



THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS
EDUCATION DEGREE PROGRAMME - 2023/2024 - LEVEL - 05
FINAL EXAMINATION – 2024
SNU5540/ESU3240 – COMPARATIVE EDUCATION AND EDUCATIONAL
PROBLEMS
DURATION – THREE (03) HOURS

Date: 25.01.2025

Time: 01.30 p.m. – 04.30 p.m.

Answer All Questions in Part I and any three (03) questions from Part II.

PART - I

01. Outline **four (04)** benefits of studying comparative education for teachers specializing in special needs education.
02. Briefly describe the transition from regionalization to globalization and its implications.
03. Assess the significance of the curricular reforms of 1972, providing **two (02)** relevant examples.
04. Identify **four (04)** key educational challenges related to special needs education in Sri Lanka.
05. List **five (05)** recommendations proposed by the Morgan Committee in 1867.
06. Explain how the education system of the United Kingdom has influenced the development of modern education in Sri Lanka.
07. Describe **two (02)** initiatives undertaken by the Sri Lankan government to enhance the quality of special needs education.
08. Highlight **four (04)** distinctive features of the Dutch education system.

(5 x 8 = 40 marks)

PART - II

09. i. Explain the historical and socio-political circumstances that led to the appointment of the Special Committee on Education in 1943. (04 marks)
- ii. Identify **five (05)** key recommendations made by the Special Committee on Education in 1943 and provide a detailed explanation on **one (01)** of them. (08 marks)
- iii. Analyze the impact of the recommendations mentioned in (ii) on the development of Sri Lankan society, with relevant examples. (08 marks)
10. i. Identify and briefly explain **four (04)** characteristics of the indigenous education system in Sri Lanka. (04 marks)
- ii. Discuss the curriculum, teaching methods, and learning resources used in ancient Sri Lankan education, highlighting their distinctive features. (09 marks)
- iii. From your perspective as a teacher specializing in special needs education, evaluate the strengths and limitations of the ancient education system in Sri Lanka. Provide examples to support your analysis. (07 marks)
11. **'Technology integration into special needs education is a new trend'**
- i. Briefly explain the importance of integrating technology into special needs education in the Sri Lankan context. (04 marks)
- ii. Discuss the challenges that educators may face when integrating technology into special needs education in a real classroom setting. (06 marks)
- iii. Explain **three (03)** practical strategies you would use to overcome the challenges mentioned in (ii) providing specific examples. (10 marks)
12. i. Define the term 'multi-ethnic society'. (04 marks)
- ii. Identify **five (05)** main characteristics of the Apartheid Policy based on its implementation in South Africa. (06 marks)
- iii. Analyze the influence of the Apartheid Policy on educational practices in South Africa, including the measures taken by the government to improve the quality of education. (10 marks)

13. i. Briefly explain what is meant by a 'National Language Policy'. (04 marks)
- ii. Discuss the importance of developing a National Language Policy for a country, providing **two (02)** relevant examples. (06 marks)
- iii. Critically evaluate the adequacy of Sri Lanka's national language policy in addressing the needs of individual minority groups and the nation as a whole. (10 marks)
14. i. Briefly explain **two (02)** educational reforms introduced in Japan during the Meiji period. (04 marks)
- ii. Identify and explain **two (02)** issues related to secondary education in Japan, providing suitable examples. (08 marks)
- iii. Analyze **three (03)** measures implemented by Japan to address the issues identified in part (ii). (08 marks)

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