificate of Education ordinary level (G.C.E O/L) classes.
3. Examine the manner of operation of feedback programmes under the School based assessment (SBA) process related to the subject of Buddhism in General certificate of Education ordinary level (G.C.E. O/L) classes.
4. Examine the awareness of the teachers relating to the subject of Buddhism related school based assessment (SBA) process at General Certificate of Education Ordinary level. (G.C.C. O/L).classes.

Procedure of the Study

Data were collected primarily through a questionnaire participating 30 Teachers and a questionnaire presented to a sample of 170 students selected from 6 schools chosen representing various levels belonged to the Colombo Education zone in the Colombo District and for confirmation of the said data and to supplement the sections not covered by the questionnaires, in addition

to a discussion held with the School Principals and the Teacher Counselors , observations were carried out selecting one each out of the 6 schools.

The conclusions were arrived at analyzing the data collected in the aforesaid manner, by way of percentages, graphs, charts and diagrams.

Conclusions of the Study

1. In the implementation of school based assessment (SBA) in subject of Buddhism a majority of the Teachers are prone to written assessment methods out of the available assessment methods.
2. The reasons which led to the increasing tendency of the teachers relying on the written assessment methods are the easy implementation, easy allocation of marks, and the presence of excessive number of students in a class.
3. Less compatibility between the assessment methods in relevant to subject of Buddhism preferred by the Ordinary Level students and the assessment methods inclined to be followed by the teachers.
4. Low level of contribution of the assessment methods and assessment instruments used in the General Certificate of Education level (G.C.E. O/L) classes in relevant to subject of Buddhism for achievement of the subject purposes and objectives.
5. Inadequate interest taken by majority of the teachers for feedback programmes after implementation of the Buddhism subject related assessments.
6. Greater majority of the teachers who come forward for implementation of feedback programmes, do so covering the entire class room.
7. Inadequacy of time becomes a major cause for low tendency of launching of feedback programmes.
8. Inadequacy of knowledge among majority of the teachers relating to school based assessment (SBA) programme on subject of Buddhism.

Suggestions

1. Reorganize the methodology to include variety, making it an attractive learning experience, in a manner capable of achievement of purpose and objective of subject of Buddhism.
2. Impliment a skill base assesment programme for General Certificate of Education level for subject of Buddhism.
3. In order to use new school base assessment methods, teachers to be trained with real class room experiences.
4. Communication network for educating the teachers regarding school based assessment programme should be modified.
5. For the success of the school based assessment programme (SBA), the teachers should be motivated not for quantitative but for qualitative completion of the assessments.