

SYSTEM OF EDUCATION  
IN SRI LANKA

By

Dr. Saïd Rasul Malik

ACADEMY OF EDUCATIONAL  
PLANNING AND MANAGEMENT  
ISLAMABAD

11/86

February, 1986

## C O N T E N T S

<u>Sr.No.</u>	<u>T i t l e</u>	<u>Page No.</u>
<u>INTRODUCTION:</u>		1-5
<u>SECTION-1:</u>	GENERAL BACKGROUND	6
	- History	6-7
	- The Land and the Society	7-8
	- The Form of Government	8-9
	- The Economy	9
<u>SECTION-2:</u>	DEVELOPMENT TREND OF THE EDUCATION SYSTEM	10-14
<u>SECTION-3:</u>	PRESENT POSITION OF THE SYSTEM	15-16
	- Central Level	16-17
	- District/Regional Level	17-19
	- Re-Organisation	19-20
<u>SECTION-4:</u>	STRUCTURE OF SCHOOL SYSTEM	21-24
	- Admission	24-26
	- Community Participation	26-27
	- Curriculum	27
	- Curriculum for Primary Level	27-28
	- Curriculum for Junior Secondary School	28-29
	- Curriculum for Senior Secondary School	29-30
	- Curriculum for Collegiate Level	30-31
<u>SECTION-5:</u>	EXAMINATION SYSTEM	32
	- Kind of Examinations	32-35
	- Marking of Script System	35
<u>SECTION-6:</u>	TEACHER EDUCATION	36-38
	- New Experiments	38-39
	- Admission	39-40
	- Distance Teacher Training/ Education	40-41
	- In-Service Education and Training	41-43

<u>Sr.No.</u>	<u>T i t l e</u>	<u>Page No.</u>
<u>SECTION-7:</u>	SERVICE STRUCTURE	44-45
-	The Education Service Commission	45-47
-	Appointment, Promotions and Transfers	47-48
-	Principals' Service	48
-	Sri Lanka Education Service	49
-	Recruitment to the Sri Lanka Education Service	49-50
-	Salary Structure	50
<u>SECTION-8:</u>	NON-FORMAL EDUCATION	51
-	Skills Development Programme	51
-	Literacy Programme	52
-	Community Education and English Class	52
<u>SECTION-9:</u>	STUDENTS FACILITIES	53
-	Supply of Books	54
-	Mid-Day Meal	54
-	Building, Equipment & Furniture	55
-	Bursary and Transport Facilities	55
-	School Development Committee	55-56
-	Public Libraries Facilities	56
<u>SECTION-10:</u>	TECHNICAL EDUCATION	57-58
<u>SECTION-11:</u>	HIGHER EDUCATION	59-60
-	The University Grants Commission	60-61
<u>SECTION-12:</u>	PLANNING, FINANCING AND BUDGETING	62-64
<u>APPENDIX-1:</u>	Salary Structure	65-67
" -2:	Educational Statistics	68-72
" -3:	Memorandum of School Terms	73
" -4:	Comparative Portrait	74-77

## INTRODUCTION

It has been universally accepted that human resource development plays a key role in the economic progress of the nation. In fact, the strength and size of educational system determines, by and large, the strength of a nation. Therefore, every nation, specially developing ones are endeavouring hard to strengthen, improve and enlarge their education system to keep pace with the modern scientific and technological advanced nations. In other words, the system of education should be able to respond adequately to the new challenges of the modern world and meet the socio-economic needs of the emerging society. Pakistan, as a developing country believes that education is the vital component of an investment aimed at the national economic progress and that is why, since independence, education has occupied the attention of economists and the educationists alike.

In spite of all efforts to develop human resources for the overall economic growth of the country, Pakistan is still placed among the least developed countries. The failure and shortcomings are quite visible in our education system. They may be, among others, as follows :-

1. Inadequate finances (1.5% of the G.N.P. and 6% of the total budget spent on education,
2. Low propensity to consume the allocated funds specially in the Primary Sector,
3. Lack of sound Management and Educational Planning System,

## SECTION I

### GENERAL BACKGROUND

Geo-physical condition and socio-economic structure have close bearing on the system of education in any country. It is, therefore, necessary to have an overview of the geography and society of Sri Lanka as general background for better understanding of the system of education. This section gives a brief picture of the people, the economy and political set up of the country.

#### History:

Sri Lanka has preserved a record of over 2500 years old history. An Indian Prince, namely Vijaya with his large number of followers migrated from the Northern part of India to the Island in 543 B.C. and laid the foundation for Sinhalese race. The Sinhala Language developed with the fusion of other Indo-Aryan dialects such as Sanskrit, Pali and Bengali. Buddhism was introduced in 250 B.C. in the Island by Arahata Mahinda. The development of the two distinct cultures such as Tamil speaking Hindus and the Sinhala speaking Buddhist community took place from the first century B.C. when the Southern Indians came to the Island and settled there. In 1505, Portugese captured the Island and introduced their religion and culture. The European nations found the way to the Island in the beginning of the 16th Century and introduced their individual cultures in the different parts of the Island. In 1815 the British captured the whole Island and brought with

4. Attitude of the teachers and Community towards education.

During the last thirty nine years of its independence, Pakistan has appointed a number of Commissions and Committees to reform and restructure the system of education commensurate with the socio-economic needs and ideological base of the country. Unfortunately the efforts, due to many reasons, could not bring-forth any tangible results in this field. More than 50% of our children of school going age are out of school; the rate of literacy is as low as 27.2%; the dropout rate at primary level is 60%; and wastage and repetition rates are all sufficient indicators of failure of our attempts. In the 6th Five Year Plan, Pakistan has tried once again to allocate sufficient funds and adopt innovative measures to reduce dropout rates; increase the literacy rate from 27.2% to 50% and participation rate from 48% to 75% during the plan period.

In addition to the current programmes of development of education at home, Pakistan is striving to exchange educational experiences with the developing countries to benefit from one another in different sub-sectors of education. The Socialist Republic of Sri Lanka has considerably improved its education by achieving 86.5% literacy rate and controlling the dropouts at 29.7%. In the recent reciprocal visits of the Heads of the two States i.e. Socialist Republic of Sri Lanka and Islamic Republic of Pakistan, the state of education in both the countries came under discussion. As a follow up of the discussion of the Heads of States, the Government of Sri Lanka

invited the Government of Pakistan to send delegation of educationists to Sri Lanka to study the system of education for two to three months and identify the factors contributing to the high rate of literacy, low rate of dropout and high rate of participation in the Primary Sub-Sector. In response to the invitation, the Government of Pakistan deputed a two-man delegation consisting of Dr.Said Rasul Malik, Senior Specialist, Academy of Educational Planning and Management, Islamabad and Dost Mohammad Zarkoon, Deputy Director, Education Department, Government of Baluchistan, Quetta.

The period of study of delegation in Sri Lanka coincided with the beginning of the new academic year and the implemetation of a number of new proposals and projects to bring about further improvement in their system of education. The delegation, guided and monitored jointly by the Ministry of Education and Ministry of Foreign Affairs, visited important towns and rural areas in the remote corners to gain the emperical knowledge of actual functioning and operation of the education system. In addition to visiting the educational institutions, unstructured interviews were held with the teachers, officers and students to elicit more relevant additional information which proved fruitful in enhancing and updating the information collected from the field. The report focuses mainly in the field of general education. Higher and Technical education has been touched as a parephery and supplementary information.

Education is a progressive subject, in which the last word can never be said. The doctors, the engineers,

the agriculturists and other social workers are all directly or indirectly concerned in education, because it aims at the betterment of the community and the harmonious progress of socio-economic life of the people. However much we may differ in our political opinion, we all agree that a sound education, as a key to progress, must always be a matter of equal concern for all politicians, economists and educationists.

Every country has its own system of education, which, being the product of past history and its present condition cannot be mechanically transplanted to another country; at the same time there are certain aspects of educational methodologies and strategies in every country which offer us sufficient scope for consultation and try-out. As already said each country has its own system of education geared and evolved to meet the contemporary needs in accordance with their national heritage and changing pattern of life of the society.

No single person or a group of persons having deep insight and expertise in the field, is capable of determining what is good for a national youth without the advice and sharing of experience of others who are directly or indirectly concerned in the education process. Education system of any country should be opened to criticism and change if it aims to achieve perfection, which is a remote possibility. With all these considerations, it can be safely suggested that Pakistan and Sri Lanka can mutually benefit from each other experience by such frequent visits of educationists and teachers in various sub-sectors, particularly training of teachers and structure of school system can be of



great interest. Additionally, Public Library facility opened to all the students for preparing themselves for public examination in Sri Lanka is also a point which needs our attention.

The report will not be complete if it fails to acknowledge the hospitality, help and guidance demonstrated by the Ministries of Foreign Affairs and Education of the Government of Sri Lanka. The teachers and students deserve thanks for the love and regard with which they received the delegation. The Embassy of Pakistan in Sri Lanka extended patronage to facilitate the stay in Sri Lanka for which the delegation is thankful to the Ambassador, Brigadier Muhammad Tariq Mir and his senior staff members. Last but not the least the personal interest and able guidance of the Foreign Minister of Sri Lanka, His Excellency, Mr.A.C.S.Hameed, is highly acknowledged and appreciated.

## SECTION 2

### DEVELOPMENT TREND OF THE EDUCATION SYSTEM

Sri Lanka became a Buddhist country in the 3rd century B.C. and naturally its Political structure, Socio-economic relationship, Art and Culture, Education and Literature were shaped and nurtured under the umbrella of Buddhist Philosophy. The Buddhist temples were the centres of learning where teaching learning process of religious and secular education continued uninterrupted till the beginning of the 16 century. The Western invaders could not destroy the traditional educational pattern of the country. They established schools to achieve their missionary objectives which was also a religious approach to education. The British rulers began to give more attention to the secular aspects of education to train personnel to run the administration of the country according to their plans and policies. They, therefore, established new schools in which English was the medium of instruction.

The graduates of these schools were recruited to the Government jobs in the British Government and the others, who did not know English, were refused employment. This created a phenomena of socio-economic disparity and dual system of education. There were English medium schools having qualified foreign teachers; better facilities; charging high fees and were limited to catering to upper classes who could afford.

them about fifty lacs Tamils from South India as labourers on the Coffee and Tea plantation who settled permanently in the Island.

The political and social developments introduced by the British rule guided the people of the Island and ultimately led them to the attainment of independence in 1948. Sinhala was adopted as the Official language in 1956. The Tamils were not pleased with situation and started their reaction to vindicate their status.

The protracted outbreak of agitation by the Tamil group forced the Government to declare Tamil also a national language in 1977. But Sinhala is the official as well as national language.

#### The Land and the Society:

The land of Sri Lanka is situated 25 miles off the Southern India. It is spread 270 miles from North to South and 140 miles West to East. Its total area is 65,000 sq.k.m. and has a tropical climate with no marked seasons.

The land has low lying coastal plain and upland belt in the Central Highlands from where most of the rivers flow towards the Sea. Longest river is the Mahaweli which falls into Sea at Trincomalee. The country can be divided into five main geographical regions :-

- (a). The Central High lands.
- (b). The West Zone low lands.
- (c). The Dry Zone low lands.
- (d). The Arid Zone low lands.
- (e). Jaffna Penisula.

The Island has multi-racial and multi-religious society of about 15 million. The majority of the people are Sinhalese who account for 74% of the total population. Sri Lankan Tamils constitute 12.6%, Indian Tamils 5.6% and others 0.7% of the population. However, society of Sri Lanka is divided into following religious groups :-

1.	Buddhists	- 69.3%
2.	Hindus	- 15.5%
3.	Roman Catholics and other Christians	- 7.5%
4.	Muslims	- 7.5%
5.	Others	- 0.2%

Sri Lanka can be described as a colourful and youthful country because 45% of its population consists of the youth under teenage. The average density of population is 230 persons per sq.k.m. Most of the people live in rural areas leaving 22% of the people for urban settlements.

#### The Form of Government:

The Constitution of the Democratic Socialist Republic of Sri Lanka was promulgated in September 1978. It declares that Sri Lanka is a free, sovereign, independent and Democratic Socialist Republic. The constitution embodies the Political Philosophy of Democratic Socialism. Sri Lanka is a Unitary State with Parliament Form of Government based on the British System. The President is the executive head of the country and that of the Cabinet of Ministers. There are

168 members of the Parliament. There is a strong multi-party system under which Sri Lankans have been able to change Government peacefully in a democratic manner.

The Economy:

Sri Lanka is a predominantly an agricultural economy. About 50% of its people are employed in agriculture, growing tea, rubber and coconuts which accounts for 50% of the nation's Gross National Product. The Industrial base of economy is still narrow. The majority of the manufacturing industries are Government Undertakings. Most of the industries are concerned with the production of cement, steel, paper, textiles, leather and rubber goods etc. Since 1979 the Private Sector's share in industries has increased. In 1982 the GNP was 4298.5 million dollars and per capita income was 340 dollars, where as the GNP grew at the average rate of 6% during 1978-83. The rate of inflation was 10% during 1984 and the rate of unemployment was 12% in 1983.

## SECTION 3

### PRESENT POSITION OF THE SYSTEM

The existing system of education is being reformed gradually under the guidelines and recommendations made by the various Committees as mentioned earlier. These are discussed in the proceeding pages.

#### Administrative Organization:

A number of Ministries and other volunteer organizations are running the system of education in the Island. At the Central level there are two Ministries which are responsible for the administration and control of education in their respective area. General Education is the responsibility of the Ministry of Education whereas Higher and Technical Education is the concern of the Ministry of Higher Education which was created in 1978. The Organisational set up for the administration of General Education is given on the next page.

#### The Functions:

The Minister for Education is the Executive Head of the Ministry. He is assisted by a Deputy Minister and a Project Minister of Education Services. The Secretary, assisted by the four additional Secretaries and other Officers, implements the educational policy exercising administrative control over the functions of the Ministry, its department and other agencies according to the broad guidelines provided by the Minister for Education. There are four Divisions/Ranges in the Ministry of

On the other hand, there were vernacular schools with inadequate infrastructure and were opened to the lower strata in the country. The reminiscence of this era is still explicitly visible in Asian region including Sri Lanka. As a result of the two systems, attendance in the schools went on decreasing and a large number of children either stayed out of the school or gave up schooling earlier forever. This caused a concern in the minds of the rulers who began to think of the measures to motivate and force the parents to send the children to schools. In 1869 the Department of Public Instruction was set up to manage and run the schools in the country. The Department decided to introduce compulsory education and issued Ordinances in 1906 and 1907 providing compulsory education for the children of age group ranging from 6 to 12. The local Governments were authorised to enforce the Ordinances but the results were far below the expectations.

As a result of the political awareness of the local population, the British Government introduced Constitutional Reforms in 1931 granting Universal Adult Franchise and Internal Self-Government Rule. The education, among others was the area in which the local Government was deeply involved to democratise it to the great extent. This momentum got accelerated with the passage of time and spectacular achievements were made during the period 1931 to 1940. In 1939 an Ordinance was issued to introduce a sort of control over the schools run by the denominational bodies and were aided by the Government. The attempts were made to provide equal educational opportunities to the

Rural and Urban population in order to reduce the socio-economic disparity which was the result of dual education system. The Government went further and introduced radical change in 1945 to ameliorate the condition of the lower strata of the society as follows :-

1. Free education from KG to University level.
2. Scholarships to assist the poor students for admission in the better schools.
3. Change of medium of instruction from English to Mother tongue in primary classes.

After gaining independence in 1948, the alien system of education installed hundred years ago by erstwhile rulers could not cope with the needs of the new independent state. The task was not simply to expand the existing system and introduce minor changes but it required absolutely new orientation and redesigning the whole system of education suitable to the emerging socio-economic needs and aspirations of the sovereign independent society of Sri Lanka. With this view, the successive Governments introduced several reforms to achieve the aims and objectives of :

- 1) Providing opportunities and facilities to all persons, young and old in order to enable them to acquire knowledge, skills, attitudes and insights conducive to the development of the spiritual, intellectual, emotional and physical aspects of their personalities and to improve their vocational and social competence relevant to cultural



heritage of the past, socio-economic needs of the present and national aspirations for the future.

- ii) Promoting an understanding the environment along with the knowledge, attitudes and skills relevant to the needs of life in a world with limited resources.
- iii) Promoting habits needed for healthy contented and happy life.
- iv) Promoting language abilities and communication skills needed for social living and understanding.
- v) Promoting an understanding and an appreciation of the religious and cultural heritage of the peoples of Sri Lanka.
- vi) Promoting qualities needed for being good, creative, peace long, disciplined and useful citizens.
- vii) Promoting in all learners the right approach, according to individual aptitudes, to the Arts, the Sciences, Literature, Technology etc.
- viii) Promoting respect for other's property, opinions and ways of life.
- ix) Promoting an understanding and an appreciation of democratic socialist traditions relevant to the national culture; and
- x) Promoting an awareness of the common problems confronting the human race and their impact on the life of the nation.

During the early fifties the Government devoted attention to provide additional pupil places to accommodate the

children of school going age who were out of schools due to shortage of accommodation. Subsequently in 1960 the assisted schools run by many denominational bodies were taken over by the Government to do away with the legacy of dual control and provide equal access to education to all sections of the Society. During 1970 the emphasis shifted to the qualitative improvement of education by redesigning and introduction of new curricula with vocational bias. In late 1970 different committees such as Educational Reforms Committee, the Committee on Technical Education and the Committee on National Apprenticeship Training were set up to evaluate the existing system of education as a whole and suggest reforms in the light of new developments within the country and in the contemporary world.

ORGANISATION CHART OF THE MINISTRY OF EDUCATION

MINISTER OF EDUCATION

DEPUTY MINISTER

SECRETARY

ADD /	SECY (CDTE)	ADD /	SECY (SANF)	ADD /	SECY (PMD)	ADD /	SECY (ASF)
Evaluation	Primary Education	School Activities + Private Schools	Sports & Extra Curricular Activities	Planning & Programming	Management Systems	General Administration	Finance Administration
Technical Special Education	Secondary Education	Non-formal Education	Pirivena Education	Collegiate Schools	Management Training		
Population Education	English Education	Plantation Schools	Land Acquisition	Internal Audit			
Foreign Agencies	Distance Education						

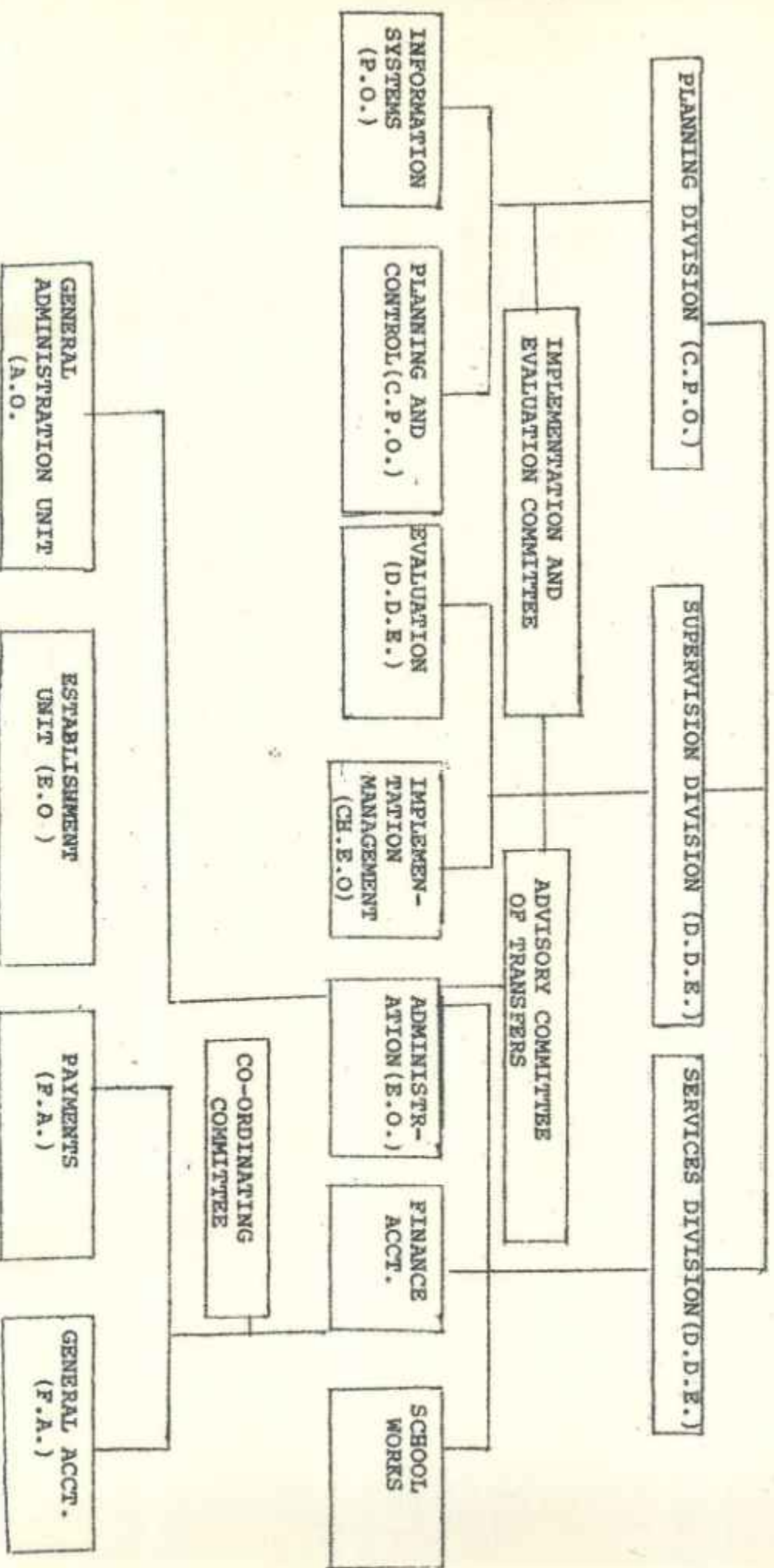
REGIONAL DEPARTMENTS OF EDUCATION

CEO

SCHOOLS

NEW ORGANISATIONAL STRUCTURE  
IN THE KEGALLE DISTRICT

DISTRICT EDUCATION OFFICE



Education each headed by an Additional Secretary.

The Ministry of Education has two-tier hierarchical set up as under :-

- 1). Central/Ministry level.
- 2) District/Regional level.

Central Level:

At the Central level the Ministry is divided into following six Divisions/Ranges/Departments :-

1. Curriculum Development and Teacher Education.
2. Planning and Management Development.
3. Administration and Finance.
4. Non-Formal Education and School Activities.
5. The Project Ministry of Education Services.
6. Education Services Committee.

Each of the above first four Divisions is headed by an Additional Secretary who is assisted by a number of officers such as Deputy Director General of Education, Directors of Education, Chief Accountants, Chief Education Officers, Director of School works, Senior Assistant Secretaries and Assistant Secretaries. The Project Ministry of Education Services established since 1980 is headed by the Project Minister of Education Services who is assisted by a Secretary and other supporting staff. In addition to the above Divisions/Departments there are other bodies such as Education Services Committee and the Sri Lanka National Library Services Board each headed by a Chairman having different functions for the development of education.

The specific and General functions of the afore-mentioned Divisions have been discussed on the appropriate pages.

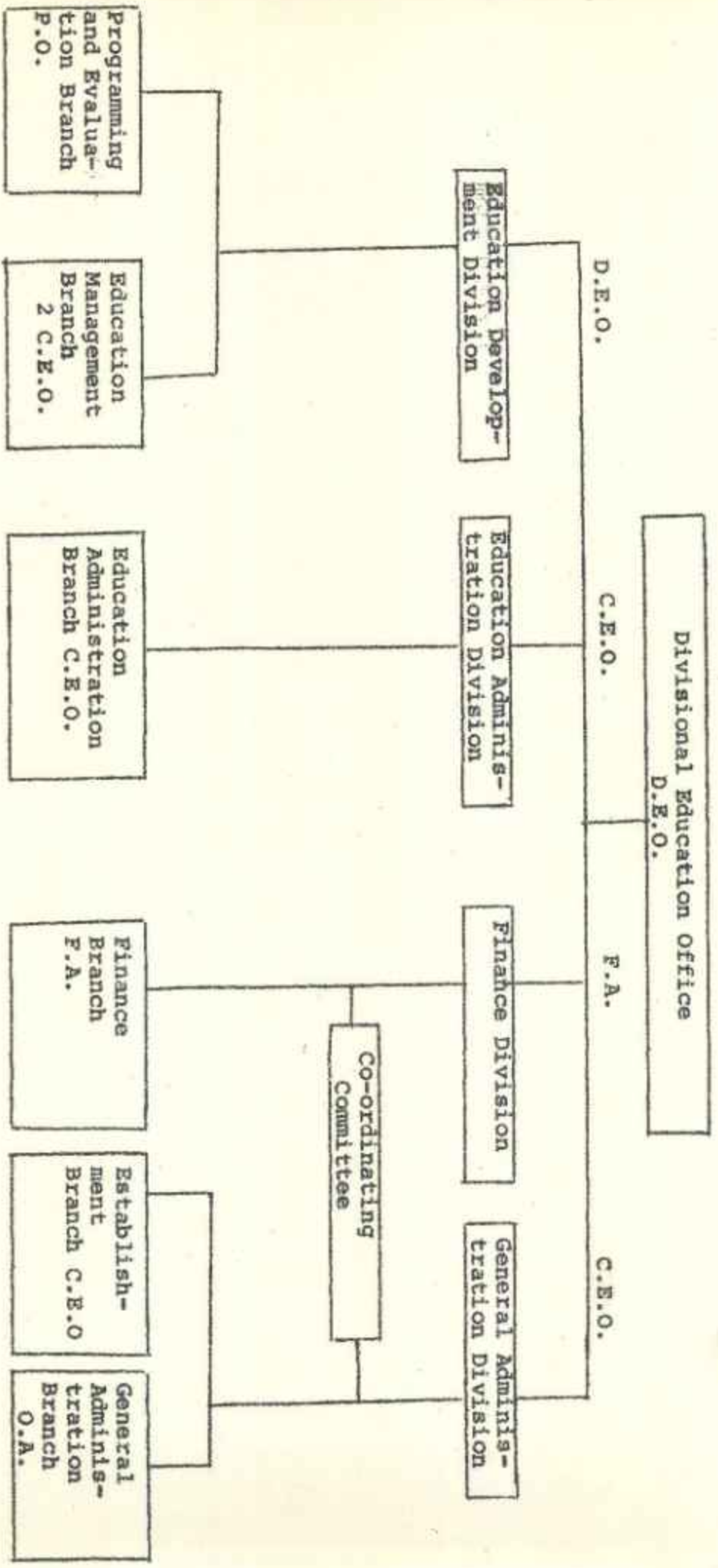
District/Regional Level:

The District level/Regional level administration of Education is being reorganised and the details of functions of the existing pattern and that of the reorganised one have been discussed simultaneously. The organisation chart of each one set up is given on the next page. The educational plans and policies conceived at the national level are translated into action in the field by the District Education Authorities i.e. Regional Department of Education. Presently, there are 24 Regional Departments of Education covering 24 Districts of the Island. The Department at the District level is headed by the Director of Education designated as Regional Director of Education. The Regional Director of Education is assisted by a number of officers such as Chief Education Officers, Education Officers and Accountant, Schools Works Engineer, Circuit Officer. There are Sub-Offices of the Circuit Education Officers at the Circuit Level and also some of the Districts have Sub-Offices of the Chief Education Officers in addition to the Circuit Education Officers.

The Regional Directorate of Education consists of six Sections/Branches as under :-

- 1). General Administration.
- 2). Finance

NEW ORGANISATIONAL STRUCTURE OF DIVISIONAL  
EDUCATION OFFICE DISTRICT KEGALLE



1. D.E.O. (Divisional Education Officer)
2. C.E.O. (Circuit Education Officer)
3. F.A. (Financial Assistant)
4. O.A. (Officer Assistant)

- 3). Education Administration
- 4). Educational Development.
- 5). Schools Works.
- 6). Teacher Welfare Office.

The Director of Education, by virtue of his position, has the sole responsibility of managing the General Education efficiently and effectively in his District. He has delegated/distributed the work load to the heads of the branches to streamline the functioning of the Department. The Chief Education Officers look after the general administration and school developments. The construction work of the school buildings is carried out by the Engineer Schools Works who is assisted by Inspectors and Supervisors of School Works. The Regional Directorate of Education is controlled by an Additional Secretary in the Ministry of Education at the Centre whereas the Engineer School Works is responsible to the Director School Works in the Ministry.

The Regional Department of Education receives the funds both Capital and recurring for the Development and Administration of General Education from the following sources:-

- 1- Ministry of Education.
- 2- Decentralised Budget from the District Pool. (These funds are allocated to the different Parliament Members and Ministers for development of different Social Services in their region).

The Ministry of Education releases funds both Capital and Recurring for incurring expenditure on the construction work and salaries of the teaching/non-teaching personnel



whereas almost 60% of the Decentralised Budget from the District is allocated to the extension/renovation/new construction of school building.

The Budgetary process in the District Office is decentralised and very simplified. It was observed that the preparation of budgetary estimates, releases of salaries and other expenditures are done entirely by the Account Assistant/Accountant/Finance Assistant as locally called by different titles. The Director of Education neither approves the final payment nor signs the cheques which are sent to the different banks for disbursement of the salaries of the school staff. The procedure of passing the Salary bills/Salary sheets is post-audited one where a representative of the Auditor General is responsible to carry out the Post-Audit of the expenditure on the education in the District. He has his office in the Directorate of Education in the Region/District.

#### Re-Organisation:

As a Pilot Project, a District is being further split up into Divisions and Zones. This system is being tried out as a pilot project in four Districts. New Divisional Offices have been established in these four Districts headed by an Education Officer assisted by a number of Circuit Education Officers. As a result, the Circuit Offices have been abolished or in other words they have been merged into Division. One of the schools having a nucleus/central status have been designed as Zone comprising of 10 to 15 surrounding schools. The Principal of that Central school is the head of the Zone charged with the

additional responsibilities of looking after the various activities of the affiliated schools for their general improvement and standard of education. The other Districts are trying a Pilot Project of Cluster School System quite similar to the Zonal School System Project with the exception of Divisional Offices in the cluster school projects. These measures are aimed at improving the school supervision system.

## SECTION 4

### STRUCTURE OF SCHOOL SYSTEM

As stated earlier, the education system in Sri Lanka has been considerably modified since last two decades and is still undergoing major changes emanating from the recommendations of the various Committees appointed from time to time. The main thrust of the reforms is on the curricula improvement, structure of the school system and the concomitant administrative reorganisation. The administrative reorganisation at the District level has already been described. The existing structure of School system and the modified one is discussed in detail in the proceeding paragraphs. Formal school system is mainly geared to providing general education. Education is free from Primary to University level. Pre-primary education is entrusted to the Local Government Bodies and Private Organisations.

Prior to 1972 General Education within the framework of formal system was divided into following three broad levels :-

1. Elementary School Grade (1-8).
2. Junior Secondary School Grade (9-10).
3. Senior Secondary School Grade (11-12).

In 1972, the reforms in the educational structure were introduced as follows:-

- 1) Primary level (Grade 1-5)
- 2) Junior Secondary level (Grade 6-9)
- 3) Senior Secondary level (Grade 10-12).

It was also recommended that the entry age in the Primary school should be raised from 5 to 6 years and the span of completion of junior secondary level was reduced by one year. The grouping of students at the end of grade VIII into three fields i.e. Commerce, Arts and Science was also changed by the new reforms which offered, instead, a common Curriculum covering Science, Mathematics and Pre-vocational fields.

In late Seventies it was realised that the changes introduced so far in the structural system were encountered with many obstacles and bottlenecks which necessitated a thorough review and revision of the whole system.

After reviewing and evaluating the reforms of 1972, the following major changes were introduced :-

1. Primary Schools from grade KG to grade 5 with span of six years.
2. Junior Secondary Schools from grade 6 to grade 10 with five years span.
3. Senior Secondary Schools from grade 11 to grade 12 with two years span.
4. The admission age into Primary School was restored at 5 plus.
5. The span of completion of formal education was extended by two years from 11 to 13 years.

As stated in the beginning, the general education system in Sri Lanka is subjected to continuous process of reforms and reorganisation. At the time of study i.e. commencing

the year 1986, the structural and administrative changes were still being introduced gradually as recommended by the Education Reforms Committee appointed in 1978.

The new system of education comprises the following three tiers :-

1. School education.
2. Tertiary education.
3. University education.

The system of General Education will be opened to all students in the following manner :-

<u>Nomenclature (Sub-system)</u>	<u>Grade</u>	<u>School years</u>	<u>Students years</u>
1. Primary School system	1-5	5 years	10 +
2. Junior Secondary School system.	6-8	3 "	13 +
3. Senior Secondary School system.	9-11	3 "	16 +
4. Collegiate level.	12-13	2 "	18 +

The General Education has been so re-arranged that it has the distinct characteristics of the following alternatives and options for the students with relevant aptitudes :

1. According to performance at the G.C.E. those with a strong academic aptitude will be selected for collegiate courses leading to the University Entrance Examination. This will enable them to enter University and certain Professional Colleges directly.
2. A large number of students on completion of their General Education will leave the School system to follow Professional, Technical, Vocational and Agricultural courses.

**NEW STRUCTURE OF SCHOOL SYSTEM  
AND  
IMPLEMENTATION OF REVISED CURRICULUM**

GRADE	KG.	1 Grade	2 Grade	3 Grade	4 Grade	5 Grade	6 Grade	7 Grade	8 Grade	9 Grade	10 Grade	11 Grade	12 Grade
1984	●	●	●	●	●	●	●	●	●	●	●	●	●
1985	●	●	●	●	●	●	●	●	●	●	●	●	●
1986	●	●	●	●	●	●	●	●	●	●	●	●	●
1987	●	●	●	●	●	●	●	●	●	●	●	●	●
1988	●	●	●	●	●	●	●	●	●	●	●	●	●
YEAR	1 Year	2 Year	3 Year	4 Year	5 Year	6 Year	7 Year	8 Year	9 Year	10 Year	11 Year	12 Year	13 Year
	PRIMARY SCHOOL					JUNIOR SECONDARY SCHOOL			SENIOR SECONDARY SCHOOL			COLLEGIATE	



- Grade in which syllabuses of 1984 are being used.
- Years in which teaching is done according to the revised Syllabuses.
- Years in which revised syllabuses are introduced.

NOTE: According to Circular N1. 1984/8 of 84.10.17 classes will be referred to as "Year" instead of "Grade" as shown above from 1985.



based on the following formula :

1. Proximity of the living accommodation of the parent.
2. Sons and Daughters of old boys/girls of the institution.
3. Students who qualify 5th class scholarship examination on merit.

Admission in grade 1 is made once in a year in the month of January, that is the academic year and the age of admission is 5 plus which is verified from birth certificate a pre-requisite for admission in Primary School. There are 186 school working days in the academic year from January to December and 20 to 21 working days in a month. There are three terms in a year and the schools have vacations of 20 to 25 after each term during which various examinations are held. School week is observed from first of January to the 7th throughout the country during which the students, teachers and parents get together and clean class rooms and carry out repair to the school buildings and furniture, which is called (Shramadana) in their local language.

Although the school system is classified according to the grade, yet there are quite number of schools where different grades are functioning in one unit. About 42% of the schools have only Primary classes upto grade 5, 39% of Junior Secondary schools have Primary classes attached to them, 15% of Senior Secondary schools carry Primary and Junior Secondary, 4% Senior Secondary schools have Junior Secondary level attached to them starting from Grade 6. The school system



has the bilingual medium of instruction according to which Sinhalese and Tamil are the two major ethnic groups having the mother tongue as medium of instruction as given below :-

<u>Medium of Instruction</u>	<u>No.of Schools</u>
Sinhala	6977
Sinhala Muslims	14
Tamil	1922
Tamil Muslims	622

There are a good number of schools having mixed ethnic groups and mixed medium of instruction. English is taught as a second language from Grade 3 onward.

Community Participation:

i) There are 37 Private schools (14 fee levying and 23 non-fee levying) which conform to the rules and regulations of the Government and follow the same curricula as prescribed by the State for Government institutions. These schools, for many good reasons, were exempted from nationalisation in 1960. In addition to the above Private institutions, there are volunteer organisations such as Sarvodaya, Muslim Ladies Arabic College, Kalaylia and Naleemia Institute, Beruwala which are not receiving any Government aid but they are supplementing the Government's efforts to promote education for the economic development of the country.

ii) There are 388 registered and 43 unregistered Pirivena schools run by the Buddhists for the Buddhist Monks. The admission to these Pirivenas is allowed to those students

who are 14 years plus and they spend eleven years of schooling after which they sit for Public Examination and secure the Certificate equivalent to the corresponding level of General Education. These institutions cater to the needs of Monks and also for the lay students. It is peculiar to mention that these institutions are meant for male students and male teachers. Admission to female students and appointment of lady teachers are legally not permissible. There are about 18,500 Bikku(Monk) students, 19,250 lay students and 3,200 teaching staff. Government pay the salaries of the teachers in addition to the stipends to the students ranging from Rs.150/- to Rs.750 per student. Stipends to the students ranging from Rs.150/- to Rs.750 per students are granted as annual grants to the management of Pirivenas. No grant for capital expenditure is given to these schools, as they are housed in Temples and manage themselves if they require additional physical facilities.

#### Curriculum:

Curriculum Development Centre under the Umbrella of newly established National Institute of Education is charged with responsibility of designing and development of Curricula for the various levels of general education system. In addition to the designing and revision of curricula, the centre also undertakes to prepare support materials, course guides for the effective teaching of Curricula by the teachers in schools.

#### Curriculum for Primary Level:

The Curriculum in grade I of this level aims to help the child adjust to the new experiences and environments

quite different from which he has been brought upto the age of five years. The main stress is laid on the observation, appreciation and understanding of the Physical environment in the school through play oriented activities. The basic skills in literacy and numeracy are also given due weightage. From grade II upto grade V the following areas are included in the curriculum :

- a) First Language
- b) English
- c) Religion
- d) Mathematics
- e) Environmental Studies
- f) Creative Activities
- g) Aesthetic Studies

The home task from I to III is not assigned to the students and hence they are saved from carrying the load of exercise books from school to home and vice versa. The repetition from grade I to V is rare and students are promoted to the next grade on the basis of their general performance during the academic year.

Curriculum for Junior  
Secondary School:

This stage of General Education prepares the students for further education of general nature, and lay the foundation for acquisition of basic skills in certain vocational fields. The student at this level of education will also start realising the significance for his participation in the



*Dancing class*

productive socio-economic activities required for the overall development of the nation. Keeping this in view, the following areas comprise the curriculum :

1. First Language
2. English
3. Science
4. Mathematics
5. Life Skills
6. Religion
7. Aesthetic Studies
8. Health and Physical Education
9. Social Studies

Curriculum for Senior  
Secondary School:

This is the stage of General Education which can properly be called a terminal stage for the majority of the students. At this stage the options for specialisation in diversified fields of studies and employment shall be opened to them. It will also include higher education with academic pursuits in various subjects. The Curriculum for this level covers the following subjects :

1. First Language
2. Mathematics
3. Science
4. Religion
5. English
6. Technical Subjects
7. Health & Physical Education



*Music class is going on*

Language, Community oriented projects. Three subjects shall be selected from either one or both of the streams of Arts and Science. A list of subjects is as under :-

Science Stream:

1. Mathematics
2. Physical Science (Non Physics and Chemistry students)
3. Physics
4. Chemistry
5. Biology
6. Agriculture

---

\* Collegiate Level is being introduced gradually which will cover 12-13 years.

Arts Stream:

1. Sinhala
2. Tamil
3. English
4. Pali
5. Sanskrit
6. Greek
7. Latin
8. Modern Language/Arabic, Hindi, French, German
9. Buddhism (including Buddhist Civilisation)
10. Christianity
11. Islam (including Islamic Civilisation)
12. Economics
13. Geography
14. History
15. Environment
16. Mathematics
17. Commerce

Out of four religious subjects at S.No.9,10,11 and 12, only one will be selected. All students will be required to attain a certain level of achievement in Part I, a pass in English in Part I will also be a pre-requisite for admission to University.



## SECTION 5

### EXAMINATION SYSTEM

There is a Department of Examinations under the control of Ministry of Education which holds Public Examinations in the entire Island. This Department conducts nearly 120 examinations in a year as classified below :-

Kind of Examinations:

- 1). School Examinations
- 2). Technical Colleges, Training Colleges and other certificate examinations
- 3). Recruitment Examinations
- 4). Professional Examinations
- 5). Foreign Examinations

The Department of Examination is headed by an officer designated as Commissioner of Examinations assisted by Deputy Commissioners and Assistant Commissioners and other supporting staff. It is located at Colombo and all examinations are controlled and supervised centrally. The Department arranges the following examinations in the field of General Education which is the concern of the study :

- 1- Grade 5 examination.
- 2- G.C.E. (O/L) at the end of Grade 10 which is gradually being abolished.
- 3- G.C.E. (A/L) presently at the end of Grade 12 which will be reduced by one grade 11 (Eleven).
- 4- Teachers Training Certificates.
- 5- Crossing of Efficiency Bar.

The Grade 5 (now called Year 6) examination is conducted at the end of the Primary Cycle. This is optional examination which aims at selecting the talented and economically poor students for helping them in their further education in populous schools.

The students are evaluated only in two subjects Language and Mathematics. Although the examination is optional as mentioned above, it is taken seriously by the students, parents and the schools alike. The populous schools are also required to send their children for this examination which appears to be a futile exercise and wastage of time and energy. In the new set up an achievement test will be held at the end of Junior Secondary school i.e. Grade 8. This examination/test shall be conducted at the level of the school cluster but not by the Department of Examination and question papers in the subject of First Language and Mathematics will be set at Island Level.

The answer sheets shall be evaluated locally at the cluster school level. The present system of holding examination at the end of Grade 10 generally known as O/Level G.C.E. will now be conducted at the end of Grade 11 (Eleven). This will be called (G.C.E.) General Certificate of Examination discarding the O/Level. Concurrently the Advance Level Examination leading to the G.C.E. is held at the end of Grade 12. In other words, to clarify further, the Ordinary Level Examination which is held at the end of Grade 10 is being dropped from the Scheme of Public Examinations and the Advance Level

Examination will be retained and conducted at the end of Grade 11 (Eleven) instead of Grade 12 as presently in vogue. The student who fails for the first time shall be allowed only one chance to repeat Grade 11 (Eleven) examination. The following subjects will be evaluated to enable the students to continue their studies to the next level or divert to some vocational and technical streams :

1. First Language
2. Mathematics
3. English
4. Science
5. Social Studies

The Department of Examination will hold the examinations in the above subjects qualifying for A/Level Certificate whereas the other subjects shall be tested and evaluated at the District and cluster level. The performance in each subject at this examination i.e. A/Level Certificate shall be indicated by Grade marks A,B,C. The Department issues a Certificate even to the students who qualify in one subject but they will not be eligible for the admission to the next level until they qualify the six subjects on merit.

The examination at the end of collegiate level-year 13 will be called University Entrance Examination. The students qualifying this examination shall be eligible for taking admission in any University for continuing his further education leading to the Degree and Post Degree level. At present the performance at the A/Level examination is the basis for

admission of students for various courses. In the new scheme the admission to the Universities will be restricted only to the collegiate level students on the basis of their performance in the University Entrance Examination.

Marking of Script System:

The marking of the answer scripts is based on the team/group/conference marking system. The Department of Examination distributes the question papers to the different centres in the Island and collects the answer sheets using its own transport and manpower available at its disposal. Subsequently the Department establishes a number of centres for marking of different subjects where the marking examiners assemble and carry out the evaluation under the direct supervision of the Chief Examiner. The method is helping in eliminating the chances of mal-practices and delays in the preparation of results. The results are computerised in the Department of Examination which has a separate computer cell for this purpose. The examinations are held regularly during the vacations when the schools are closed after each term.

The Department of Education holds examinations for the Teacher Education. After three years of training different categories of teachers sit for the Public Examination at the national level. The teachers are also required to appear in the Public Examination before Crossing the Efficiency Bar.

## SECTION 6

### TEACHER EDUCATION

The training of teachers for Primary and Secondary Education was introduced in the 19th Century and the Institutions which imparted training were called normal schools. The curriculum in those days had two parts viz; Principles and Practice of teaching and Academic Subjects. This system of Teachers Training continued for many decades which had traditional characteristics and was not suitable to the changing needs of the emerging independent nation. The Ministry of Education in Sri Lanka has introduced quite a number of innovative measures to improve the Teacher Training System to suit the ever expanding and changing system of education. The revision of curricula, enlarging the training period, re-training of teachers, workshops, seminars, conferences and revision of Pay scales of the teachers are the recent attempts to improve the teacher education, keep the teacher's knowledge updated and abreast with the modern trend of education.

As a policy matter teachers in Sri Lanka are employed in the schools to serve as untrained teachers for sometime who are subsequently required to be trained in the Teachers Training Colleges. There are at present 25 Teachers Training Colleges which are catering to the Teachers Training needs of the Island. These colleges are imparting training to the teachers in different subjects of teaching such as Music and Dancing, Mathematics and Science, Languages and Buddhism in addition

to other subjects of Principles of Education, Educational Psychology, Curriculum Development and Teaching Practice. The duration of training is three years out of which two years are spent in the institution of training and in the third year, the trainees are deputed to a few selected schools for undergoing on-the-job training. The teacher's performance at the institution and in the field is assessed by the internal committee of the training college and the Public Examination conducted by the Department of Examination. The following categories of training programmes are being run in the training colleges :

- 1- Trained Teacher's Certificate(O level/A level).
- 2- Graduate Teachers.

Ordinary Level Candidates are admitted for teaching service in the Teachers Training Colleges. The Graduate teachers having a Post Graduate Diploma in the Education from the Universities are considered as Trained Graduate Teachers. The admission to the Post Graduate Diploma in Education is based on a Competitive Examination at the national level.

The Graduates with minimum of three years teaching experience are granted admission to the Post Graduate Diploma Courses. The Ministry of Education used to grant study leave to such teachers with full salary benefits. But recently the Ministry has withdrawn this facility as a result of which the admission in Diploma course has decreased to the great extent. In order to justify their existence the Department of Education, University of Paradeniya has introduced part time Programme for

Diploma in Education. The part time Programme is extended to the period of two years and classes are held generally during vacations and on the weekends. In addition to that, a three year part time programme has also been introduced for which only evening classes are held in the University. It is gratifying to note that the University teachers do not get any extra allowances or benefits for working during the vacations and in the evening.

New Experiments:

The policy of appointing untrained teachers is being progressively abandoned and a new scheme has been introduced in eight Teachers Training Colleges as Pilot Project. These Training Colleges are being upgraded and re-named as Colleges of Education, headed by a person which will be called President instead of Principal. These colleges have started imparting Pre-service Teacher Education which is full residential for the period of three years i.e. two years institutionalised and one year apprenticeship in the schools. The following areas will be covered in two years of institutionalised training :-

1. Primary Education
2. Science and Mathematics
3. English
4. Physical Education
5. Buddhism

The curricula of these colleges will have four components viz; Professional Education, General Education, Specialisation in Training and Methodology and Co-curricular Activities. The details of each component are given on the next page

1). PROFESSIONAL EDUCATION

- a) Psychological Foundation of Education.
- b) Philosophical and Sociological Foundation of Education.
- c) Educational Evaluation and Management.
- d) Educational Guidance and Counselling.
- e) Trends in Education.
- f) School and the Community.
- g) Educational Practices.

2). GENERAL EDUCATION

- a) Mother Tongue.
- b) English
- c) Religion and Culture.
- d) Health and Physical Education.
- e) Aesthetic Education (Art, Music and Dancing).
- f) Life Skills.

3). ACADEMIC EDUCATION/SPECIALISATION IN PEDAGOGY

- a) Mathematics and Science
- b) Primary Education
- c) English
- d) Health and Physical Education

4). CO-CURRICULAR ACTIVITIES

- a) Sports and Games
- b) Cultural Activities (Arts, Music and Dancing)
- c) Societies and Clubs
- d) Group Training (Scouting, Guiding, Cadeting).
- e) Self-Learning.

Admission:

The admission to these Colleges of Education for Pre-service Teacher Training will be allowed on the criteria



as under :-

1. Advance Level qualified Youths
2. Age between 17 to 22.
3. Unmarried both sexes.

The Government bears the expenditure of training of these teachers and they are treated like working teachers/ serving teachers because the admission ensures their appointment as teachers. The Department of Examination will hold Public Examination on the completion of three years course. The performance of the trainees in the institutions for two years combined with the one year on-the-job training in the field shall be evaluated for the award of Trained Teachers Certificate at the end of three years.

Distance Teacher Training/Education:

As already stated, a large force of 35,000 untrained teachers was appointed in the schools to make up the gap between the intake capacity of Teacher Training Institutions and the needs. It was a imperative to clear the backlog of untrained teachers by giving them training as prescribed by the rules and regulations. The formal system of Teacher Education was considered absolutely inadequate to absorb these untrained teachers in addition to the new entrance for training period of three years. Inevitably, the Government had to resort adopting non-formal system of training of untrained teachers to clear the backlog without disturbing the formal functioning of the schools in which the untrained teachers were engaged in teaching. It was thought feasible and suitable

that 35,000 untrained teachers may not be withdrawn from the schools and instead they could be imparted training while serving in the school through distance teaching programme.

The Ministry of Education has launched the Distance Education Programme to accelerate the process of training 35,000 untrained teachers. A Central Unit has been set up in the Ministry for implementing this Programme. Area Centres have been established in the Regions and the Districts all over the Island where the direct interaction and contact among the trainees and the trainers take place. The Contact sessions are held at various areas/centres generally during weekends and school vacations to utilise the space and other facilities of the schools and Teachers Training Colleges. The Courses of training and learning materials are sent to the trainee teachers through various centres by postal bags. At the end of the course all trainees appear in the Public Examination conducted by the Department of Examination for qualifying for the Trained Teachers Certificate equivalent to that which is awarded to the teachers who undergo institutionalised training in the Teachers Training Colleges. Open University is collaborating with the Ministry of Education in implementing the Distance Teacher Training Programme.

#### In-Service Education and Training:

In-service Training Programme has the following components :-

- 1). Training of master trainers.
- 2). Training of administrators.
- 3). Re-training of teachers.

The Ministry of Education has, just recently during the visit of the delegation, established by a Gazette Notification the National Institute of Education and Training (NIET) as an autonomous organization responsible for the education and training of teachers, educational administrators, planners and managers etc. The details of the future functions were being worked out and could not be made available for incorporating in the report.

The Curriculum Development Centre and the Staff College were the two major organs of the National Institute of Education and Training to implement and carry out the various Teachers Training and Education Programmes in the country. The Curriculum Development Centre, as mentioned elsewhere, manages training Programmes of master trainers whenever there are some changes and revision in the curricula of different levels of education. These master trainers, on their return from the headquarters after undergoing short term training courses, organise such courses in their areas for the subject teachers. The Staff College organises short term training courses ranging from two to three weeks for the Heads of educational institutions, Regional Departments and Sub-Regional Offices. The management of school system is stressed in the training courses. The Staff College has established District Management Centres in different Districts/Regions to conduct and co-ordinate training programmes of educational administrators and supervisors. The approximate number of trainees per course is thirty and the trainees are required to live in the hostel, which is located on the campus

of Staff College, Colombo, if training courses are held at Colombo. The estimated expenditure per trainee per day is Rs.30/-.

The Faculty members of the Staff College are designated as Consultants who are permanently employed by the Ministry of Education at national level drawn from the schools and Regional Offices. There are 18 Consultants who are mostly teachers with Diploma in Education or post graduate degree and some of them are trained from abroad.

## SECTION 7

### SERVICE STRUCTURE

In terms of Article 55(i) of the Constitution of the Democratic Socialist Republic of Sri Lanka, the powers of appointment, transfer, dismissal and disciplinary control of Public officers, are vested in the Cabinet of Ministers. The Cabinet of Ministers shall provide for and determine all matters relating to Public officers, including the formulation of schemes of recruitment and codes of conduct for Public officers, the Principles to be followed in making promotions and transfers, and the procedure for the exercise and the delegation of the powers of appointment, transfer, dismissal and disciplinary control of Public officers as provided for under Article 55(4) of the Constitution of Democratic Socialist Republic of Sri Lanka. In terms of Article 55 the Cabinet of Ministers may from time to time delegate its powers of appointment, transfer, dismissal and disciplinary control of Public officers other than Heads of Departments to the Public Service Commissions. In terms of Article 57(i) whenever, the Cabinet of Ministers so directs the Chairman of the Public Service Commission shall appoint a Committee of the Public Service Commission to exercise the powers of the Commission in respect of such categories of Public officers.

The Cabinet of Ministers in terms of Article 57(i) of the Constitution directed the P.S.C. to appoint a committee of the Public Service Commission to exercise the powers of the

Commission in regard to the appointment, transfer, dismissal and disciplinary control of employees in the Administrative, Supervisory, Teaching, Technical and other services employed directly by the Ministry of Education and the Ministry of Higher Education other than members of the Sri Lanka Administrative Service, the combined services and other services coming under the supervision of other Ministries. The above categories of employees attached to the Ministry of Education Service will also come within the purview of the Education Service Committee.

The Education Service Committee:

In conformity with the above provisions of the constitution, the Public Service Commission appointed the Education Service Committee on 15th of October, 1979. The Committee has been authorised to exercise the powers of the Commission in regard to the appointment, transfer, dismissal and disciplinary control of employees in the administrative, supervisory, teaching, technical and other services employed directly by the Ministry of Education and the Ministry of Higher Education and these employees attached to the Ministry of Education services, other than members of the Sri Lanka Administrative Service, the combined services and other services coming under the supervision of other Ministries. Thereafter the P.S.C. ceased to exercise the above powers in respect of the categories of personnel mentioned herein.

The composition of the Education Service Committee is as under :-

1.	Chairman	1
2.	Member	1
3.	Member	1
4.	Secretary	1

The Chairman and the Secretary of the Education Service Committee are appointed by the Public Service Commission. As a result of the appointment of the Education Service Committee, the powers of appointment, transfer, dismissal and disciplinary action that were delegated earlier by the Public Service Commission to the Secretaries of Education Ministries, Heads of Departments, and Regional Directors of Education were withdrawn and vested in the Education Service Committee.

All employees appointed directly by the Ministry of Education and the Regional Departments come under the purview of the Education Service Committee. These employees:-

1. Do not belong to any of the combined services.
2. Are not transferable to any other Ministry.
3. Do not come under the supervision of any other Ministry of Statutory Authority.

The following categories of employees have been placed under the purview of Education Service Committee :-

1. Officers of Sri Lanka Education Service.
2. Principals of Schools/Heads of Institutions.

3. Teachers of all grades and levels in the schools/institutions under the three Ministries.
4. School Clerks who are outside the combined services.
5. Librarians in schools and other Educational institutions.
6. Drivers.
7. Minor employees not belonging to office Employees Service.
8. Technical and supportive staff of various types.
9. Hostel employees such as Superintendents, Matrons, Cooks etc., of all hostels managed by the 3 Ministries.
10. Lecturers/Instructors and other teaching personnel in Teachers' Colleges/Technical Colleges etc.
11. Store Keepers.
12. School Works Staff other than the officers of the Engineering Services.

Appointments, Promotions and Transfers:

The appointments and promotions of the teachers and Principals are made by the Education Service Committee according to the rules and regulations prescribed and revised from time to time. The powers of transfers of the officers of the Sri Lanka Education Service classes 1 to V and Principals of specified schools agreed to by the Education Service Committee and the Minister of Education have been delegated to Secretary and Additional Secretary in the Ministry of Education. The transfers are normally made effective in the beginning of the academic year. The Regional Directors of Education have been authorised to transfer within the region teachers and Principals and other staff



of Government schools. Principals of Sri Lanka Education Service and Grade 3 Principals do not fall under his power. Inter-regional transfers of principals, teachers and other staff are made by the Education Service Committee. The Education Service Committee issues instructions and guidelines from time to time regarding transfer of employees of the Education Ministry. Disciplinary transfers shall be made by Education Service Committee. Certain powers of disciplinary control have been delegated by the Education Service Committee to the Secretaries, Additional Secretaries and Heads of the Departments. All appeals regarding appointment, transfers dismissal and disciplinary action shall be addressed to the Education Service Committee.

Principals' Service:

Principals who do not fall under the Sri Lanka Education Service are being given a separate title of service/cadre designated as Principals' Service. Grade III Principals will be absorbed into the Principals' Service after minimum service of 3 years. Grade IV Principals having five years minimum service will be absorbed in the Principals' Service. Grade V Principals with the minimum service of 8 years shall be absorbed in the principals' service. Graduates and trained teachers having more than five years experience of teaching will be eligible for appointment to the Principals' Service through a competitive written examination and interview.

Sri Lanka Education Service:

Sri Lanka Education Services is being reorganised into following classes :-

- i) Class One
- ii) Class Two
- iii) Class Three

Class (ii) and Class (iii) will consist of officers in the general and special cadres. Officers in the special cadre of class (ii) and class (iii) of the Sri Lanka Education Service will serve in the Departments of Examinations and Publications and in the Division of the Education Ministry dealing with Curriculum Development. Officers in a given class will be distributed among the different cadres within the class according to the needs of the Ministry. Transfers of officers from one cadre to another within a class will be made with concurrence of the Minister of Education.

Recruitment to the Sri Lanka Education Service:

Direct appointment in the Sri Lanka Education Service will be made at the level of Class (iii) through a competitive examination.

- a). A proportion of the vacancies in Class (iii) will be filled with officers selected from among Principals and teachers through a limited competitive examination.
- b). The balance of the vacancies in Class (iii) will be filled with officers selected from among graduates of recognised Universities through an Open Competitive Examination.

Promotion of officers from one class to another in the Sri Lanka Education Service shall be based on the assessment of their past performance and service record in addition to their written examination and interviews.

Salary Structure:

Presently, there is a multi salary scale structure of teaching service. These scales limit the chances of promotion of majority of the teachers. To remove this anomaly it is being proposed that only one scale of attractive salary may be adopted for all professionally and academically qualified teaching personnel. Teachers would be required to enhance their professional qualifications before crossing the efficiency bar. The salary scale both existing and the proposed of all categories of teaching personnel are given in the Appendix.

## SECTION 8

### NON-FORMAL EDUCATION

Non-Formal Education, as a part of the Government policy has been introduced in the country to supplement the efforts of the formal system of education to meet the needs of a number of client groups of school leavers and non-school boys. In the Ministry of Education, a section/branch has been set up to design, implement and monitor the non-formal programme of education all over the Island. At present the following four programmes have been launched :-

- 1- Skills Development Programme.
- 2- Literacy Programme.
- 3- Community Education Programme.
- 4- English Classes.

#### Skills Development Programme:

The Skills Development Programme is introduced for the benefit of school leavers to enable them to become useful citizens by earning and doing jobs/self employment. It is a big project having 600 centres in the country. The schools spaces and facilities are utilized for these courses in the evening. The period of training ranges from 6 to 10 months and the instructors are employed locally on part time basis. Raw material and equipment and the salaries of the Instructors are provided by the Government. Electricity, Printing, Wood work, Motor Mechanic are the areas which are covered in this Programme.

Literacy Programme:

The Literacy Programme is intended to benefit the lay and misguided students who either did not attend the school or dropped out at early stage of schooling. These classes are held in school buildings, temples and other community places for three days in a week afternoon. The Primary school teachers are engaged to teach these classes and are paid special allowance for extra work. Some of the students are inducted in the formal school system through these classes.

Community Education and English Class:

The Community Education Programme is being implemented by the Adult Education Officers in close co-operation with Government and voluntary organisations. General health, living conditions, social requirements and other immediate needs of the community are taught. English classes are held to meet the demand of Rural Adult Youth to communicate with the other sections of the community for the purpose of business, employment etc. These classes are held during the weekend in the schools.

## SECTION 9

### STUDENTS FACILITIES

As stated elsewhere, Education is a state responsibility and, therefore, all possible efforts are being made by the Government to provide education to its citizens according to their needs and talents. Although the number of children attending the Primary schools is 90%, yet the drop out rate is 30%. In order to arrest the drop out and help the students to continue their studies the Government has adopted the following policy :-

1. Free Education from KG to University.
2. Free Books from KG to Ordinary Level.
3. Mid Day Meal in some of the schools.
4. Providing building, furniture and equipment.
5. Financial help in the form of bursary/ stipend from the 5th class.
6. Seasonal bus ticket at reduced rate.
7. Formation of the School Development Committee to encourage the Community participation and interest in the development of education.
8. Public Library facilities.

The Government of Sri Lanka has created a 'Project Ministry of Education Services' in 1979 which is mainly responsible for supplying the students' facilities as mentioned above. This Ministry is headed by a Minister who is assisted by a Secretary and other Additional Secretaries, Commissioners and Directors School Works etc. This Ministry is functioning with the concurrence of the Cabinet Minister of the Ministry of Education.

Supply of Books:

There is a Department of Publication headed by a Commissioner, assisted by Assistant Commissioners, Education Officers, Subject Specialists, Editors and Working Teachers. This Department is charged with responsibility of writing, editing, printing and publishing the text books and their distribution in the schools. The books are supplied to each and every student from Primary to Ordinary Level irrespective of the economic status of their parents. The Private schools both fee-levying and non-fee levying are also covered in this scheme. In all 186 titles are printed to cover the whole network of General Education from Primary to Ordinary Level in the Island. The books are written and published by the Publication Board of Advisors. The class-wise/grade-wise supply of books is as under :-

KG	- Grade II	-Religion, Mother Tongue (Sinhala/Tamil).
Grade III	- Grade V	-Religion, Mother Tongue (Sinhala/Tamil) Mathematics and English.
Grade IV	- Grade VII	-Religion, Mother Tongue (Sinhala/Tamil) English, Mathematics, Science and Social Studies.
Grade IX-X		-Religion, Mother Tongue (Sinhala/Tamil) Mathematics, English, Science, Social Studies, Commerce and Literature.

Mid-Day Meal:

Mid-day Meal consisting of biscuits and snacks is provided in the lower grades of Primary schools in selected areas. This programme is being implemented with the help of C.A.R.E. (Carry American Relief Everywhere).



*The President distributing the books*



Building, Equipment & Furniture:

The Director School Works assisted by the Deputy Directors and other technical and non technical staff is responsible for the construction and supervision of building and supply of furniture to the Government schools. The school works Department is attached to the Project Ministry of Education Services. The Director of School works and his technical staff belong to Engineering Service and are transferable. During our visits it was observed that almost 90% of the Schools from Primary to Advance Level have adequate and suitable buildings and furniture. The primary schools are also supplied desks and chairs for the students. Hostel facilities are also available in category I/A Schools.

Bursary and Transport Facilities:

Scholarship examination at the end of Grade 5th are conducted at National Level by the Department of Examinations to identify and help the talented but poor students to continue their studies in better environment. Although as a Government policy school buses are not supplied to the schools for pick and drop of the students, seasonal tickets at concessional rates are issued to the students to avail the Public Transport facilities. Public Transport buses do not pick up other passengers at the time of closing and opening of school hours. A few buses of the public transport fleet have been specified for this purpose in every big town.

School Development Committee:

As a policy matter the Government has permitted all schools to form Parent Teacher Association and School

Development Committees. Some of these bodies particularly in populous schools contribute substantially in the form of money, material and manual work. These activities are directed to supply either additional or improve the existing students' facilities in the institutions. It was also observed that in rural areas such bodies are generally indifferent.

Public Libraries Facilities:

Private and regular students who are preparing for appearing in any public examination are allowed to utilize the physical amenities of the Public Libraries for pursuing their studies. They are not charged anything for utilising air-conditioning services, space and other facilities of the libraries which are opened to all without any discrimination. This helps a lot, particular to those students who cannot study in their homes for lack of conducive and suitable environment.

## SECTION 10

### TECHNICAL EDUCATION

Institutionalised technical education started in November, 1983 in the Ceylon Technical College which was housed in a reconditioned Coffee store in Colombo. A small workshop, a laboratory, lecture room and a class room with 25 students was the starting point of the school. The pre-professional science classes for medical students were also held in the Technical College. This College was re-organised in 1933 and started preparing students for Engineering Degree of the University of London. Commerce and Management Education and Business studies were also introduced in 1908.

At present there are 22 institutions and 5 affiliated Technical Units under the control of the Ministry of Higher Education. Out of these, 8 institutions are called Poly Technical Institutes. These Technical institutes offer a wide range of courses at different levels covering the different skills aimed at providing the requisite manpower to the country. In addition to the courses at Poly Technique and Technical institutes under the Ministry of Higher Education, the Ministry of Labour and the Ministry of Youth Affairs also organise a number of Technical and Vocational classes to produce middle level technical manpower. The National Apprenticeship Board is running these courses.

Technical Education is being re-organised and a

Technical Education Authority is being established to provide Technical and Vocational training in the field of Artisan, Craftsman and Technician and the Vocational stream corresponding to grades 9-11 in the school system for students with an aptitude for vocational studies. Some vocational courses suggested are, Mechanical Technology, Electrical Mechanics, Building Technology, Automobile Mechanics, Home Economics, Agriculture, Fisheries, Commerce and a Vocational English Stream.

The Government of Sri Lanka has recently started a big Project in January, 1983 establishing a National Technical Teacher Training College (N.T.T.C.) with the help of A.D.B., S.I.D.A., and U.N.D.P. The College aims at providing pre-service and in-service training for teaching staff of the Poly-technique and Technical institutes in the country. The Project is scheduled to be operational in 1987 at the estimated total cost of Rs.26.45 U.S.\$ million. A similar Project is also in progress in Pakistan with the help of A.D.B.

SECTION 11

HIGHER EDUCATION

Higher Education started with the establishment of the Ceylon University College in 1924. This College was affiliated to the London University and prepared students for B.A. and B.Sc Degrees. In 1942 an independent University was established in (Ceylon) Sri Lanka. In 1978, the Ministry of Higher Education was set up to manage and control the higher and technical education. The University Grants Commission was also set up during the same year for the apportionment of funds to the Universities and Institutions of Higher Education.

The University Education in Sri Lanka has developed rapidly with the result that there are at present 7 full-fledged Universities, one University College, one University Campus, one Open University, one Private Medical College and seven institutes of Higher learning. In all there are 29 Faculties and 202 departments of study. The Universities offer courses for 18,217 Under Graduates and 1,471 Post graduate students. In addition 12,248 students are registered by the Open University for various postal courses. Three Post graduate institutes impart instruction to 484 students and three Under graduate institutes have 1,112 students on their roll. The total number employed in Universities is 8,810 out of which 3,071 belong to the teaching category. The Universities are administered on the British pattern, with a Chancellor, for ceremonial functions,

a Vice-Chancellor, Registrar, Dean, Bursar and Librarian as key officers of the University, and the Council, Senate and Faculty Boards.

The University Grants Commission:

Ministry of Higher Education is managing University Education and Technical Education. University Education is being supervised and co-ordinated by the University Grants Commission which was established in 1978 where as the Technical Education is directly being managed by the Ministry of Higher Education. The University Grants Commission is an autonomous body under the Ministry of Higher Education. It is headed by a Chairman who is assisted by Vice-Chairman and five members drawn from the different ethnic groups. His Excellency, the President of the Social Republic of Sri Lanka has retained the Portfolio of Minister of Higher Education.

The University Grants Commission collects information from the Universities for preparing budget estimates for the next year. There is a Director, Planning and Research who is responsible for preparing a perspective plan for the Universities. The Chairman and the Chief Internal Auditor (C.I.A.) of the University Grants Commission obtain the funds from the Finance Ministry through the Development Secretaries Committee. The Chairman of the U.G.C. is also the Secretary for Higher and Technical Education. After the funds are approved in a normal procedure by the Cabinet of Ministers, the Vice-Chancellors of the Universities receive funds directly from the Ministry of Finance; U.G.C. is not

consulted in respect of release of funds by the Finance Ministry. Incurring of Capital expenditure, implementation and monitoring of the Development Projects are the responsibilities of the Vice-Chancellors of the Universities. The U.G.C. gets feed-back and controls the capital and recurring expenditure through the (C.I.A.) Chief Internal Auditor who has his representatives in each University. However, the University Grants Commission was established to achieve the following objectives :-

- a). The Planning and Co-ordination of University education so as to conform the national policy.
- b). The appointment to Higher Educational Institutions, of the funds voted by Parliament in respect of University education, and the control of expenditure by each such Higher Educational Institution.
- c). The maintenance of academic standards in Higher Educational Institutions.
- d). The regulation of the administration of Higher Educational institutions.
- e). The regulation of the admission of students to each Higher Educational institution.

- 6 -

SECTION 12

PLANNING, FINANCING AND BUDGETING

Planning process for the development of education in Sri Lanka was almost very simple and not strictly followed because all the decisions regarding opening and improvement of schools, supply of materials and facilities were taken at the political level and the educational authorities had no option to implement. Anyhow, educational statistics were collected for the development of education. The training in educational planning was also not stressed in the training programme of Staff College; management aspect was more emphasized.

Education from primary to university level was a State responsibility. The Private participation in this ever expanding enterprise was not more than 5%. Students and their parents contributed voluntarily in the form of funds, materials and manual labour to the extension and improvement of school facilities. School Development Societies in prestigious and populous institutions in the Urban areas were active. But, in rural areas, the role of School Development Committees was comparatively not encouraging. The facilities fees ranging from Rs.5/- to Rs.20/- per pupil per term were paid voluntarily by the students for incurring expenditure on Sports, Library and other occasional events.

Sri Lanka is spending nearly 3% of the G.N.P. on education and 6% of the total budget on General Education. About 93.4% of the total budget on General Education is consumed



on the recurring side of which 98% is spent on the salaries of the employees. The Teacher's salaries account for 96.5% of all the expenditure on salaries of the employees of the Education Ministry.

The following table illustrates the financial allocation/expenditure on education for the year 1985:

		(Rs.in Million)						
	Total Government Budget		60580					
A-	General Administration							
	i) Recurrent	-	135.2					
	ii) Capital	-	20.1					
B-	Education							
	i) Recurrent	-	2835.5					
	ii) Capital	-	189.9					
C-	Teacher Education							
	i) Recurrent	-	34.5					
	ii) Capital	-	89.4					
D-	Higher & Technical Education(1983).							
-----								
Expenditure on Higher Education		Expenditure on Technical Education (2) as % of Column(1)						
<u>1</u>		<u>2</u>						
Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
261.7	256.7	518.4	25.8	24.3	50.1	9.86	9.47	9.66
-----								

Fiscal year in Sri Lanka starts from January ending December. Preparation of the budget estimates for the next year

1

2

TEACHERS' SALARY SCALES SCHEDULE

<u>Categories</u>	<u>Present Salary Scales</u>	<u>New Salary Scales</u>
i) Trained Teachers (Sinhala/Tamil/English)	Rs.9420-1x180-9600/ 10140-16x180-13020	Rs.11700-1x180-11880/ 12240-12x180-4x240- 15360
ii) Teachers of Music, Dancing and Art holding 6-4 Year Diploma Certificate of former College of Music, Dancing and Drama and Fine Arts and 4 Year Diploma Certificate of Ramanathan Academy of Music/Drama.	Rs.9420-1x180-9600/ 10140 16x180-13020	Rs.13680-4x180, 7x240, 2x360 - 16800
iii) General Graduate Teachers	Rs.11400-4x180, 9x240- 14230	Rs.13680-4x180, 7x240, 2x360 -16800
iv) General Graduate Teachers with Post Graduate Diploma in Education/B.Ed.	Rs.10140-4x180, 9x240- 14280	Rs.14640-6x240, 8x480, 20640
v) Honours Graduate Teachers with Post-Graduate Diploma in Education	Rs.12360-6x240, 5x360, 5x480 -18000	Rs.15840-1x240, 2x360, 9x480-1x600-71720
vi) Honours Graduate Teachers	Rs.12360x6x240, 5x360, 5x480 -18000	Rs.14640-6x240, 2x360, 8x480 -20640
vii) Graduates with Science/Mathematics/English/Education/Agriculture	Rs.12360-6x240, 5x360 5x480 -18000	Rs.14640-6x240, 2x360, 8x480-20640
viii) Special Posts Grade I	Rs.15240-7x480, 4x600- 21000	Rs.17760-7x480, 4x600- 23500
ix) Special Posts Grade II	Rs.12360-6x240, 5x360, 5x480 - 18000	Rs.15840-1x240, 2x360, 9x40-1x600-21720

<u>Categories</u>	<u>Present Salary Scales</u>	<u>New Salary Scales</u>
x) Special Posts Grade III	Rs.11400-4x180,9x240-14230	Rs.13680-4x180,7x240,2x360 -16800
xi) Present Principals Grade III-Designated as new Principals Grade I (Non-SLES)	Rs.12360-6x240,5x360,5x480 -18000	Rs.15300-1x240,2x360,8x480,7x600-24300
xii) Present Principals Gr.IV Designated as new Principals Grade II (Non-SLES)	Rs.10680-8x180,6x240-13560	Rs.13740-6x180,3x240,2x360,3x480-17700
xiii) Present Principals Gr.V-Designated as new Principals Grade III (Non-SLES)	Rs.9420-1x180-9600/ 1040 16x180-13020	Rs.12300-14x180,3x240, 1x360-15900
xiv) Instructors in Teacher Colleges- Present on the Scale Rs.11499-4x180, 7x240,4x360-15240	Rs.11400-4x180,7x240, 4x360-15240	Rs.14160-4x180,7x240, 4x480-18480
xv) Instructors in Teacher Colleges-Presently on the scale Rs.9420- 2x180-9780/10320- 10x180,6x240-13560	Rs.9420-2x180-9780/ 10320 10x180,6x240- 13560	Rs.12360-2x180-12720/ 13080-10x180-6x240- 16320
xvi) Instructors in Teacher Colleges-Presently on the scale Rs.9420-1x180 9600/10140-11x180- 12120	Rs.9420-1x180-9600/ 10140-11x180-12120	Rs.12360-2x180-12720/ 13080-10x180-14880
xvii) Instructors in Teacher Colleges-Presently on the scale Rs.8340-8x 180-9780/10140-7x180- 11400	Rs.8340-8x180-9780/ 10140-7x180-11400	Rs.11280-8x180-12720/ 13080-7x180-14340
xviii) Instructors in Teacher Colleges-Present on the scale Rs.7740- 14x120,3x180-9960.	Rs.7740-14x120,3x180- 9960	Rs.10680-5x120,8x180- 12720/13080-3x180- 13620
xix) Training Masters in Teacher Colleges - Presently on the scale Rs.10680- 8x180,6x240-13560	Rs.10680-8x180,6x240- 13560	Rs.13440-8x180,6x240- 16320

<u>Categories</u>	<u>Present Salary Scales</u>	<u>New Salary Scales</u>
xx) Training Masters in Teacher Colleges- Presently on the scale Rs.12360-6x240,5x360,5x480-18000	Rs.12360-6x240,5x360,5x480-18000	Rs.15120-6x240,10x480-21360

SRI LANKA EDUCATION (ADMINISTRATIVE) SERVICE  
 CONSISTS OF 2 CADRES VIZ: GENERAL CADRE  
 AND SPECIAL CADRE (PRESENT STRUCTURE COMPRISES  
 5 CLASSES AND THE PROPOSED STRUCTURE WILL  
 COMPRISE 3 CLASSES).

<u>Present class and salary scale</u>	<u>Proposed class and salary scale</u>
Class V 13,800 - 10x480 4 x 600-21,000	Class III 18,600 18,600 -16x600-28,200
Class IV 18,000-16x600-27,600	(E.BB.before 20,400 and 23,400)
Class III 23,400-10x 600-3x900-32,100	Class II - 31,200-5x900-35,700
Class II 31,200 - 5x900-35,700	36,600 -2x900 -1x1200-39,600 -42,000-1x1200-
Class I 36,600-2x900-38,400	43,200 Class I
Special Cadre upto Class III	Special Cadre upto Class II.

#### OTHER ALLOWANCES & FRINGE BENEFITS TO TEACHERS

Cost of living allowance of Rs.504/-per month is given to a Married couple where only one of them is in government service and Rs.375/- for unmarried teacher. Three sets of railway warrants with family travelling from one place to another and return in a year.

Principals of Primary and Secondary schools get Rs.200/- as charge allowance. Difficult area allowances is also given at different rates to the teachers serving in difficult areas. Pension grant average 85% of the pay. Untrained teachers are awarded increments.

EDUCATIONAL STATISTICS OF GENERAL EDUCATION FOR  
THE YEAR 1985 (PROVISIONAL) SRI LANKA.

Sl. No.	Name of District	Total No. of Schools	No. of Schools by Sex			No. of Schools by Majority Race			No. of Schools by Medium Instruction	
			Male	Female	Mixed	Sinhala	Tamil	Muslim	Sinhala	Tamil
1.	Colombo	251	35	49	167	202	24	25	202	49
2.	Homagama	204	01	04	199	201	02	01	201	03
3.	Gampaha	344	09	15	320	326	03	15	326	18
4.	Minuwangoda	249	07	09	233	236	09	04	236	13
5.	Kalutara	464	09	12	443	406	39	19	406	58
6.	Kandy	675	11	20	644	501	104	70	501	174
7.	Matale	307	01	02	304	257	31	19	257	50
8.	Nuwara Eliya	450	02	03	445	217	229	04	217	233
9.	Galle	508	11	12	485	491	04	13	491	17
10.	Matara	397	04	03	390	379	05	13	379	18
11.	Tangalle	292	-	01	291	287	-	05	287	05
12.	Jaffna	478	11	15	452	01	472	05	-	478
13.	Killinochchi	74	-	-	74	01	72	01	01	73
14.	Manner	105	-	03	102	04	73	28	04	101
15.	Mulatiyvu	81	-	-	81	-	79	02	-	81
16.	Vavuniya	122	-	-	122	22	90	10	22	100
17.	Batticaloa	254	03	05	246	08	210	36	08	246
18.	Ampara	142	-	01	141	142	-	-	142	-
19.	Kalmune	164	04	04	156	-	66	98	-	164

Contd...P/2.

1. TOTAL NUMBER OF SCHOOLS BY MEDIUM OF INSTRUCTION

<u>Sinhala</u>	<u>Tamil</u>	<u>Total</u>
7057	2577	9634

2. SCHOOLS BY NUMBER OF TEACHERS (PRIMARY SECTION)

<u>Teachers</u>	<u>Schools</u>
One teacher	765
Two teachers	847

3. PERCENTAGE OF SCHOOLS BY SIZE

<u>Size of schools</u>		<u>Percentage</u>
1	- 50	6.9
51	- 100	16.7
101	- 200	21.7
201	- 500	32.7
501	- 1000	16.0
1001	- 1500	4.1
1501	- 2000	1.1
Over	2000	0.8

4. STUDENTS POPULATION GRADE-WISE AND SEX-WISE

a)	<u>Grade</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
	K.G. 1-5	1143597	1067860	2211457
	Gr. 6-10	629764	664348	1294112
	Gr. 11-12	56187	76501	132688
	Grand Total:	<u>1829548</u>	<u>18087729</u>	<u>3638257</u>

i)	Graduate	12647 <sup>71</sup>	16349	28996
ii)	University Diploma holders	117	137	294
iii)	Trained in different subjects	33106	49846	82952
iv)	Certificated Teachers	2809	5314	8123
v)	G.C.E. O/A Level teachers	6235	14868	21103
vi)	Other Categories	836	1050	1886
	Grand Total:	55750	87564	143314

No. of Teachers Training Colleges = 25

7.

NO. OF UNIVERSITIES/UNIVERSITY COLLEGES

a)	No. of Universities	(8 including opening University)
b)	University College	1
c)	Post Graduate Institutes	7
d)	University Campus	1
e)	Medical College	1
f)	Technical Institutes/Colleges	23



## EXPENDITURE ON EDUCATION (1976-83)

Year	(1) GNP at current factor prices (Rs. mil.)	(2) Total Expenditure on Education (Sec. 3 & 4) (Rs. million)			(3) Expenditure on Higher Education (Rs. million)			(4) Expenditure on University Edu. (Rs. million)			(5) (4) as % of (1)			(6) (4) as % of (2)			(7) (4) as % of (3)			(8) (3) as % of (1)			(9) (3) as % of (2)			(10) (2) as % of (1)		
		Recur rent	Capit tal	Total	Recur rent	Capit tal	Total	Recur rent	Capit tal	Total	Recur rent	Capit tal	Total	Recur rent	Capit tal	Total	Recur rent	Capit tal	Total	Recur rent	Capit tal	Total	Recur rent	Capit tal	Total			
1976	30220.1	880.9	46.8	927.7	**	**	**	53.1	8.8	61.9	0.17	0.03	0.20	6.03	18.80	6.67	**	**	**	**	**	**	**	**	**	2.91	0.15	3.06
1977	36142.1	921.4	43.9	965.3	**	**	**	61.0	9.8	70.8	0.17	0.03	0.20	6.62	22.32	7.32	**	**	**	**	**	**	**	**	2.55	0.12	2.67	
1978	44324.6	1034.1	74.6	1108.7	**	**	**	71.2	34.7	105.9	0.16	0.08	0.24	6.89	46.51	9.55	**	**	**	**	**	**	**	**	2.33	0.17	2.50	
1979	54680.5	1213.3	131.6	1344.9	114.7	44.4	159.1	99.9	25.9	125.8	0.18	0.05	0.23	8.23	19.88	9.35	58.33	79.07	0.21	0.08	0.29	9.45	13.74	11.83	2.22	0.24	2.46	
1980	67905.9	1335.1	264.3	1799.4	136.8	141.6	278.4	118.5	137.8	256.3	0.17	0.20	0.37	7.72	52.14	14.24	86.62	97.32	0.20	0.21	0.41	8.91	51.56	15.47	2.25	0.39	2.65	
1981	82814.2	1731.9	343.8	2075.7	161.0	177.0	338.0	139.1	170.4	309.5	0.17	0.21	0.37	8.03	49.56	14.91	86.40	96.27	0.19	0.21	0.40	9.30	51.48	16.28	2.09	0.41	2.50	
1982	95559.0	2166.5	370.9	2537.4	200.5	219.7	420.5	174.8	199.9	374.7	0.18	0.21	0.39	8.07	53.90	14.77	87.05	91.00	0.21	0.23	0.44	9.37	59.23	16.57	2.27	0.39	2.66	
1983	113260.0	2500.5	412.6	2913.1	261.7	236.7	518.4	217.6	232.3	449.9	0.19	0.20	0.39	8.70	56.30	15.44	83.15	90.30	0.23	0.22	0.45	10.47	62.22	17.79	2.17	0.36	2.53	

NOTES: \*Provisional

\*\*Ministry of Higher Education was established in April, 1978. However, the expenditure in 1978 was met by the Ministry of Education.

Sources:- For (1) Department of Census and Statistics.

For (2), (3) and (4) --- 1976 to 1978, Central Bank of Ceylon.

--- 1979 to 1983, Ministry of Higher Education and University Grants Commission.

MEMORANDUM OF SCHOOL TERMS

Muslim Schools

Ist Term: January 7, 1985 to May 17, 1985  
 2nd Term: July 2, 1985 to Aug 2, 1985  
 3rd Term: Sept 2, 1985 to Dec 6, 1985

Sinhala and Tamil Schools

Ist Term: January 7, 1985 to April 3, 1985  
 2nd Term: April 29, 1985 to August 2, 1985  
 3rd Term: Sept 2, 1985 to Dec 6, 1985

PUBLIC, BANK & MERCHANTILE HOLIDAYS 1985

January	06	*¢\$	Duruthu Full Moon Poya Day
	14	*¢\$	Tamil Thai Pongal Day
February	04	*¢\$	Independence Commemoration Day
	05	*¢\$	Navam Full Moon Poya Day
	17	*¢	Maha Sivarathri Day
March	06	*¢\$	Medin Full Moon Poya Day
April	04	*¢\$	Bak Full Moon Poya Day
	05	*¢	Good Friday
	13	*¢\$	The Day Prior to the Sinhala & Tamil New Year's Day
	14	*¢\$	Sinhala & Tamil New Year's Day
May	01	*¢\$	May Day
	04	*¢\$	Wesak Full Moon Poya Day
	05	*¢\$	The Day following the Wesak Full Moon Poya Day
	22	*¢\$	National Heroes Day
June	02	*¢\$	Poson Full Moon Poya Day
	20	*¢	Id-ul Fitr (Ramazan Festival Day)
	30	*¢	Special Bank Holiday
July	01	*¢\$	Esala Full Moon Poya Day
	31	*¢\$	Adhi Nikini Full Moon Poya Day
August	27	*¢	Id-ul-Alha (Hajj Festival Day)
	29	*¢\$	Nikini Full Moon Poya Day
September	28	*¢\$	Binara Full Moon Poya Day
October	28	*¢\$	Wap Full Moon Poya Day
November	11	*¢	Deepawali Festival Day
	25	*¢\$	Milad-un-Nabi (Holy Prophet's Birthday)
	27	*¢\$	II Full Moon Poya Day
December	25	*¢\$	Christmas Day
	26	*¢\$	Unduvap Full Moon Poya Day
	31	*¢	Special Bank Holiday

\* Public Holidays      ¢ Bank Holidays      \$ Merchantile Holidays

A COMPARATIVE PORTRAIT

<u>Particulars</u>	<u>Countries</u>	
	<u>Sri Lanka</u>	<u>Pakistan</u>
1. Form of Govt.	Parliamentary Unitary State	Parliamentary Federal State
2. Constitution	Democratic Socialist Republic	Islamic Republic
3. Year of Independence	4.2.1948	14.8.1947
4. Total land area in sq.k.m.	65,000	7,96,095
5. Total Population in million	1.56	95.00 (estimated Year 1985)
6. Average Density of Popu- lation per sq.k.m.	36 to 2603	12 to 230
7. Percentage of Rural Population	78	72
8. Growth rate of population	1.5%	3%
9. Life expectancy	67 years	70 years
10. Currency	Rupee	Rupee
11. Rate of exchange with dollar	27.00	17.0
12. Total Gross National Product (Mn U.S.\$)	5,300	33,180
13. Per capita GNP (US.\$)	340	380
14. Average Growth rate,	5.1	4.3
15. Cropped Land/Total Land area (%) acre.	31.16	32.51
16. Share of Agriculture GDP (%)	21.7	30.0
17. No. of persons per physician	5125	3400
18. No. of persons per Hospital bed	350	1719
19. No. of T.V. sets per 1000 persons.	27	1
20. Total No. of Primary Schools	4014 (KG-V)	73782

21.	Total No.of Middle schools	536 (KG-VIII)	6402 (Middle Schools)
22.	Total No.of schools	3340 (KG to X)	-
23.	Total No.of schools	1378 (KG to 12th)	-
24.	Total No.of Schools	339 (6th to 12th)	4281 (Secondary and Higher Secondary)
25.	Enrolment in Primary School of the Age Group 5-11	2.15 (Million)	6.754 (M.N)
26.	Enrolment percentage of total age Group population.	90	48
27.	Drop out rate in Primary school (Grade 1-V)	29.6	60
28.	Teacher pupil ratio	1:23	1:40
29.	Total No.of students sex wise (from Grade 1-V)	Male 11 43 597 Female 1067860 Total:2211457	Male 460 8000 Female 2146000 Total: 6754000
30.	Total No.of Students from (Grade 6-10)	Male 629764 Female 664348 Total:1294112	Male 491000 Female 177000 Total: 668000
31.	Total No.of Teachers of all categories	Male 55750 Female 87564 Total:143314	Male 214404 Female 97214 Total: 311618
32.	Percentage of female teachers	65%	31%
33.	Status of Education	Free from KG to University Level plus free books from KG to O/Level	Free upto Primary Level
34.	Medium of Instruction	Mother Tongue from KG to University Level. Tamil & Sinhala	Urdu as National and English as Official.
35.	Literacy ratio	86%	29.2%

36.	No. of Training Colleges of Teachers.	25 (from KG to Secy Level)	88 (71 Pry Trs 17 for Secy Schools.
37.	No. of other Colleges	(10) (Higher Educational Institutions)	513
38.	No. of Universities	8	20
39.	School working days in a year	186	230 (approx)
	Calendar year	Jan to Dec	Jan to Dec
41.	Academic year	-do-	April to March
42.	Fiscal Year	-do-	July to June
43.	Season	One season	Four seasons
44.	Expenditure on Education (percentage of GNP)	3	1.7
45.	Expenditure on Education (Percentage of Total Govt. Budget)	7.5 (including Higher Education)	6
46.	Administration of Education	Centralised	De-centralised
47.	No. of Districts	24	92 (including Agencies)
48.	Status of Bureaucracy	Weak	Strong
49.	Status of Democracy	Strong	Being strengthened
50.	Role of the volunteer social welfare Organisation	Active	Non-Existent (Almost)
51.	Community participation	Active	Indifferent
52.	Role of the Central Ministry of Education	Policy formulation, Management and Implementation.	Participation and Advisory
53.	Period of Teacher Training	3 Years	9 months
54.	Categories of Teachers	i) O/level ii) A/Level iii) Graduate	PTC/Govt. Tr. C.T E. Ed. M. Ed. PTI, DPE.

	Principals	Headmasters
55. Heads of the Institutions from Pry Level to Advance Level are called		
56. Retirement Age	55	60
57. Building and furniture available	All Pry Schools	30%
58. Admission in the 1st Grade of Pry School	Only once a Year in January	Continues for the whole year
59. Examination System	One centralised body for all depts.	Separate Secondary Boards for Education