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ASSESSING THE IMPACT OF EXISTING CURRICULUM OF LIFE COMPETENCIES AND CIVIC EDUCATION IN LOWER SECONDARY (6-9) GRADES ON SOCIAL COHESION IN SRI LANKA

Abstract:

It is widely accepted that proper research must precede education reforms. This requirement is imperative because it has the ability to avoid any detrimental outcome which is produced as a result of introducing reforms that may not be favorable for certain ethnic groups. A closer look at the curriculum of the subject Life Competencies and Civic Education in the recent past indicates that it has not contributed adequately to social cohesion and national harmony in the Sri Lankan context. Against such a background, it is necessary to investigate the impact of the curriculum of Life Competencies and Civic Education in enhancing social cohesion. Therefore, the current research has been undertaken with a view to ascertaining to what extent the contents of the above subject inculcates feelings of togetherness and harmony in the minds of young children in grades 6-9 in Sri Lankan schools. Thus, the objectives of the research is to evaluate the textbooks in relation to the objectives of introducing this subject and identify necessary changes that should be introduced to the curriculum in order to reinforce social cohesion among the young minds of Sri Lanka. The research methodology includes content analysis, interviews and observation. Initial findings show that curriculum developers and textbook writers of Life Competencies and Civic Education lack understanding of social cohesion.

Keywords:

Social Cohesion, Education Reforms, Life competencies and Civic Education, Textbooks, Ethnic Tolerance

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