

Department Of Examinations Sri Lanka Past Papers

Since the late 1970s, Sri Lanka has undergone a socio-economic transformation, from protectionism towards economic liberalisation and increasing integration into the world economy. Through a systematic comparison of these periods of economic change (1956–1977, and 1977 to the present), Angela W. Little and Siri T. Hettige examine the impact of this transformation on education, youth employment and equality of opportunity in Sri Lanka. The book charts Sri Lanka's shift from a predominantly agricultural economy to one dominated by services and manufacturing, a reduction in unemployment, rising educational and occupational levels, expectations and achievements, and a reduction in poverty. In turn, it reveals a growing role for the private sector and foreign interests in post-secondary education and a modest growth in private education at the primary and secondary levels, as well as widening social disparities in access to qualifications, training and skills. The Sri Lankan experience of, and engagement with, globalisation has been tempered by a long-running ethnic conflict that hindered economic and social development and diverted considerable public funds into defence and war. Now that the war is 'won', the challenge is how to invest in human resource development and the fulfilment of the expectations of youth from all ethnic and social groups. This challenge requires serious policy analysis, the generation of more state revenues, the reallocation of existing public resources, and a political commitment to the winning of a sustainable peace and stability. This book makes an important contribution to the broader international literature on the implications of globalisation for education policy and practice, and to the interaction of exogenous and endogenous forces for educational change. It deals with the tension between the high social demand for education and the growing demand for specialised skills in a changing economy. As such, it has a wide interdisciplinary appeal across education policy and politics, Asian education, South Asian society, youth policy, sociology of education, political economy of social change, and globalisation.

With increasing global challenges, the Belt and Road initiative seems to offer one possible platform to think about different possibilities and pathways to promote international collaboration and development covering Asia, Europe, Africa, and other countries. Information and Communication Technology (ICT) in education, as a key focus, provides valuable perspectives for governments, inter-governmental and non-governmental agencies wanting to innovate and advance both ICT and education independently and collaboratively. This book highlights the burgeoning of ICT in education in eleven countries, with particular emphasis placed on the context of the Belt and Road Initiative. ICT has increasingly important roles in education including improve teaching and learning qualities, as well as equity in education. The prominent contributors describe the state-of-the-art of ICT in education in eleven countries based on six major themes (policy perspectives, infrastructure, educational resources, ICT integration into practices, students' ICT competence, and teachers' professional development). We hope the in-depth discussions included in this book would provoke more academic and policy insights globally.

English Language Education Policy in AsiaSpringer

English in East and South Asia

Post-colonial Curriculum Practices in South Asia

South Asian Perspectives

Innovative Strategies for Accelerated Human Resources Development in South Asia

Opportunity and Division

Statistical Handbook, 2002-2004

Social, political, economic and constitutional developments are considered as well as the evolution of science and arts in the development process. This is in accordance with the Sri Lankan tradition of seeing the world as a connected whole."--BOOK JACKET.

This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

This volume contains papers presented at the Annual Meeting of the British Association for Applied Linguistics held at the University of Salford, in September 1993. They illustrate the breadth and diversity of research in the field.

Tsunami Recovery in Sri Lanka

Universities as Transformative Spaces for Sustainable Futures

Examination Reforms in Sri Lanka

Viewpoints on Education in Sri Lanka

Report of a Study Group Meeting, Bangkok, 6-13 June 1977

Building Confidence to Speak English

The Present Study Provides An Introductory Overview Of Of The Sri Lankan Education System. This Guide To Education Is Divided In Two Parts. The First Section - The Educational Structure - Consists General And Theoretical Works. The Second Section - A Critical Survey Of The Literature - Deals With Primary And Secondary Education. Without Dustjacket, Text Clean, Condition Good.

This dictionary's focus is on current and evolving terminology specific to the broad field of Education; although terms from closely related fields used in the context of Education are also included. Encompassing the history of Education as well its future trends will aid in the understanding and use of terms as they apply to contemporary educational research; practice; and theory. The dictionary aims to

provide a starting-point for inquiry and does not claim to be exhaustive or comprehensive to some of the key terms and concepts in Education. It not only caters to the needs of students on education courses but is also be useful for others who have an interest in Education.

Assessment of student learning outcomes (ASLO) is one of the key activities in teaching and learning. It serves as the source of information in determining the quality of education at the classroom and national levels. Results from any assessment have an influence on decision making, on policy development related to improving individual student achievement, and to ensure the equity and quality of an education system. ASLO provides teachers and school heads with information for making decisions regarding a students' progress. The information allows teachers and school heads to understand a students' performance better. This report reviews ASLO in three South Asian countries---Bangladesh, Nepal, and Sri Lanka---with a focus on public examinations, national assessment, school-based assessment, and classroom assessment practiced in these countries.

Papers from the Annual Meeting of the British Association for Applied Linguistics Held at the University of Salford, September 1993

UN Convention Against Corruption to Combat Fraud & Corruption

Policy, Features and Language in Use

Annual Review - The Rubber Research Institute of Sri Lanka

Achievements, Challenges, and Policy Options

Socio-economic Perspectives and Analyses

This book presents an international perspective of the influence of educational context on science education. The focus is on the interactions between curriculum development and implementation, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc.).

A country's education system plays a pivotal role in promoting economic growth and shared prosperity. Sri Lanka has enjoyed high school-attainment and enrollment rates for several decades. However, it still faces major challenges in the education sector, and these challenges undermine the country's inclusive growth goal and its ambition to become a competitive upper-middle-income country. The authors of Sri Lanka Education Sector Assessment: Achievements, Challenges, and Policy Options offer a thorough review of Sri Lanka's education sector—from early childhood education through higher education. With this book, they attempt to answer three questions: • How is Sri Lanka's education system performing, especially with respect to participation rates, learning outcomes, and labor market outcomes? • How can the country address the challenges at each stage of the education process, taking into account both country and international experience and also

best practices? • Which policy actions should Sri Lanka make a priority for the short and medium term? The authors identify the most critical constraints on performance and present strategic priorities and policy options to address them. To attain inclusive growth and become globally competitive, Sri Lanka needs to embark on integrated reforms across all levels of education. These reforms must address both short-term skill shortages and long-term productivity. As Sri Lanka moves up the development ladder, the priorities of primary, secondary, and postsecondary education must be aligned to meet the increasingly complex education and skill requirements.

This book provides a first systematic and comprehensive account of English in East and South Asia (EESA) based on current research by scholars in the field. It has several unique features. Firstly, it provides a rigorous theoretical overview that is necessary for the understanding of EESA in relation to the burgeoning works on World Englishes as a discipline. Secondly, in the section on linguistic features, a systematic template was made available to the contributors so that linguistic coverage of the variety/varieties is similar. Thirdly, the vibrancy of the sociolinguistic and pragmatic realities that govern actual English in use in a wide variety of domains such as social media, the Internet and popular culture/music are discussed. Finally, this volume includes an extensive bibliography of works on EESA, thus providing a useful and valuable resource for language researchers, linguists, classroom educators, policymakers and anyone interested in the topic of EESA or World Englishes. This volume hopes to advance understanding of the spread and development of the different sub-varieties reflecting both the political developments and cultural norms in the region.

*Estimates of the Revenue and Expenditure of the Government of the Republic of Sri Lanka
Final Report of the Unesco Regional Meeting of Computer Centre Directors in South and
Central Asia, Kathmandu, Nepal, 29 October to 1 November 1979*

Ethnic and Regional Dimensions

English Language Education Policy in Asia

Statistics on Examinations Held by National Evaluation & Testing Service

Private tutoring (shadow education or informal fee-paid out-of-school classes) is escalating in the presence of free school education. However, according to research conducted so far, the significance of the contribution made by private tutoring to students' academic performance is still unclear. In Sri Lanka, students of public schools start attending private tuition classes from their primary grades, and it increases household expenditure in the presence of free education. Therefore, this paper attempts to determine whether shadow education contributes to the academic performance of the students in public schools. Secondly, the study estimates the household expenditure of private tutoring to examine whether it is a substitute or complementary to public school education. Finally, the paper explores the reasons for public school students' choice in attending private tuition classes. In the light of secondary data gathered from the Department of Examination of Sri Lanka and primary data collected from students in public schools who sat for G.C.E (O.L) and (A.L) examinations in 2017, the study regresses student academic performance on their individual study time in private tutoring classes and public schools. In addition, the study uses descriptive statistics to estimate household expenditure for private tutoring. In terms of regression coefficients, the paper finds a significant positive relationship between private tutoring and the academic performance of the students in public schools. It also reveals three major reasons for public school students' choice in attending private tuition classes and the high household expenditure on informal fee-paid out-of-school classes. The study concludes that shadow education matters in the academic achievement of the students in public schools and that private tuition classes could be recognized as both a substitute and a complement.

Post-colonial Curriculum Practices in South Asia gives a conceptual framework for curriculum design for English Language Teaching, taking into account context specific features in the teaching-learning settings of post-colonial South Asia. It reveals how the attitudes prevalent in post-colonial South Asian societies towards English negatively influence English language learning. The book provides a comprehensive analysis to design a course for English language teaching that aims at building learner confidence to speak English. Based on original research, the study covers Bangladesh, India, Pakistan and Sri Lanka. The book focuses on the context-specific nature of learners and considers a curriculum design that binds teaching materials and teaching methods together with an aligned assessment. Chapters discuss language attitudes, learner characteristics and English in the context of native languages, and introduce a special type of anxiety that stems from existing language attitudes in a society, referred to as Language Attitude Anxiety. The book will appeal to doctoral and post-doctoral scholars in English language education, students and researchers of sociolinguistics, psycholinguistics as well as curriculum designers of ELT and language policy makers.

With reference to university degrees of India.

Legislative Enactments of the Democratic Socialist Republic of Sri Lanka, in Force on the 31st Day of December 1980:

Containing chapters 362-395

Mathematics and its Teaching in the Asia-Pacific Region

EBIS Register of Serials

Science Education in Context

Engagement with Sustainable Development in Higher Education

Equivalence of Foreign Degrees

Brought out to commemorate the 50th anniversary of Sri Lanka's independence.

The Indian Ocean Tsunami, which devastated 70 percent of Sri Lanka's coastline and killed an estimated 35,000 people, was remarkable both for the magnitude of the disaster and for the unprecedented scale of the relief and recovery operations mounted by national and international agencies. The reconstruction process was soon hampered by political patronage, by the competing efforts of hundreds of foreign humanitarian organizations, and by the ongoing civil war. The book is framed within this larger political and social context, offering descriptions and comparisons between two regions (southwest vs. eastern coast) and four ethnic communities (Sinhalese, Tamils, Muslims, and Burghers) to illustrate how disaster relief unfolded in a culturally pluralistic political landscape. Approaching the issue from four disciplinary perspectives - anthropology, demography, political science, and disaster studies - chapters by experts in the field analyse regional and ethnic patterns of post-tsunami reconstruction according to different sectors of Sri Lankan society. Demonstrating the key importance of comprehending the local cultural contexts of disaster recovery processes, the book is a timely and useful contribution to the existing literature.

This edited volume analyzes cases of higher education programs engaging with sustainable development. Offering cases from across the globe that focus on the role of universities in promoting societal transformations and building sustainable futures, the volume specifically discusses how higher education institutions can educate for the Sustainable Development Goals (SDGs). As critical spaces for research, development, and innovation, higher education institutions are fundamental change agents for societal transformations. Their role in disseminating sustainability through different paths is undeniable, and it is worth discussing the dimensions that surround the concept of sustainability within universities. Considering the role of policy, curriculum, practice, teaching, research, and development paths in universities, this book looks at the contributions of higher education sector to our vision of sustainable development. This publication offers readers a chance to look at different higher education institutions' engagement with sustainable development through political, managerial, curricular and practical steps.

***A Cancerous Menace With Mere Rhetoric Subverts UN Convention
Proceedings of the 14th IMCL Conference
Innovations in Science and Technology Education
Public School Education Versus Private Tutoring in Sri Lanka
Teaching and Teacher Education
Changing Educational Assessment***

Assessment is a key area of interest and debate in education. Its increased use by governments as a powerful means of influencing educational practice are now features of the educational scene worldwide. This volume was the first major international review of such developments and it explores the impact of assessment on all areas of education, from teaching skills to policy-making. The contributors take a global perspective to spotlight the common problems facing teachers and students, policy-makers and politicians through the world as they seek to reconcile issues of equity and national development, educational imperatives and finite state resources. The contributions discuss the changing role of assessment and public examinations, and consider such specific issues as the development of a market economy in educational provision, the difficulties of measuring standards in international studies, and accreditation of absolute rather than relative competencies.

This book provides the global mathematics education community with information on the recent and current status of the teaching of mathematics in a group of island nations in the Asia-Pacific region. Sri Lanka, Indonesia, Japan, the Philippines, Australia, Papua New Guinea, New Zealand, and twelve nations in the South Pacific Ocean. It is the third volume in a series conceived by Dr Bruce Vogeli of Columbia University Teachers College and published by WSP, aimed at producing contemporary accounts of mathematics teaching in a world-wide group of nations. Previous volumes have covered Central and South American nations and a selection of Muslim nations respectively.

Union list of serials held by libraries of United Nations organizations in Bangkok, as well as the National Energy Information Center of Thailand.

Sri Lanka Education Sector Assessment

Which Contributes More to Student Performance?

Legislative Enactments of the Democratic Socialist Republic of Sri Lanka in Force on the 31st Day of December 1980

An Analysis of the Structure and a Critical Survey of the Literature

ICT in Education and Implications for the Belt and Road Initiative

Examination Reform

This edited volume brings together diverse thinkers and practitioners from the field of teaching and teacher education as it pertains to educational development in South Asia. In this volume, authors draw from their research, practice, and field experiences, showcasing how teaching and teacher education are currently being carried out, understood, theorized, debated, and implemented for the education of children and teachers alike in South Asia. The volume also includes practitioner voices, which are often marginalized in academic discourse. This book acts as a key reference text for academics and practitioners interested in the intersection of education and development in the region, and in particular what it takes to pull off ambitious teaching and teacher education in South Asia.

An invaluable Book dealing with United Nations Convention Against Corruption (UNCAC), in force from December 2005, including its evolution, and related UN Convention Against Transnational Organize Crime. UNCAC - is an international legal instrument dealing with combating fraud, corruption and economic crime in public and private sectors, including political leaders and lackeys. Author discloses the formation of International Association of Anti-Corruption Authorities (IAACA), in Beijing in October 2006, with Inaugural Address by Chinese President, Hu Jintao. IAACA promotes and facilitates implementation globally of UNCAC, supported by United Nations Office on Drugs & Crime (UNODC). He reveals his endeavours to combat fraud, corruption and economic crime, prior to UNCAC. He demonstrates that whilst fraud and corruption, as endorsed by international research, is a major issue confronting people, how political leaders stride to power exploiting their anguish by committing to combat fraud and corruption, but once in power get bogged down in the quagmire of fraud and corruption, peddled by their lackeys, financing them. Disclosing real instances, he demonstrates how countries, having ratified UNCAC, are not honouring its obligations, but blatantly violating with impunity its obligations; he highlights dire need for international endeavour to deal with political leaders, pillaging and plundering the resources of people plunging them into abject poverty, as crimes against humanity. SAARC leaders acknowledge people in Asia are enslaved in abject poverty, and propound prosperity is not monopoly of a few, but are not committed to combat fraud and corruption. He reveals how World Bank and international agencies pontificate on combating fraud and corruption, but continue to fraternize with fraudulent and corrupt miscreants, demonstrating that mere rhetoric, only subverts UNCAC - an indispensable handbook for those combating fraud, corruption

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and economic crime.

The Lawasia Directory of Law Courses in the Asia and West Pacific Regions

Institutional Treatment Profiles of Asia

An International Examination of the Influence of Context on Science Curricula Development and Implementation

Globalisation, Employment and Education in Sri Lanka

Sri Lanka's Development Since Independence

New Realities, Mobile Systems and Applications