

THE UNIVERSITY OF COLOMBO  
SRI LANKA

A CRITICAL EVALUATION OF THE JUNIOR SECONDARY SCHOOL  
MATHEMATICS CURRICULAM OF THE MINISTRY OF  
EDUCATION OF SRI LANKA

being

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ABSTRACT

A Critical Evaluation of the Junior Secondary School  
Mathematics Curriculum of the Ministry of  
Education of Sri Lanka.

The mathematics curriculum of the Junior Secondary School of this country has undergone a number of changes in the past two decades.

curricula on a scale of ...  
of the Junior Secondary level.

The ... development of ...  
grades ...  
second ...  
(Ordinary level syllabus called ' ...  
Syllabus - 1970)'. This ... 1971  
on a limited basis.

in an 'Integrated ...  
Secondary level.  
curriculum, with ...  
commanded ...

It  
modified ...  
(1979), and ...

and educational ...  
(more espec ...  
were implemented. ...  
deficient in many ...  
methods ...

curricula ...  
...  
...

the performance at public examinations) tended to provide additional evidence.

Many causes are mentioned which can be adduced for this unsatisfactory state of affairs. One of them is that no pilot testing of any level, or any evaluation of these curricula has ever been undertaken.

Hence it is of great value to make a critical assessment of the present state of affairs in the secondary mathematics curriculum, which would throw some light on its strengths and weaknesses. Such an investigation will undoubtedly, facilitate the design of a more effective and better structure curricula.

The latest model of curriculum evaluation (that due to Keith Cooper, 1976) is used in this study. It reads: 'Curriculum evaluation is a systematic collection of evidence on the basis of which decisions are taken about the feasibility, effectiveness and educational value of curricula'.

A number of methods and techniques of evaluation have been used in this study.

In the investigation the following were undertaken, as a result has been made to establish causes and factors that led to certain curricular changes. A survey was conducted to ascertain the attitude and opinion of the teachers and students towards the present state of the curriculum. The context of the present curriculum which is being practised has been studied through Contextual Evaluation. The performance in mathematics of the students at the C.C.E. (Q.L) examination held in December, 1976, was analysed and used to serve as a form of achievement testing.

All these methods have provided strong corroborative evidence to support the assertions contained in all the hypotheses that were made about the feasibility, effectiveness and the educational value of this curriculum. Hence, they thus, stand questioned.

In the light of experience gathered from this exercise, certain recommendations have been made, that will be of value to future curriculum design and implementation.