

The Low Attainment Level of the History Subject at the G.C.E. (O/L) Examination and Its Background: A Study Based on 1C Schools in the Eravur Pattu Division of the Batticaloa Education Zone

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Abstract: Education is the most important device formulated by man to make himself perfect. At a time when history is forgotten and denied, it becomes necessary for everyone to discover and learn their history. It is the school education system that should serve as a motivation to initiate such concerns in history in everyone. However awareness on the subject of history, in respect of Batticaloa, is found to be very rare. In this context, this study is undertaken to find the attainment level of the subject of history in the 1C schools in the Eravur Pattu Division, identify the causes and recommend solutions. Various problems influence student learning and affect the attainment level. This study aims at raising the attainment level by finding the problems and recommending solutions. Four 1C schools from the Eravur Pattu Division were selected on the basis of random selection. When the attainment level of history subject is compared to that of other subjects, it has been found to be low. Subject-related ambiguity, teaching methods, qualification of teachers, students' environment, the mindset that the subject of history is difficult, lack of supervision, etc. are found to be the causes. The attainment level can be raised by appointing trained teachers, conducting extra practice classes for students, using novel teaching methodology, providing sufficient training to teachers, introducing techniques in teaching and developing the use of supplementary materials.

Keywords: Attainment, History Subject, Improvement of Attainment Level

ஆய்வு அறிமுகம்

இன்றைய கல்வி உலகில் அறிவியல் சிந்தனைகள் நாளுக்கு நாள் பெருகிவருகின்றன. இவ்வாறான நிலையில் பரந்தும் விரிந்தும் வியாபித்தும் வருகின்ற அறிவைப் பெறும் வாயில்களில் பிரதானமானது கல்வியாகும். மனிதன் தன்னை நிறை மனிதனாக உருவாக்கிக் கொள்ளும் சாதனங்களுள் கல்வி முதன்மையானது. சமூகங்களின் வரலாறுகள் மறைக்கப்பட்டும் மறுக்கப்பட்டும் வரும் இன்றைய சூழலில் ஒவ்வொருவரும் தமது வரலாற்றைக் கண்டறிய வேண்டிய தேவை உள்ளது. காலம் நவீனத்துவத்தை நோக்கி நகர்கின்ற போதிலும் ஒவ்வொரு தேசத்து மக்களும் தங்களுக்கென்றுள்ள தனித்துவமான வரலாற்றைத் தேடிய பயணத்தை தொடர்ந்து கொண்டேயுள்ளனர். இதன் மூலமாகவே சமூகத்தின் பலதரப்பட்டவர்களுக்கும் வரலாறு கொண்டு செல்லப்படும். இந்த வரலாற்றுணர்வு இத்தேசத்து பூர்வீக மக்கள் நாம் என்று பெருமையுடன் கூற ஏதுவாக அமையும்.

“வரலாற்றென்பது செத்துப்போன காலத்தின் புதைகுழிக்குள் உக்கிப்போன எலும்புகளைத் தேடுவதல்ல. கடந்துபோன நிகழ்வுகளை காலவரிசையில் நிரைப்படுத்திவிடுவதும் வரலாறாகிவிடாது.வரலாறு என்பது மனித சமூக வாழ்வியக்கம் பற்றியது. அந்த அசைவியக்கத்திற்கும் மாற்றத்திற்கும் உந்தியல்பான தன்மைகள், சக்திகள், விதிகள் பற்றியது.”¹⁰இத்தகைய வரலாற்றுணர்வு அனைவர் மத்தியிலும் ஏற்படுவதற்குத் தூண்டுதலாக

¹⁰ கிருஷ்ணராசா.செ. (2005),இலங்கை வரலாறு, பிறை நிலா வெளியீடு, பக்:13

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2. Limited resources and larger class sizes in Sri Lankan situation indicate that we cannot adopt any western model to our situation abruptly. Western-developed practices are often supported by structural conditions and cultural values that are not always found in Asia (Thanh Pham, 2011). As mentioned earlier our lecture halls are structured to conduct the lectures in a traditional way and restructuring them and providing necessary equipment are mandatory pre-requisites for SCL. Moreover, unlike western classes, in Sri Lanka, we have more than 200 students for some lectures. In these situations implementing learning strategies to suit SCL warrants careful attention. Hence, a modification of SCL to meet the local needs may be necessary.
3. As SCL is a new and alien concept careful designing in a holistic manner is necessary. The SCL should encompass curricula, materials, methods and evaluation too. Rather a focus on lecture delivery only for SCL may not be a success, even may lead to failures in the approach. The lecturers need guidance and training and careful monitoring of implementation is also necessary.

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