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**THE IMPACT OF SIMPLE BIOLOGICAL PROJECTS
IN LEARNING BIOLOGY**

A PROJECT REPORT PRESENTED

BY

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ABSTRACT**THE IMPACT OF SIMPLE BIOLOGICAL PROJECTS IN LEARNING
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The Biology curricula implemented in Sri Lanka were influenced by many programmes that were being carried out elsewhere, of which Nuffield Biological Project of Education had the greatest impact. When the School Biology Project (SBP) was launched, student project work utilizing local material was emphasized. However, gradually this trend gave way to less and less practical work due to numerous influences that pervaded society at the time. Lack of practical knowledge connected to the nature affected the students' Biological knowledge and skills as well as attitudes, creating a problem of national concern. In order to overcome this, project

work outside the class room was included in the school curriculum with the educational reforms in 1998. The impact of project work has been many fold and has given better results in most developed countries. The main objective in my study was to find out whether project work contributed to the enhancement of performance during learning Biology as a subject. My study, consisted of 34 12th grade students following the same Biology curriculum, who were assigned randomly into two groups. Only one group (Project Group) was assigned the Project work which I carefully designed, in order to give experience and exercise in using five senses. The initial level of their ability of using senses and Biological knowledge prior to project work and the final level after the project work were observed through task-based activities. The results indicated the students in the Project Group significantly ($P < 0.05$) improved their ability of using senses and the use of Biological knowledge with their own initial level and with the Control Group. The enhancement in performance was measured by assigning a performance score. Finally, the results concluded that in spite of other influences, project work has great positive impact in learning Biology.