

**A CRITICAL INVESTIGATION OF THE SHORT-TERM SCIENCE
IN-SERVICE TEACHER EDUCATION PROGRAMME CONDUCTED
IN THREE EDUCATION DIVISIONS IN SRI LANKA**

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Abstract

In this study an attempt is made, to analyse the in-service education needs of the science teachers in relation to day to day classroom teaching, and to assess to what extent the present form of in-service Education Programme made available for these teachers, is designed in a manner to meet the demand.

In-service Education is a necessity for all teachers to adjust themselves to the demands of the changing societies and the education system. Besides this major function, it is the only means through which the serving teachers could equip themselves better to perform the duties demanded from them as teachers.

First, a survey of the available literature was undertaken, to study the concept of in-service Education of teachers (INSET) in the international context. Through this survey a frame work was developed to analyse the present form of short-term in-service education programme conducted in Sri Lanka.

An attempt was made to ascertain the needs of the science teachers in relation to classroom teaching. A study was under taken to assess the present system of Master teacher service, which is the principal method available at present, to implement the short-term INSET, of science teachers. The issues and problems associated with the implementation of these programmes emerged from this study.

Analysis of data collected through several methods highlighted the current status of the short-term INSET as it functions at present. The deficiencies in the system, that hinder the proper implementation of these programmes could be identified.

Some suggestions for improvement of the short-term in-service education of science teachers, are made towards the end of this study with a view to meeting the current demands of the teaching community.