

## Abstract

This survey has been designed for research on comprehensive study on teaching methods used by the teachers to teach history in schools in Sri Lanka. Furthermore this has been directed towards five goals. There are To the awareness of the teachers about proper teaching methods in teaching process, To reveal the teaching methods used by teachers who teach history in grade 11, How student acquire these teaching methods used by teachers in teachinh history subject, Studying challenges of using various teaching methods for teaching history and Suggestions to develop these teaching methods.

As the samples the students, teachers, principals, in service advisers and subject directors selected for the data collection. Student sample consists of a 1AB school, two 1C schools and two type 2 schools. In random sample selected 100 students. Selected the principals of above mentioned schools, the teachers who handle the subject, in service adviser and the subject director of Kekirawa educational zone.

Obtained quantitative data directly from both the students' teachers by questionnaires and qualitative data from the principals, in service adviser and the subject director by interviewing.

Collected data was analysed in tables, graphs and percentages. Accordingly following conclusions can be highlighted. It was revealed that this subject is selected as they like the subject; they can have the understanding on historical matters. As well we understood that the most favourite among the compulsory subjects was mathematics, the most favoured method of teaching history was discussion method, and the awareness of teachers on different types of teaching methods was a lack. Surprisingly we found that most of the teachers who teach history were not with a proper training. The participation in the sessions organized by the zonal educational office was in a satisfactory rate. It revealed that teachers are eager to acquire new methods of teaching even. Then we understood that adopting various teaching methods we could improve the results at national level exams.

Clearly it revealed that the periods allocated for history were insufficient. The other barrier for the teachers was the scope of the subject. They face lot of problems at schools when using teaching methods. When learning history students like using practical methods most. As well it revealed that for a successful teaching process we need to have different teaching methods and teaching aids.

Implementation of child centered education, improving new subjective knowledge, updating the knowledge on teaching methods, organizing promotion campaign to promote the subject in zonal level, increasing the number of periods allocated for history and publishing additional readers on history were among leading suggestions.