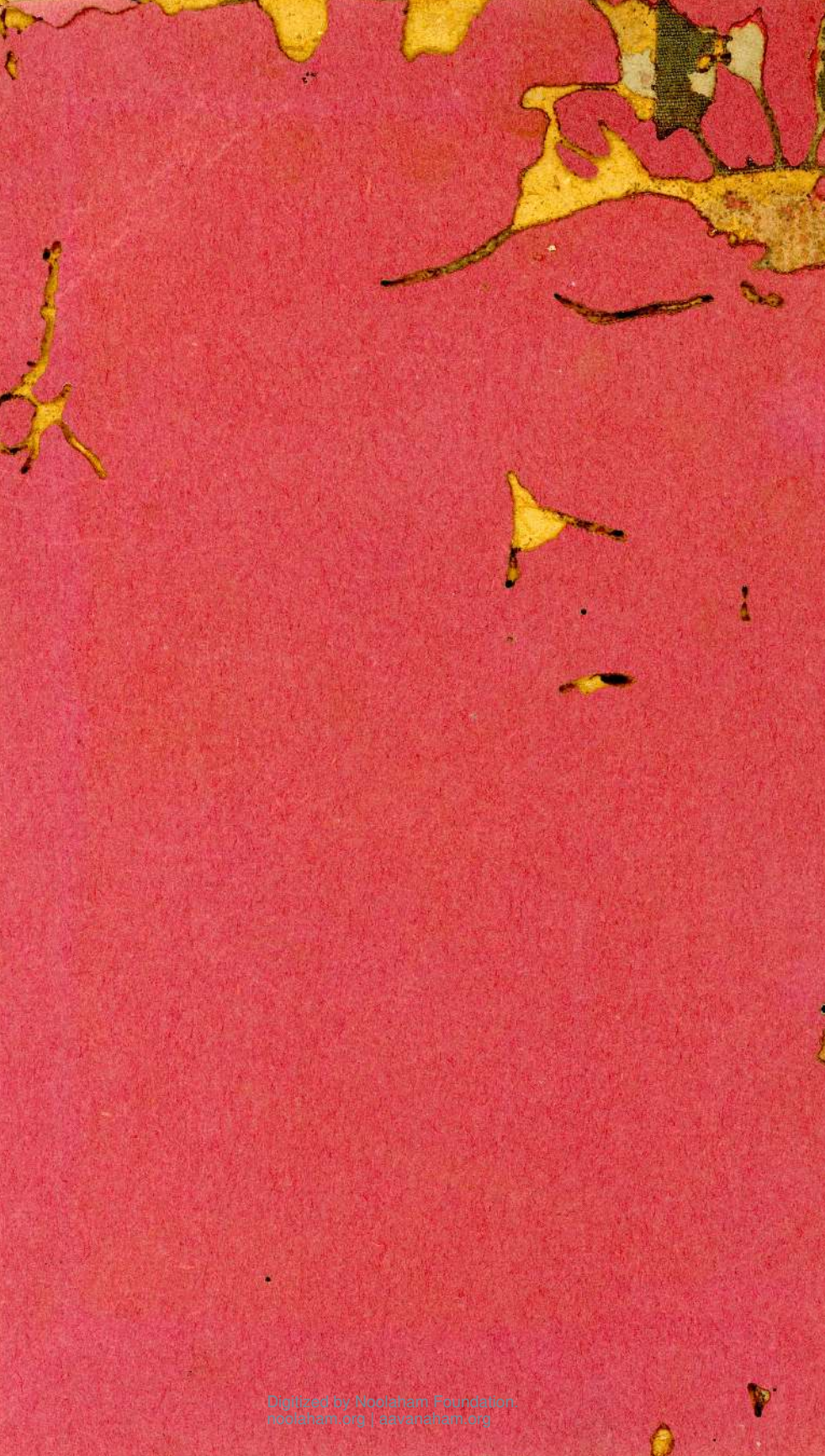


**PROPOSALS FOR A  
NATIONAL SYSTEM OF  
EDUCATION  
1964**









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## INTRODUCTION

During the last quarter century far reaching educational changes were made which resulted in a great awareness of the importance of education among all people, specially those in rural areas. It brought a new factor into the Island's history because prior to this, education was a subject of interest to small groups in urban areas, while to the large masses of people in the countryside, education was a matter of obtaining literacy in the mother tongue. The free education scheme and the establishment of Madhya Maha Vidyalayas in rural areas gave for the first time large numbers of young people the opportunities, not only of an education, but an education leading to the University. These advantages were fully utilised by those to whom such opportunities were never offered before. The result has been an even wider extension of the desire for better and still better education and the results of the free education scheme made for great social changes by offering opportunities of employment and professional status to a wider class of people than before.

The use of the mother tongue as the medium of instruction was another revolutionary change of the highest educational value. It encouraged thinking and creative abilities and it also broke down the social barriers that existed between the former English educated and the vernacular educated. The use of the mother tongue also gave it a true and honoured place in the cultural life of the people and reflected itself in the vast volume of books published in the mother tongue and the rise of a national drama.

Several important changes became necessary with the increase in population and the need to educate young people for purposes other than purely academic or cultural. As the importance of developing the country's resources became more and more pronounced and more and more the subject of criticism, existing educational schemes were denounced as being purely academic. Educational thinking swung to the side of a demand for "practical" education and the success of this type of education in foreign lands made the demand more insistent that storing knowledge in the mind is not the only desirable thing, but it was even more desirable to put that knowledge into operation.

These and other demands resulted in a preparation of a scheme of education envisaged in the White Paper of 1950. It outlined a scheme which gave special importance to practical studies, the selection of pupils at Standard VIII for an education for which they were fitted and the establishment of technical schools and colleges to

which pupils could enter if they had abilities in this field. Emphasis was, therefore, placed on handicrafts, home science and physical education in schools. In recent years, the fast development of scientific and technical knowledge made people begin to realise that our schools should play an active part in providing this knowledge and this resulted in a very important change, in the introduction of general science in all schools and the setting up of a special institution for the training of teachers of science.

All these were no doubt sound steps in the right direction but unfortunately, these reforms were effected in either a haphazard or piecemeal manner with the result that they created a vast disparity in educational opportunities offered to pupils in various parts of the Island. The then existing school system of Assisted and Government schools added to this disparity.

Besides having a dual control of education, the Assisted schools helped to create denominational or sectional loyalties. Even in the supply of finances, the weight was on the side of the Assisted Schools and this too enhanced the disparities of educational opportunity. One of the evils of a society calling itself democratic is the existence of these inequalities in educational opportunity and before long public opinion was bound to attack it and demand its removal. The root cause of all these defects has been that educational planning hitherto has not been on a unified national basis. It should take into consideration, the economic, the cultural and other needs of such a society. A national educational scheme has, therefore, to plan for the education of a child to enable it to develop its personality to the highest possible extent and degree, to help it to become conscious of its cultural heritage and to help it to realise its place in society and its duty to the society as a useful member. A national educational scheme should also consider the needs of society for its economic development. It should consider not only the raw materials available but also the trained personnel required and how this trained personnel could be secured. These two aspects go side by side because all true national educational thinking must consider these two aspects of the problem, namely, the child and its nature as a living being and of society as it should be planned.

The new proposals contained in this document envisage a long term plan for the achievement of these needs. It is intended to be implemented in stages. Nowhere is it considered a rigid plan and just as society changes so should educational thinking and planning. It envisages a form of basic education for all and thereafter the possibilities of pupils proceeding to higher studies leading to a University or at relevant stages leaving school to join institutions, colleges,

polytechnics, where they may find an education for which their abilities are suited. To help the pupils and parents in selecting the way a child should go, an educational and vocational guidance scheme has been planned. The scheme has also taken into consideration the provision of equal educational opportunities to pupils in various parts of the Island, so that there may no longer be, inequalities of educational opportunity due to reasons beyond the control of the pupil.

These proposals are now made in the hope that they will help to create a brighter and fairer future for the children of this country as well as a brighter prospect for the country as a whole in the years to come.

## PRELIMINARY STEPS

The abolition of the Assisted School System in December, 1960 witnessed the end of an Educational Era—the era of the dual control of State-financed schools.

This step prepared the ground for the introduction of a Unified National System of Education for Ceylon.

### Education Commission

A Commission was appointed in 1961 to make recommendations for establishing a unified national system of education which—

- (i) will be in keeping with the national and cultural aspirations of the people,
- (ii) will be geared to the economic, technical and development needs of the country, and
- (iii) will ensure equality of educational opportunity to all children irrespective of race, religion, economic condition or social status.

### Technical Education Commission

A Commission on Technical Education was also appointed to make recommendations for the formulation of a comprehensive and co-ordinated scheme of—

technical,  
industrial,  
agricultural,  
commercial, and  
vocational education and training

which will ensure the availability of sufficient trained technical personnel for the development needs of Ceylon.

### Universities Commission

A Commission on University Education was appointed to review the existing facilities for University Education and to make recommendations for such modifications or expansion as may be necessary.

On the basis of—

- (1) the recommendations of the National Education Commission, Technical Education Commission, and the Universities Commission,

(2) the overall policies of this Government, and

(3) the practical considerations of finance as well as the desirability for a smooth transition from the old to the new,

the following proposals are now made for the introduction of a Unified National System of Education for Ceylon.



**Part I**

**GENERAL EDUCATION**

Part I

GENERAL EDUCATION



## CHAPTER I

### EDUCATION SYSTEM

#### PRE-SCHOOL EDUCATION (26-32/2)\*

##### Home—the best place for the Pre-School child

1. The best place for the child of pre-school age is his or her home under the affectionate care of parents and the security of the home environment.

##### No "schools"

2. The establishment of schools or other educational institutions for children below the minimum age of admission is not considered either necessary or desirable and will, therefore, not be permitted. Accordingly, the word "school" shall not be used in connection with institutions offering care and attention to children below the compulsory school-going age. Any institutions at present catering to children below the compulsory school-going age and which carry the word "school" shall cease to use the word "school".

##### "Creches"

3. The establishment and maintenance of creches or institutions for the day-time care of children of working parents is not a function that comes within the purview of the Ministry of Education.

#### BASIC EDUCATION (46-53/1)

##### Universal, free and compulsory education

##### Compulsory School-going age

4. There shall be universal, free and compulsory basic education for all children between the ages of 6 and 14 years inclusive, the minimum age of admission to a school being 5 years on the 1st of January of the year of admission.

5. This compulsory basic education will cover 5 years of Primary and 3 years of Junior schooling.

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\* These numbers refer to the paragraphs of the Reports of the National Education Commission. /1 refers to the Interim Report (Sessional Paper I of 1962) and /2 to the Final Report (Sessional Paper XVII of 1962). Thus, (26-32/2) means paragraphs 26-32 of the Final Report.

6. The School-leaving age—that is, the upper age for compulsory education—shall be 14 years, provided that where a pupil completes the basic education, i.e. Grade I to VIII, before the age of 14 years, he may be permitted to leave school if he so desires.

### **Broad-based general education**

7. Basic Education will be based on a common curriculum designed to give a broad-based general education that will ensure to each child adequate physical, intellectual, moral and cultural development.

8. Pupils in the Junior grades will receive continuous educational guidance from Guidance Counsellors and the parents will receive periodical reports of the pupil's ability, aptitude, application and progress.

### **Junior School Certificate**

9. The Junior School Certificate will be awarded to pupils on satisfactory completion of the Junior School Course.

## **POST-BASIC EDUCATION (54-63/1)**

### **Free but not compulsory**

10. Education beyond the age of 14 years will be available free but not on a compulsory basis.

### **Basic School Leavers**

11. Pupils on completing their basic education will be free, with due regard to the advice of the guidance counsellors and in consultation with their parents and in accordance with their own needs, interest, aptitudes and wishes,

- (i) to leave school and seek employment, or
- (ii) to proceed to programmes of technical studies or training as provided in Part II—Technical Education, or
- (iii) to proceed with Secondary Education in a Maha Vidyalaya.

## **FURTHER EDUCATION (126-133/1)**

### **Further education—a condition for youth employment**

12. Persons below the age of 18 and above the age of 14 may be employed on a wage basis only on the condition that there will be adequate provision made for them to follow vocational classes either in the evening schools or on the basis of 'block releases.' Regulations will be framed specifying the terms and conditions under which such employment will be permitted.

### **Youth and adult Education**

13. Youth education and adult education programmes will be provided for those who are not following regular instruction in schools to enable them to obtain further education that will be helpful to them both as citizens and as workers. Such Youth and Adult Education programmes will be the responsibility of the Department of Rural Development. Arrangements will be made to release the necessary school buildings and to loan the services of teachers on a voluntary basis.

## CHAPTER II

### CONTENT OF EDUCATION

#### BASIC EDUCATION (46-63/1)

##### Objectives

14. The aim of basic education is to assist the pupil—

- (i) to understand his religious heritage and to live according to it ;
- (ii) to develop muscular co-ordination and skills and to understand the principles of healthy living ;
- (iii) to develop language skills ;
- (iv) to acquire an understanding of quantitative concepts and the number system ;
- (v) to explore and understand his immediate environment and to make it a basis for the exploration and understanding of a progressively widening environment encompassing nature and society ;
- (vi) to express his ideas and feelings through a variety of media and to be sensitive to colour, form and sound ;
- (vii) to establish friendly social relationships with his group and to widen gradually the area of social contact ;

15. To achieve these objectives there will be a common curriculum both for the Primary Section (Grades I to V) and the Junior Section, (Grades VI to VIII).

##### Curriculum of Primary Section

16. The curriculum for the Primary Section shall comprise—

Religion

Sinhala or Tamil (This is the Medium of Instruction and is at the parent's option)

Number

English or Sinhala or Tamil (Second language from Grade III upwards)

Health Activities—

Games

Eurythmics

Health Talks

**Constructional Activities—**

Art and Hand-work

Gardening

Needlework (for girls)

**Environmental Activities—**

Nature Study

History including history of familiar things and lives of great men at home and abroad

Geography including workers at home and abroad

**Curriculum of the Junior Section**

17. The curriculum for the Junior Section shall comprise—

Religion

Sinhala/Tamil (This is the medium of instruction and is at the parent's option)

Sinhala or English or Tamil (Second Language)

Elementary Mathematics

General Science (including health science)

Ceylon and World History (with special emphasis on the cultural heritage of Ceylon)

Ceylon and World Geography

Aesthetic Studies (art, singing, dancing, music)

Physical Training

Woodwork or Metal work or Home Science (at the option of the pupil irrespective of sex)

Work Experience

**Note:** Until adequate facilities are provided for achieving this common curriculum in every Junior School, it will be necessary as a transitional measure to teach Arithmetic and Rural Science instead of Elementary Mathematics and General Science.

**POST BASIC EDUCATION (54-63/1)****Maha Vidyalayas**

18. Education at the G. C. E. Ordinary and G. C. E. Advanced Levels will be provided in Maha Vidyalayas. Maha Vidyalayas will be independent of the basic schools for purposes of administration and admissions.

### G. C. E. (Ordinary Level)

19. The G. C. E. Ordinary Level course will comprise 2 years of education in 4 curricular streams, namely; Agriculture, Engineering, Science and Arts.

20. A Maha Vidyalaya will generally have all 4 streams, but may have, according to the environment and other circumstances, 1, 2 or 3 of the curricular streams.

### Common Core Subjects

21. The four curricular streams will have the following 6 common Core subjects :—

1. Religion,
2. Sinhala/Tamil,
3. A Second Language (Sinhala/Tamil/English),
4. Mathematics,
5. Humanities (History of the scientific and cultural development of mankind with special emphasis on the cultural heritage of Ceylon),
6. Work Experience.

### Other Subjects

22. The other subjects shall be as follows :—

#### COURSE 'A'—Agriculture—

Three or Four of—

Biology

Chemistry

Agricultural Science

Principles of General Agriculture or

Horticulture or

Animal Husbandry.

#### COURSE "B"—Engineering—

Wood and metal work and Three or four of—

Physics,

Chemistry,

Advanced Pure Mathematics,

Applied Mathematics,

Geometrical and Mechanical Drawing.

**COURSE 'C'—Science—**

Three or four of—  
 Physics,  
 Chemistry,  
 Biology,  
 Home Science,  
 Applied Mathematics,

**COURSE 'D'—Arts and Commerce—**

A Science subject and  
 Three or four of—  
 History,  
 Geography (General or Commercial),  
 Civics,  
 Languages (Not exceeding two),  
 Home Science,  
 Art,  
 Music,  
 Commerce,  
 Accounting,  
 Shorthand and Typewriting.

**Diversification**

23. At the end of the G. C. E. (Ordinary Level) Course, pupils will be at liberty, with the advice of the Educational and Vocational Guidance Service and in consultation with their parents and in accordance with their own needs, interests, aptitudes and wishes,

(i) to leave school and seek employment,

or (ii) to proceed on to the G. C. E. (Advanced Level) classes if the necessary passes and credits have been secured.

or (iii) to proceed to programmes of technical studies or training as provided for in Part II—Technical Education.

**G. C. E. (Advanced Level)**

24. The G. C. E. Advanced Level Course will also be in four curricular streams and will be of five terms' duration commencing in May each year.

**Common Core Subjects**

25. The four curricular streams at the G. C. E. Advanced Level will have the following Common Core Subjects:—

1. Religion,
2. Sinhalese/Tamil/English  
(One or more at the option of the pupil)
3. Work Experience.

**Other Subjects**

26. The other subjects for each course shall be as follows:—

**COURSE 'A'—Agriculture—**

Botany,

Chemistry and two of—

Physics,

Zoology,

Geography,

Principles of Agriculture/Agricultural  
Science.

**COURSE 'B'—Engineering—**

Pure Mathematics,

Applied Mathematics,

Physics and one of—

Chemistry,

Wood/Metal Work,

Technical Drawing.

**COURSE 'C'—Science/Medicine/Home Science**

Physics,

Chemistry and two of—

Pure Mathematics,

Applied Mathematics,

Botany,

Zoology,

Geography,

Home Science.

**COURSE 'D'—Arts/Law/Commerce**

Four of—

Pure Mathematics,

Applied Mathematics,



History,  
 Geography,  
 Government,  
 Languages—(Not exceeding three)  
 Economics,  
 Commerce.

### **End of School Education**

27. School education ends with the completion of the G. C. E. (Advanced Level) Course. Students who complete the G. C. E. (Advanced Level) Course will decide, with the advice of the Educational and Vocational Guidance Service and in consultation with their parents and in accordance with their own interests, aptitudes and wishes, to :—

- (i) Seek employment ; or
- (ii) Seek admission to one of the Universities if the necessary qualifications have been secured, or
- (iii) To proceed to programmes of technical studies or training as provided for in Part II—Technical Education.

## **GENERAL**

### **Educational Guidance**

28. There shall be an Educational and Vocational Guidance Service. This Guidance Service will keep parents of pupils informed of the available avenues of vocational, technical and higher education and the pre-requisites for entering into the various courses of studies. Every school shall maintain cumulative records of the pupils and there shall be an adequate number of Guidance Counsellors to provide educational guidance at every stage and to keep the parents informed of the progress of the pupils and of their abilities and aptitudes.

29. The Educational and Vocational Guidance Service will advise and assist the pupils and their parents in the matter of further education or the choice of a vocation in keeping with the pupils' ability, aptitude, needs and interests. There will be no compulsion on the pupils or their parents to accept the advice of the Educational and Vocational Guidance Service.

**Medium of Instruction (29-34/1)**

30. The medium of instruction shall be Sinhalese or Tamil at the option of the parent. In accordance with world practice non-citizens will have the right to obtain their education through the medium of the official language.

31. Admissions at the lowest level to English Stream in school will cease from the beginning of the next academic year. This will result in the drying up of the English Stream over a period of 2 to 13 years.

**Syllabuses and Textbooks (94-95/1)**

32. Syllabuses of studies in all subjects of the Basic School and the Maha Vidyalaya shall be prescribed by the Director of Education. Such Syllabuses shall be revised periodically at least once in 5 years.

33. Syllabuses and Textbooks for the G. C. E. (Ordinary Level), G. C. E. (Advance Level) and any other school examinations shall be prescribed by the Director of Education with the advice of the Examinations Advisory Council.

**Religious Education in Schools—(96-110/1)**

34. Teaching of Religion shall be compulsory in all schools including private schools.

35. Every pupil shall be taught the religion of his parent by a teacher who is an adherent of that Religion and who has been approved by the Director of Education.

36. The Head of a School shall be of the religion of the majority of the pupils of that school.

37. The teachers professing the different religions in a school shall be in the same proportion as the pupils professing those religions in the school.

38. There shall be, an Advisory Committee to advise the Director of Education in matters pertaining to syllabuses and examinations of each religion.

**Work Experience (111-114/1)**

39. In order to train pupils to realise that the school is a part of the community and to prepare them to take their place as productive workers in society, work experience shall be included in the common core of the school curriculum at all stages.

40. The "work experience" to be provided in the Junior Section of the Basic School shall be two hours a week in the school garden or in a paddy field or in a cottage industry. At the G. C. E. (Ordinary and Advanced Levels) every student will spend two weeks a year in an agricultural, commercial or industrial undertaking in the public or the private sector or in any other place of work, such as hospitals, approved by the Director of Education. Opportunities will be given to students to participate in different kinds of work including manual labour.

#### **Health and Physical Education (60-74/2)**

41. Health Education and Physical exercises shall be compulsory for all pupils and the curricular and co-curricular activities will be arranged to ensure the participation of pupils in such activities.

42. Every school child will be medically examined three times during the course of his school career in the first, fifth and eighth year of schooling.

#### **Co-curricular activities (247-249/2)**

43. In addition to the normal curriculum prescribed for the various stages of education in the school, there shall be co-curricular activities for all pupils to participate in accordance with their likes and aptitudes. The co-curricular activities to be organised in schools shall be :—

- (a) *Academic and Cultural* such as Literary Societies, Religious Societies, Dramatic Societies, Art, Painting and Music Societies,
- (b) *Technical and Physical Training* such as Wrestling, Swimming, Hiking and Clubs such as Radio, Photography, Dress-Making, Model Building, Gardening, Bee-Keeping,
- (c) *Other Activities* such as Scouting, Cadeting, Sramadana and Social Service Work.

It shall be compulsory for every pupil in the Junior School and above to participate in activities in at least two of the above groups.

44. Every teacher shall participate in co-curricular activities by devoting a minimum of five hours a week in addition to the minimum of 20 hours of class teaching.

#### **Cultural Education (44-59/2)**

45. The school curricular shall provide for the study of the cultural background of the Nation to ensure that pupils grow up as patriotic citizens with a full understanding of the cultural aspirations of the people and with the ability to identify themselves with the community.

**Place of English in the curriculum of schools (39-45/1)**

46. English will cease to be the compulsory second language in the school curriculum. Pupils will be required to take as a second language, one of three languages—Sinhalese, Tamil, English. The introduction of the second language will be at Grade III.

47. At the G. C. E. (Ordinary Level) and above, pupils who wish to proceed to higher studies will be required to study English.

**School Examinations (252-264/2)**

48. School Examinations at the General Certificate of Education—Ordinary Level and Advanced Level and such other school examinations as may be prescribed shall be held by the Commissioner of Examinations.

49. Such school examinations will be conducted on the syllabuses and text books, prescribed by the Director of Education.

**CHAPTER III**  
**SCHOOL ORGANIZATION**

**ADMISSION TO SCHOOLS AND ZONING (64-78/1)**

**Basic Schools**

50. There shall be a Basic School (Grades I to VIII) available to pupils within 2 miles of their homes. Notwithstanding the fact that there is a Basic School within 2 miles of the pupil's home, he shall have the right to seek admission to any Basic School, subject to the proviso that the Basic School shall give preference to applicants residing nearest to the school.

**Maha Vidyalayas**

51. There shall be Maha Vidyalayas available to pupils within 5 miles of their homes. Where there are more pupils seeking admission to a Maha Vidyalaya than there are vacancies, admission will be determined on the results of a competitive entrance examination.

**Co-Education (18-28/1)**

52. Basic Schools—Grade I to VIII—will be co-educational, subject to the proviso that the existing single sex schools may continue.

53. Post Basic Education will as a rule be provided in separate schools or in separate classes for boys and girls.

**School Sessions and School Hours (19-25/2)**

54. The minimum number of teaching hours per annum (not including co-curricular activities) shall be as follows:—

(i) *Basic School*

|                                       |   |
|---------------------------------------|---|
| (a) Primary Section<br>(Grade I-V)    | — 855 hours<br>(190 days of<br>4½ hours each)   |
| (b) Junior Section<br>(Grade VI-VIII) | — 1,045 hours<br>(190 days of<br>5½ hours each) |

(ii) *Maha Vidyalaya*

|               |  |
|---------------|--|
| G.C.E. (O.L.) | } — 1,140 hours<br>(190 days of<br>6 hours each) |
| G.C.E. (A.L.) |  |

The memorandum of terms will provide for 200 to 205 working days per annum to make allowance for optional holidays and other contingencies.

**Repetition of Courses (134-138/2)**

55. The Basic School provides an integrated eight year course of education. A pupil may, in special circumstances, be permitted to repeat the 8th year of the course with the sanction of the Regional Director.

56. The G. C. E. (Ordinary Level) Course is of 2 years, duration and every pupil shall take up the G.C.E. (Ordinary Level) examination at the end of the course. One repetition of the 2nd year course will be permitted only to pupils who have secured passes in not less than 4 subjects in the examination.

57. The G.C.E. (Advanced Level) Course will be of five terms, duration and no repetition at school will be permitted.

**SPECIAL FACILITIES AND FACILITIES FEES—(116-132/2)****Facilities Fund**

58. Every school shall have a Facilities Fund which shall be utilised for the provision of special facilities according to the needs of the school. Into the facilities fund shall be paid a grant of Re. 1 per child per year by the Government. The Welfare Board of the School, may devise ways and means of raising funds to augment the facilities fund.

59. Facilities fund shall be disbursed by the Principal with the advice of the Welfare Board.

In schools where facilities fees have been collected hitherto, the pupils will be at liberty to pay such facilities fees to the Facilities Fund. No pupil shall be penalized for non-payment of facilities fees.

**School Libraries (134-145/2)**

60. Every Basic School shall have a school library with an adequate supply of books suitable for both the Primary and the Junior Sections.

**Basic School Library**

61. The Basic School library shall be in the charge of a teacher whose work in the library will be counted as a co-curricular activity. Such teacher-librarian will be given an in-service course of training in librarianship.

62. Such courses of training will also be provided in Training Colleges as an optional subject.

### • **Maha Vidyalaya Library**

63. Every Maha Vidyalaya shall have an adequately equipped library under a qualified full time librarian.
64. Such libraries shall be housed in a room or building specially set apart for the purpose, the accommodation being determined by the number of pupils in the school.

### **Library Grant**

65. A library grant shall be paid to the Facilities Fund of each school at the rate of Rs. 3 per pupil in the Basic School and Rs. 5 per pupil in the Maha Vidyalaya per annum, and such grant shall be utilized by the Principal in consultation with the Welfare Board for the improvement of the library buildings, library equipment and the purchase of books.

### **Supply of Free Books (171-174/2)**

66. In Basic Schools it shall be an important duty of the School Welfare Board to supply free books to needy children.

A separate account shall be maintained in the Facilities Fund for the supply of free books to needy children. The Director of Education will pay at the beginning of each academic year to that account, the allocation that will be available for the supply of free books for the needy children of that school. The Welfare Board may supplement the Government Grant by raising funds for the purpose.

### **SCHOOL MEALS—(157-170/2)**

67. Every pupil in a school shall be eligible to receive a free school meal, the composition of which shall be determined from time to time by the Government. The school meal shall be supervised by a Feeding Committee of the Welfare Board.

### **SCHOOL HOSTELS—(175-179/2)**

68. Maha Vidyalayas shall be provided with hostels wherever necessary, and particularly in sparsely populated areas.

Hostels shall be of two types :—

*Type 'A'*—Hostels that are established and maintained at Government expense. These hostels will generally be available for bursary holders on a priority basis. Non-bursary holders will be required to pay an establishment charge of Rs. 10 per mensem in addition to the normal charge.

These hostels will be under the control of the Principal assisted by the Welfare Board.

*Type 'B'*—Hostels established and managed by Welfare Boards.

These hostels will be conducted by the Welfare Board in accordance with rules and regulations to be framed for the purpose.

69. Both types of school hostels shall have an unmarried teacher of the school as resident warden who shall be entitled to free board and lodging.

70. Separate hostels shall be maintained for girls and boys and the resident staff of girls' hostel shall be females.

## SCHOLARSHIPS, BURSARIES AND OTHER FACILITIES— (180—189/2)

### Scholarship Examination

71. There shall be a scholarship examination open to pupils in Grade VIII who are within the age limits to be stipulated. Each Basic School will be entitled to present not more than 10 per cent of the pupils who are studying in Grade VIII.

### Scholarships

72. The scholarships to be awarded on the results of this examination will be a mark of scholastic distinction and shall take the form of a certificate or medal. A scholar may or may not receive a bursary as provided for in the next paragraph.

### Bursaries

73. On the results of the same examination, bursaries will be awarded subject to a means test. Such bursaries will be of two types—Full Bursaries and Half Bursaries. Half Bursaries will be granted to those pupils who qualify for them in the competitive examination and who travel to school from their homes. Full Bursaries will be awarded to those who qualify for them in the competitive examination and who either reside in the school hostels or in private hostels approved by the Principal.

74. The value of full bursaries shall be adequate to cover school hostel charges and the cost of books. The allocation of bursaries to districts shall be on the basis of population.

75. The award of bursaries will also be utilized to give weightage to the study of special courses according to the needs of the country.



### **Refund of Bursaries**

76. All bursary holders will be required to sign an agreement on honour that the amount paid to them under the bursary will be refunded to the Bursaries Fund in easy instalments over a period of 5 years commencing from the time of obtaining employment. The period of repayment may be extended on adequate grounds on application being made to the proper authority.

### **Abolition of Fifth Standard Scholarships**

77. The existing scheme of Fifth Standard Scholarships will cease as the new school system envisages Basic Schools within easy distances of pupils' home.

### **Bursaries Fund**

78. There shall be established a Bursaries Fund to which shall be paid the Government's annual allocation for the grant of Bursaries. To this fund shall be credited all monies refunded by bursary holders in accordance with their Bonds, thus forming in due course a permanent rolling Bursaries Fund.

## **SCHOOL ADMINISTRATION (294-298/2 : 324-329/2)**

### **Basic Schools**

79. A Basic School shall be administered by a Principal who shall be assisted by two head-teachers—one head-teacher in charge of the Primary Section and one head-teacher in charge of the Junior Section. Such Head Teachers may be designated Head Masters or Head Mistresses as the case may be.

### **Principal and Head-Teachers**

80. In a mixed Basic School, the Principal may be a male or a female. Where the Principal is a male, the Head-teacher of the Junior Section shall be a female and vice versa. The Head-teacher of the Primary Section may be a male or a female. In a boys' school, the Principal shall be a male and the Head-teachers may be males or females. In a girls' school, the Principal shall be a female and the Head-teachers also shall be females.

### **Duty Allowance to Head Teachers**

81. There will be no special salary scales for Head Teachers. They will be paid a duty allowance.

### **Class teaching and Supervision**

82. The Principal of the school will be required to do 10 hours class-teaching and 15 hours of supervision of the school and co-curricular

activities. The Head-teachers will be required to do 15 hours of class-teaching and 10 hours of supervision of the school and co-curricular activities..

83. Supervision of teaching shall be an important function of the Head-teachers and they shall maintain records of such supervision and of conferences of teachers held in that connection.

### **Principals of Maha Vidyalayas**

84. The Administrative Head of the Maha Vidyalaya will be the Principal who will be assisted by a Vice-Principal. In mixed Maha Vidyalayas, the Principal shall be a male and the Vice-Principal shall be a female. In a boys' Maha Vidyalaya, both the Principal and the Vice-Principal shall be males whilst in a girls' Maha Vidyalaya both the Principal and the Vice-Principal shall be females.

85. The Principal of a Maha Vidyalaya will be required to do 5 hours of class-teaching and 20 hours of supervision of the school and co-curricular activities and the Vice-Principal will be required to do 10 hours class-teaching and 15 hours of supervision of the school and co-curricular activities.

### **Supervision of teaching**

86. In the supervision of teaching, the Principal will be assisted by senior teachers for the various subjects or groups of subjects. Such teachers will be required to do 15 hours of class-teaching and 10 hours of supervision of the other teachers. Such senior teachers, as well as the Principal and the Vice-Principal, will be required to keep a record of their supervision and of the conferences of teachers and such other work connected with educational supervision.

### **Education of Physically and Mentally handicapped children(97-115/2)**

87. Education of handicapped children will be devised to suit their special requirements. The courses prepared for handicapped children shall be less academic and more practical and vocational.

88. The provision with regard to compulsory education shall not apply to physically and mentally handicapped children.

## **ESTATE SCHOOLS (33-43/2)**

### **Estate Schools (33-43/2)**

89. All Estate Schools will be taken over to the State and will be run as Basic Schools and the medium of instruction therein will be the Official Language. Where the accommodation in the existing Estate Schools is inadequate, such estates will be required to provide the requisite accommodation as required by the existing law.

90. Where the Government decides that an Estate School should be abandoned for any reason (such as, that the children of an Estate School should attend the nearest Estate School) then such estate will be required to pay Rs. 100 per acre of cultivated area of the estate in lieu of the legal obligation that now exists for them to establish and maintain a school. This amount may be paid over a period of 5 years

## PRIVATE SCHOOLS AND TUTORIES (383-407/2)

### New Private Schools

91. No person other than the Director of Education shall establish a school for children between the ages of 5 and 14 years except for mentally and physically handicapped children.

92. No person other than the Director of Education shall establish a school for children between the ages of 14 and 18 years except with the prior approval of the Director of Education. Such approval shall not be granted by the Director unless he is satisfied that such school is necessary on educational grounds.

### Conditions Applicable to Private Schools

93. All private schools and tutorials providing education to children between the age of 5 and 18 years shall conform to the National Educational Policy in regard to :—

- (i) Medium of Instruction ;
- (ii) The teaching of the religion of the parent to all pupils ;
- (iii) The content and structure of education ;
- (iv) Teaching standards ;
- (v) Minimum age of Admission ;
- (vi) School Sessions, School Hours and the Scheme of Holidays ;
- (vii) Curriculum and Textbooks ;
- (viii) Minimum teacher-quotas, Distribution of teachers according to qualifications and religion, conditions of service and salary scales of teachers ;
- (ix) Facilities Fees ;
- (x) Examinations.

94. The Officers of the Department of Education shall have the power to inspect such schools or to hold any inquiries with or without prior notice.

### Non-Fee-levying Private Schools

95. Schools that elected to become private and unaided under the Provision of Act No. 5 of 1960 shall, in addition, conform to the following :—

- (1) Except with the prior permission of the Director of Education they shall not admit any pupil whose parent does not profess the religion of the proprietor.
- (2) They shall make no quantitative or qualitative reduction in the accommodation, amenities and facilities provided in them on July 21, 1960.
- (3) They shall not, except with the prior approval of the Director of Education, terminate the services of any teacher or other employee.
- (4) Every teacher or other employee of such schools shall be paid the salary and allowances of any month not later than the tenth day of the subsequent month.
- (5) Every full-time teacher or other employee of such schools who does not enjoy pension benefits shall be provided with Provident Fund benefits. The contributions due from the employer shall be paid regularly and promptly.
- (6) There shall be no disruption or unduly long interruption of teaching due to any strike or look-out within or about the school premises.
- (7) They shall not directly or indirectly levy any tuition or admission fees or adopt such methods of collecting directly or indirectly donations in money or in kind from pupils or their parents as are indicative of compulsion or duress.

Failure to comply with any of the above conditions by the schools concerned will render them liable to be taken over for Director-management and subsequent vesting in the Crown.

### Fee-levying Private Schools

96. Approved fee-levying private schools shall conform to the following conditions in addition to those in Paragraph 93 :—

- (a) They shall not charge fees or make other levies in excess of amounts that may be laid down by the Director of Education.
- (b) Every full-time teacher or other employee of such schools who does not enjoy pension benefits shall be provided with Provident Fund benefits. The contributions due from the employer shall be paid regularly and promptly.

- (c) They shall not close down such schools or reduce the accommodation or facilities of such schools without the prior approval of the Director of Education.

97. Where any private fee-levying school fails to comply with the requirements of the national system of education as laid down above, they shall be liable to be closed down by a direction given by the Director of Education or to be taken over by the State without compensation.

### Review of the system of Private Schools

98. The functioning of all private schools and tutorials and the manner in which they conform to the National System of Education shall be reviewed every 3 years by a committee to be appointed for the purpose.

## SPECIAL SCHOOLS

### Special "Schools"

99. The following categories of "special schools" will be a part of the National System of Education :—

1. Pirivenas,
2. Evening and Night Schools, and
3. Schools for Handicapped Children.

No special school which receives a Grant from Government shall be conducted for profit and the total income from grants, fees, donations etc., must be devoted exclusively to educational purposes.

### National Educational Policy

100. All "special schools", including Pirivenas, shall conform to the National Educational Policy in regard to—

- (i) Medium of Instruction,
- (ii) The teaching of religion of the parent to all pupils,
- (iii) The content and structure of education,
- (iv) Teaching standards,
- (v) School Sessions, School Hours and the Scheme of Holidays ;
- (vi) Curriculum and Text-Books,
- (vii) Minimum teacher quotas, distribution of teachers according to qualifications and religion,
- (viii) Facilities fees.

### **New Special Schools**

101. No new "special schools" may be established, maintained or run by any person other than voluntary organizations and local or other public bodies as hereinafter provided.

### **Boards of Management**

102. The existing grant-in-aid special schools may continue to be administered by their present proprietors provided that the management thereof shall be by a Board of Management constituted in the following manner :—

#### 1. *Pirivenas*

- (a) The Viharadhipati or his nominee (Chairman)
- (b) The Principal (Secretary)
- (c) Two representatives of approved teachers employed in the Pirivena
- (d) Three members of the Public nominated by the Viharadhipati and/or the Society in charge of the Pirivena, and
- (e) Two representatives of past pupils in the case of existing Pirivenas or two nominees of the Education Officer until a Past Pupils' Society can be formed.

#### 2. *Evening and Night Schools :*

- (a) The Proprietor of the School or a nominee of the local authority (Chairman)
- (b) The Principal (Secretary)
- (c) Two representatives of approved teachers employed in the school.
- (d) Three members of the Public nominated by the Proprietor or the local authority, and
- (e) Two representatives of Past Pupils or two nominees of the Education Officer until a Past Pupils' Society can be formed.

#### 3. *Schools for Physically and Mentally handicapped children.*

- (a) The Proprietor or a nominee of the Society in charge of the school (Chairman)
- (b) The Principal (Secretary)
- (c) Three members of the Public nominated by the Proprietor or the Society in charge of the school, and
- (d) Four nominees of the Education Officer.

103. The Board of Management shall be charged with the responsibility of conducting and managing the Pirivena or special School according to regulations framed for the purpose. All grants shall be paid to the Secretary who shall disburse them according to the directions of the Board and keep and render accounts for examination by the Department of Education.

## PIRIVENAS

### Registration of Pirivenas

104. No new Pirivena shall be entitled to be registered or receive aid from State funds unless it is established with the prior approval of the Director of Education.

105. The Director may approve a new Pirivena only if he is satisfied that the establishment of the Pirivena is essential for the provision of adequate educational facilities for Bhikkhus.

106. Registration of a Pirivena may be cancelled if the minimum number of Bhikkhus does not continue to attend the Pirivena or if the standards of teaching or facilities provided do not continue to conform to the rules and regulations framed for the purpose.

### Location

107. No Pirivena shall be registered unless it is established and maintained in the premises of a Buddhist Vihara.

### Pupils

108. No Pirivena shall be registered or continue to remain registered unless it maintains the average attendance of 8 units of Bhikkhu pupils in any Pirivena year.

109. Lay male pupils above 14 years of age who have not become ineligible to receive education in a Post Basic School may be provided education in a registered Pirivena. No female pupils will be permitted.

### Three Types of Pirivenas

110. Pirivenas shall be of three categories :

- (i) Junior Pirivenas with classes up to the Preliminary examination of the Oriental Studies Society and/or G.C.E. (Ordinary Level);
- (ii) Senior Pirivenas with classes at least up to and including the Intermediate Examination of the Oriental Studies Society and/or G.C.E. (Advanced Level); with a total average

attendance of not less than 50 in the previous year, and with not less than 10 eligible pupils in the G.C.E. (Advanced Level) or Oriental Studies Society Intermediate Classes;

- (iii) University Pirivena, that is a Senior Pirivena which conducts University classes as an affiliated institution of a recognised University.

### Grading of Pirivenas

111. A Junior Pirivena may be up-graded to a Senior Pirivena if it satisfies the conditions for registration as a Senior Pirivena in all respects.

112. A senior Pirivena which fails to continue to satisfy the conditions laid down for registration as a Senior Pirivena will either be down-graded to that of a Junior Pirivena if it satisfies the conditions for registration as a Junior Pirivena or be removed from the register if it fails to satisfy the conditions for a Junior Pirivena also.

### Curriculum

113. The curriculum in every Pirivena, Junior, Senior or University level, shall have as a common core :

- (a) Buddhism,
- (b) Pali Language and Literature,
- (c) Sinhala Language and Literature.

### Pirivena Teachers

114. No teacher shall be appointed to a Registered Pirivena or discontinued without the approval of the Director of Education.

115. The minimum qualifications and other conditions for the approval of a Pirivena teacher will be laid down by regulation.

116. A Junior Pirivena shall have one teacher for every 25 units of average attendance or part thereof of eligible pupils.

117. A Senior or University Pirivena shall be entitled to Graduate teachers for work in G.C.E. (Advanced Level) and University Classes (including Oriental Studies Society, Intermediate and Final Classes), at the rate of one teacher for every 18 units of average attendance of eligible pupils in such classes.

118. Bhikkhu teachers of a Pirivena shall not be entitled to a salary. Instead an allowance at the following rates shall be paid for their maintenance :—

A Bhikkhu approved as a Principal—Rs. 250 per mensem ;

A Bhikkhu approved as a Teacher—Rs. 150 per mensem.



119. Lay teachers shall be entitled to the salary scale appropriate to their qualifications and shall be entitled to pension benefits.

120. However, Bhikkhus whose appointments have been approved before the coming into operation of these proposals shall be entitled to their present salary scales and shall continue to be eligible for pension benefits.

### Grants

121. A Pirivena shall be entitled to grants as follows:—

- (a) Salaries and allowances of eligible approved teachers at rates given above, and
- (b) A grant to reimburse approved expenses incurred in conducting and maintaining the Pirivena (including all expenses incurred in providing board and lodging to pupils and in constructing extensions and additions to buildings), not exceeding Rs. 100 per unit of average attendance of Bhikkhu pupils and Rs. 20 per unit of average attendance of lay pupils.

### Library Grant

122. A total initial library grant of Rs. 2,000 to a Junior Pirivena, Rs. 3,000 to a Senior Pirivena and Rs. 5,000 to a University Pirivena and a recurrent grant of Rs. 3 per annum per unit of average attendance of eligible pupils.

### Laboratory Grant

123. Where a Pirivena has an approved Science Laboratory, it shall be paid a grant of Rs. 12 per unit of average attendance of eligible pupils per science subject per annum in the G.C.E. (Ordinary Level) and (Advanced Level) and higher classes.

### Average Attendance

124. The average attendance referred to in the above proposals will be that of eligible pupils in the previous Pirivena year.

### Eligibility for Grants

125. No grant shall be paid in respect of pupils who are not eligible to be in a Pirivena or a class thereof on any one of the following grounds:

- (i) Being a lay pupil below the age of 14 on the 1st day of the Pirivena year in respect of which a grant is claimed ;
- (ii) Being disqualified to remain in a particular class as he has completed the maximum period of study allowed for such classes in any school ;

- (iii) Not possessing the requisite qualifications to be in a particular class.

### **Un-registered Pirivenas**

126. The above conditions are not meant to apply to any Pirivena which does not receive or seek any aid from State funds.

### **Evening and night Schools**

127. Evening and Night Schools shall continue to receive grants at the existing rates. New Evening or Night Schools may be established only by the Local or other Public Authorities and shall be financed by them.

### **SCHOOLS FOR THE MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN**

128. The appointment of teachers, the payment of grants and the provision of facilities shall continue to be as at present. Voluntary organisations will be encouraged to set up such schools. Only Boards of management as provided for in paragraph (102) shall be entitled to manage such schools in the future.

## CHAPTER IV

### TEACHING SERVICE

THE TEACHING SERVICE (91-93/1, 320-329/2)

#### District Teaching Service

129. The teaching service in the Island will be organised on a District basis. A teacher appointed to the District Service of any District shall not be liable to transfer to any other District. The vacancies in the District cadre of teachers shall be filled in the manner prescribed in Paragraphs 131—133. 50 per cent of such cadre shall be filled on the results of an Examination on merit provided that the candidates have nominated such District as their district of choice for service. The other 50 per cent. shall be filled by those who possess the prescribed residential qualification in the District and who have elected that District for service. The Principals and Head Teachers of the Basic Schools also shall belong to the District Service. Recruitment to such posts may be by promotion from within the District Service or by advertisement.

#### All Island Unified Educational Service

130. There shall be an All Island Unified Educational Service to which shall belong the following categories:—

Principals, Vice-Principals and special post-holders of Maha Vidyalayas ; Principals and Lecturers of Guru Vidyalayas ;

Education Officers, District Educational Advisors and Educational Advisors.

#### RECRUITMENT OF TEACHERS

131. Teachers will be recruited as follows:—

- (a) as Pupil Teachers,
- (b) as Teacher Probationers.

#### Pupil Teachers

Pupil teachers will be recruited on the results of an examination which will prescribe minimum qualifications according to the requirements of the schools and the availability of candidates. Such recruits will be required to gain teaching experience of at least

one year before they take up either the Teachers' Certificate Examination or the Guru Vidyalaya Entrance Examination or both. Such recruits will be confirmed as teachers :—

1. on their passing the Teachers' Certificate examination ; or
2. on completing a course of training in a Guru Vidyalaya having obtained entrance thereto through an entrance examination.

Pupil teachers, until they obtain confirmation, shall be paid an allowance and not a salary.

Pupil teachers who fail to achieve confirmation in the above manner will be discontinued at the end of four years.

### Teacher Probationers

132. Teacher Probationers will be recruited at two levels:

- (a) at the G.C.E. Advance Level,
- (b) at Graduate Level.

Such recruits will be on probation for a period of 2 years within which time they will be required to pass the prescribed efficiency bar examination.

### Specialist Teachers

133. Teachers may also be recruited for their special knowledge of specific subjects. Such teachers too shall conform to the requirements of passing an efficiency bar examination to be specially devised to suit school requirements.

## TRAINING OF TEACHERS (207-243/2)

### Levels of Training

134. Teachers will be trained for teaching—

1. Primary Classes—(Grades I to V).
2. Junior Classes—(Grades VI to VIII).
3. Specialist subjects—(English, Mathematics, Science, Handicrafts, Agriculture and Commerce.)
4. G.C.E. Classes.

The number of trainees for each level will be decided on the staff requirements of schools.

135. Teachers at the Primary and Junior levels will be trained to teach all subjects of the common curriculum pertaining to the relevant level with the exception of the Second Language.

136. There will be 5 types of Training Courses :—

1. One-year Course for teachers who have completed a minimum of 5 years' satisfactory service as a Certificated Teacher, for Primary and Junior levels.
2. Two-year Course for pupil-teachers for Primary and Junior levels.
3. Two-year Specialist Course in Mathematics, Science, English, History, Agriculture and Commerce.
4. One-year full time course for graduate teachers leading to the Diploma in Education.
5. Three-year part-time course for graduate teachers in service leading to the Diploma in Education.

### Admission

137. Admission to all Training courses shall be on the results of a competitive examination which will be designed to meet the requirements of each Course. The existing Training Colleges and University Departments of Education will be utilized to provide the different types of training courses.

### Final Examination

138. The Final Examinations of Training Colleges shall be conducted by the Commissioner of Examinations with the assistance of Internal and External Examiners.

### Special Subjects

139. Facilities in Technical Colleges, in Agricultural Schools and Colleges, and in the College of Fine Arts, will be utilized to train teachers in special subjects.

## TEACHER QUOTAS (79-90/1)

### Basic School

140. Teacher quotas shall be as follows :—

One teacher for every 23 units of average attendance in Grades I and II in the first month of the school year.

One teacher for every 27 units of average attendance in Grades III—VIII in the first month of the school year.

### Maha Vidyalayas

For the G.C.E. (Ordinary Level) Prep and Final—

One teacher for every 25 units of average attendance in the month of May.

In the G.C.E. Advance Level Prep and Final—

One teacher for every 18 units of average attendance in the month of May,

provided that for Maha Vidyalayas with less than 100 units of average attendance the quota shall be calculated on the basis of—

One teacher for every 18 units of average attendance in May.

### **Provision of the teachers' cadre in the annual estimates**

141. The Provision of the cadre of teachers for Basic Schools and for Maha Vidyalayas in the Government's annual estimates shall be calculated on the basis of the current year's average attendance as referred to above projected into the next year's probable attendance by the addition of the anticipated increase of school attendance.

### **DISTRIBUTION OF TEACHERS (244-246/2)**

142. In order to ensure that the existing qualified teachers are equitably distributed among the various schools, the following quotas are laid down as minima for such schools.

#### **In Basic Schools**

Not less than  $\frac{1}{5}$  of the staff shall be trained teachers and not less than  $\frac{1}{3}$ rd of the rest shall be certificated teachers. These proportions will be revised periodically according to availability of trained teachers.

#### **In Maha Vidyalayas**

143. The staff shall comprise only :

- (a) Graduates/Trained Graduates ;
- (b) Trained Teachers ;
- (c) Untrained Teachers holding certificates not below the G.C.E. Advanced Level ;
- (d) Specialist teachers approved by the Director of Education.

There shall be at least 1 Trained Graduate for every 200 units and 1 Graduate for every 50 units of average attendance.

## MAINTENANCE OF TEACHING STANDARDS AND THE SUPERVISION OF TEACHERS (192-206/2)

144. The maintenance of teaching standards in all grades shall be an important duty of the Head of the School. For the discharge of this duty the advice and guidance of the Educational Advisors will be availed.

### **In-Service Training**

145. To maintain teaching standards and to improve professional competence of teachers there shall be in-service training courses or refresher courses at regular intervals.

### **Efficiency Bars**

The successful completion of such training courses or refresher courses and the passing of efficiency bars that may be prescribed shall be a condition for the promotion of teachers and Heads of Schools.

### **Conditions of Service of Teachers (250-251/2)**

146. Notwithstanding any regulations to the contrary applicable to Government Servants in general, teachers shall be entitled to leave as follows :—

- (i) Teachers will be entitled to vacation leave during the normal vacations of the school provided that—
  - (a) the teacher shall inform the Head of the School of his vacation address and the dates he proposes to be out of station ; and
  - (b) the Head of the School shall have the power to direct a teacher to attend school for any school purposes such as sramadana, preparation of time tables and examination work.
- (ii) The Head of the School shall be entitled to vacation leave of 30 days per annum, which shall be normally available during the school vacations. He shall obtain the sanction of the Education Officer of the area to leave the station.
- (iii) All teachers will be entitled to 10 days' casual leave. Casual leave of not less than 3 days and not more than 5 days per annum may be accumulated by a teacher and such accumulated leave may be taken as a period of leave preparatory to retirement.

- (iv) In accordance with special terms and conditions that may be laid down, a teacher will be entitled to full pay study leave extending to 2 years and/or no-pay study leave extending to 2 years or a combination of both.

No teacher will be entitled to full-pay study leave on more than 2 occasions in his career.

### **Code of Conduct and Professional Ethics**

147. Inasmuch as a teacher's life should be exempted, teachers shall conform to a code of conduct which shall be drawn up by themselves through the medium of the Departmental Joint Council. Teachers shall also conform to a Code of Professional Ethics, to be similarly drawn up by themselves.



## CHAPTER V

### ADMINISTRATION (288-361/2)

#### Director

148. The Department of Education will function under the Director of Education who shall have an additional Director in charge of Administration. There shall be 4 Deputy Directors in charge of the following subjects:—

1. Basic School Education.
2. Post Basic School Education.
3. Science and Practical Education.
4. Teacher Training and Research.

There will be Assistant Directors and such other officers as may be necessary.

#### Regional Organisation

149. For the purpose of Educational Administration, the Island will be divided into 15 Educational Regions each under a Regional Director who will be of the status of an Assistant Director. Each Region may be sub-divided into such Education Districts as may be considered necessary. An Education Officer, who will be assisted by such officers as may be necessary shall be in charge of such Education District.

#### Educational Advisors

150. Each Education District will be sub-divided into circuits which will be in the charge of Educational Advisors.

The duties of the educational advisors shall be—

- (a) Maintenance of educational and teaching standards in schools.
- (b) Supervision of curricular and co-curricular activities.
- (c) Organisation of in-service training courses for teachers.
- (d) Guidance and advice to teachers.
- (e) Promotion of co-operation between schools and the community, and
- (f) All other educational work.

151. The Additional Director of Education (Administration) will also be the Accounting Officer for the Department and he shall be assisted by a Chief Accountant and such other Accountants as may be necessary.

152. Regional Directors and Education Officers will be assisted in the administrative duties by Administrative Assistants and Inspectors of Schools.

### **Inspectors of Schools**

153. The duties of Inspectors of Schools shall be :

- (a) To hold disciplinary enquiries.
- (b) To deal with questions relating to facilities.
- (c) To deal with all school accounts and stores.
- (d) To collect statistics and returns, and
- (e) To deal with any other administrative matters.

### **School Building Construction (134-138/1)**

154. All school building works shall be executed by the School Works Branch of the Department of Education.

155. The School Works Branch will be organised under a Superintending Engineer and shall come within the Administrative control of the Additional Director (Administration).

156. The Superintending Engineer will be assisted by 3 School Works Engineers and Architects and such other technical staff as may be necessary.

### **Educational Finance**

157. Expenditure on Education is an investment in human resources which is indispensable for the development of the country in all fields.

The following broad categories of expenditure in respect of schools shall be included in the Annual Estimates in addition to other items :—

- (i) Salaries and allowances of teachers.
- (ii) Recurrent expenditure in respect of schools worked out on the following basis :—
  - (a) Maintenance, Furniture and equipment allocation at the rate of Rs. 10 per pupil in the Basic School and Rs. 20 per child in the Maha Vidyalaya.

(b) Library allocation of Rs. 3 per child in the Basic School and Rs. 5 per pupil in the Maha Vidyalaya.

(c) An allocation in respect of workshops, agriculture and Home Science at the rate of Rs. 6 per pupil in the Junior Section and the Maha Vidyalaya.

A General Science allocation of Rs. 6 per child in the Junior Section, and

Laboratory allocation of Rs. 12 per pupil per Science subject in the Maha Vidyalaya.

- (iii) An allocation for educational development. This shall be determined by the Government in accordance with the availability of finances. This amount should not fall below such figure as may be laid down by the National Planning Council.

#### **School Building Fund (138/1)**

158. There shall be a School Buildings Fund in the Department of Education into which shall be paid :—

- (a) the monies voted by Government for school buildings.
- (b) any donations made by members of the public for school buildings. Where donations are made for a specific purpose such monies shall be devoted for that purpose through the medium of the School Welfare Board.
- (c) fines of court or other awards.
- (d) proceeds of the School Buildings Sweep, as referred to below :

159. The construction of school buildings shall be paid for out of moneys in the School Building Fund.

#### **School Buildings Sweep (137/1)**

160. There shall be a School Buildings Sweep on the lines of the Hospital Lotteries Sweep. Half the nett sales proceeds from each region shall be credited to a separate account for that region. The monies in that Regional account shall be utilised only for school works in that Region. The other half of the nett proceeds of sales from each Region shall be credited to the general account of the School Building Fund which would be utilized for school buildings anywhere in the Island according to the urgency of the need.

## CHAPTER VI

### STATUTORY BOARDS

#### NATIONAL COUNCIL OF GENERAL EDUCATION (44/2)

161. There shall be established a National Council of General Education which shall be charged with the function of advising the Minister of Education on all matters of education either on its own motion or at the request of the Minister.

#### Advisory Committees

162. There shall be twelve (12) Advisory Committees in the various fields of education, as follows :—

- (1) Basic School Education.
- (2) Post Basic School Education.
- (3) Education of Handicapped children.
- (4) Science and Practical Education.
- (5) Adult and Further Education.
- (6) Teacher Training.
- (7) Language Studies.
- (8) Educational Research.
- (9) School Examinations.
- (10) Higher Education.
- (11) Pirivena Education and
- (12) Cultural and Physical Education.

163. These Committees will be constituents of the National Council of General Education and their functions will be to advise and assist the National Council of General Education in matters relating to their specific fields. The Chairmen of the Advisory Committees who will be persons of experience and knowledge in the respective fields will be appointed by the Minister of Education. In consultation with the chairman of each committee, the Minister will appoint five to fifteen persons, including officials of the Department of Education, to constitute such Committees.

#### Composition of the National Council of General Education

164. The National Council of General Education shall be constituted as follows :—

- (a) The Chairmen of the twelve Advisory Committees.
- (b) Three nominees of the National Council of Technical Education.

- (c) One representative from each University.
- (d) Three representatives of the Teaching Profession, to be nominated by the Education Department Joint Council.
- (e) The Director of Education and the Additional Director of Education, and
- (f) The Commissioner of Examinations.

When the Commission is referred to the National Council of General Education, it will, in consultation with the appropriate Committee, submit recommendations and advice to the Minister.

### **Annual Report**

165. The National Council of General Education shall prepare a report annually on the progress and expansion of Education and shall submit such report to the Minister within 3 months of the close of the year.

This report shall not deal with any matter that comes within the specific purview of the Public Service Commission in terms of Section 60 of the Ceylon Constitution Order in Council.

### **DISTRICT EDUCATION COUNCIL—(330-336/2)**

#### **Composition of the District Council**

166. There shall be a District Education Council in each Educational District. The composition of the Council shall be as follows:—

- (a) Three representatives of Principals of Maha Vidyalayas in the District elected from among themselves.
- (b) Three representatives of Principals of Basic Schools in the District elected from among themselves.
- (c) Five representatives of Assistant Teachers of the District elected from among themselves.
- (d) Five members of the Public to be nominated by the Director of Education.
- (e) The Members of Parliament (House of Representatives) of the District.
- (f) The Regional Director of Education and the Education Officers of the District.
- (g) The Government Agent or his representative.
- (h) The Superintendent of Health Services.
- (i) The Divisional Revenue Officers.

The Chairman shall be elected by the Council and the Secretary will be nominated by the Regional Director of Education.

### Functions of the District Council

167. The duties and functions of the District Education Council shall be—

- (a) to tender advice to the Regional Director or Education Officer in the implementation of the Educational Policy;
- (b) to bring to the notice of the National Council of General Education any matters of special importance.
- (c) to work out a programme of educational development for the area in accordance with the Educational Policy of the Island.
- (d) to prepare an annual report of its work. Such report shall be submitted to the National Council of General Education through the Regional Director, who shall make his own comments on the report.

### SCHOOL WELFARE BOARDS (299-302/9)

#### Composition of the School Welfare Board

168. Every School shall have a school welfare board composed of 10 members with the Principal as ex-officio Chairman. The other members will be—

- (i) two representatives of parents.
- (ii) two representatives of past pupils.
- (iii) two representatives of teachers of the school.
- (iv) one nominee of the Local Body.
- (v) two nominees of the Regional Director or Education Officer of the District.

#### Functions

169. The functions of the Welfare Board shall be to assist the Principal in the following matters:—

- (a) Maintenance in good repair of buildings, furniture and equipment of the school.
- (b) Issue of Completion Certificates in respect of new school buildings and repairs.
- (c) Issue of Certificates of compliance with specifications in respect of furniture and equipment supplied to schools.

- (d) Purchase and distribution of free school books.
- (e) Provision of special facilities in the school such as library books, sports equipment.
- (f) Supervision of the free school meal.
- (g) Maintenance of school gardens and play-grounds.
- (h) Organisation of sports, dramatic and other co-curricular activities.
- (i) Organisation of school functions such as prize-givings, sports meets and religious observances.
- (j) Management of hostels and canteens.
- (k) Any other welfare measures for the improvement of the school including the raising of additional funds.

170. The functions of the school welfare board shall not extend to any activities that would tend to interfere with the internal administration of the school.

#### EDUCATIONAL RESEARCH BUREAU (372-377/2)

##### **Educational Research Bureau**

171. There shall be established an Educational Research Bureau as a branch of the Department of Education. The functions of the Research Bureau shall be :—

- (a) to conduct applied research and to promote, direct and co-ordinate educational research ;
- (b) to adapt for practical use in schools the results of educational research here or abroad ;
- (c) to examine and adopt for use in schools, the educational materials, methods and techniques recommended by international organisations such as the UNESCO and the International Bureau of Education, Geneva ;
- (d) to collect, tabulate and interpret all educational statistics ;
- (e) to function as the clearing house for educational information,  
and
- (f) to co-ordinate and direct Educational and Vocational Guidance.

## EDUCATIONAL PUBLICATIONS ADVISORY BOARD (146-156/2)

### Approval of School Books

172. Every encouragement will be given to authors and publishers for the production and publication of school books including background literature.

173. The approval of school books shall be the responsibility of the Director of Education on the advice of the Educational Publications Advisory Board.

### Educational Publications Guide

174. The Educational Publications Advisory Board will publish a guide to authors and publishers setting out the minimum requirements for approval of books for school use either as text books or as library books.

## EXAMINATIONS ADVISORY COUNCIL

### Examinations Advisory Council

175. There shall be an Examinations Advisory Council composed of—

- (a) Director of Education,
- (b) Commissioner of Examinations,
- (c) Two representatives to be selected by the National Council of General Education,
- (d) A representative from each of the Universities,
- (e) Director of Technical Education or his representative.

The functions of the Examinations Advisory Council shall be—

- (i) to advise the Director of Education on Syllabuses and Text-books for school examinations.
- (ii) to advise the Commissioner of Examinations on all other matters pertaining to school examinations.

The Director of Education shall preside over the meetings of the Council when dealing with matters coming under (i) above and the Commissioner of Examinations when dealing with matters coming under (ii).



**IMPLEMENTATION OF THE PROPOSALS ON  
GENERAL EDUCATION (345-348/2)**

176. The proposals in the foregoing chapters introduce changes of varying degrees of magnitude and complexity. The implementation of the various proposals require careful planning and organization.

**Implementation**

177. Some of the proposals can be given effect to by administrative direction almost immediately, whilst others will require—

- (i) changes in the Education Law ;
- (ii) the supply of facilities such as accommodation, equipment and teachers.

Some of the proposals which do not require amendments to the existing Law and which do not require additional finances or extra teachers or accommodation could be given effect to from the beginning of the academic year following the acceptance of these proposals.

178. The other proposals will have to be phased over a period of years depending on—

- (a) enactment of the necessary legislation ;
- (b) the availability of finances ;
- (c) the recruitment and training of teachers ; and
- (d) the supply of essential facilities.

**Phasing and Finance**

179. The phasing of the changes and development envisaged in the proposals shall be determined by the National Planning Council. The implementation of the proposals in accordance with the finances provided by the National Planning Council shall be done by an Implementation Committee of the Department of Education.

**Implementation Committee**

180. The Implementation Committee shall be constituted as follows :—

- (i) Director of Education (Chairman)
- (ii) Additional Director (Administration) ;
- (iii) Deputy Directors of Education ;

- (iv) Director of National Planning or his representative ;
- (v) Commissioner of Examinations ;
- (vi) Director of Technical Education and Training or his representative ;
- (vii) A representative from the Treasury ;
- (viii) Two representatives from the National Commission for General Education.

### **Functions of the Implementation Committee**

181. In accordance with the finances provided by Government, the Implementation Committee will take steps to implement the education proposals.

- (a) in the shortest possible time ;
- (b) with the least amount of disruption and inconvenience to pupils and parents ;
- (c) in the most economical manner.

Part II

TECHNICAL EDUCATION  
AND  
TRAINING



## CHAPTER I

### TECHNICAL EDUCATION—STRUCTURE

#### **Technical Education : Definition**

182. Technical Education covers the wide field of education which serves the utilitarian purpose of providing training for industry, commerce and agriculture. In these proposals, technical education will include technical, scientific, agricultural, commercial and vocational education, and cover the range from vocations such as masonry, plumbing, carpentry, laundry, printing to professions including accountancy, architecture and engineering.

#### **Provision of Technical Education**

183. Technical Education at three levels—namely:

- (a) Craftsman,
- (b) Technician,
- (c) Technologist,

will be provided to meet the development needs of Ceylon.

The National System of Technical Education will be so organised as to provide an avenue of progress from Craftsman to Technologist level.

184. Technical Education will be available free to pupils who have attained the requisite standards of education. Selection of pupils to courses of study and training will be based on capacity, aptitude and attainment.

#### **Training for Craftsmen**

185. Technical Education and training at the craftsman level will be available in 5 year courses leading to the National Certificate for Craftsmen—Parts A and B. Full-time Craft Courses will be of 2 years of instruction followed by 3 years of Apprenticeship Training. Part time courses which are meant for apprentices will be of 3 years part-time instruction followed by 2 years of full-time apprenticeship training.

Part A of the National Certificate for Craftsmen will be awarded on the successful completion of the full-time 2 year Craft Course of instruction or the 3 year part-time course.

Part B of the National Certificate for Craftsmen will be issued to those who successfully complete the stipulated apprenticeship training.

186. The National Certificate for Craftsmen shall be recognised in Ceylon as guaranteeing competence at that level. The minimum educational qualifications for admission to the Craft Course shall be the Junior School Certificate.

### **Craftsman to Technician**

187. To provide a means by which a capable Craftsman may advance to the Technician level there shall be available courses of study in Physical Sciences (Craft level) which will bring the student who has obtained Part A of the National Certificate for Craftsmen up to the standard of the Entrance Examination for admission to the Technician's Course.

### **Training for Technician**

188. Technical Education and training at the Technician level will be available in a 4 year course leading to the National Certificate for Technicians—Parts A and B. The 4 year Technician's Course shall comprise a full-time technical course of 2 years of instruction, followed by 2 years of apprenticeship training. Part-time courses which are meant for apprentices will be of 3 years part-time instruction followed by 1 year's apprenticeship training.

### **Admission to the Technician Course**

189. The minimum educational qualifications for admission to a Technician's Course will be:

- (a) The G.C.E. (O.L.) with 6 subjects, including Mathematics and such other subjects as may be specified, or
- (b) National Certificate for Craftsmen—Part A together with the stipulated number of passes in Physical Sciences at Craft level.

### **Technician to Technologist**

190. To provide for the more intelligent and capable technician an avenue of progress to the Technologist level, a Course of Study in Mathematics, Physics and Chemistry shall be provided. Admission to such courses will be available to students who have obtained Part A of the National Certificate for Technicians. On successful completion of this Course students may seek admission to the courses at a College of Technology.

191. The National Certificate for Technicians shall be recognised in Ceylon as guaranteeing competence at that level.

### **Training for Technologist**

192. Technical Education and training at the Technologist level will be available at the Universities and at Colleges of Technology.
193. The duration, terms and conditions of admission and other matters relating to the courses at the Universities will be laid down by the Universities.
194. The duration, and the terms and conditions of admission to the different Colleges of Technology will be laid down by the Governing Boards of each College of Technology.
195. The Diploma in Technology (Engineering) awarded by a College of Technology shall be recognised in Ceylon as equivalent to the Engineering Degree of a University.
196. The holder of a University Degree in Technology or the holder of the Diploma of a College of Technology shall after the requisite apprenticeship period and professional experience be recognised in Ceylon as a competent Technologist.

## CHAPTER II

### DEVOLUTION OF AUTHORITY

#### **National Council for Technical Education and Training**

197. There shall be a National Council for Technical Education and Training which shall regulate and co-ordinate at the national level all forms of technical education and training including Agriculture and Commerce. The National Council for Technical Education and training will function under the National Planning Council.

198. The National Council will have as members, representatives of the following:

- (i) Universities
- (ii) Colleges of Technology
- (iii) Colleges of Commerce
- (iv) Professional Institutions
- (v) Industry, Commerce and Business
- (vi) Department of Technical Education and Training
- (vii) Ministry of Education
- (viii) Ministry of Agriculture
- (ix) Ministry of Labour
- (x) Any other Ministries or Bodies as may be decided by the National Planning Council.

#### **Functions of the National Council for Technical Education and Training**

199. The National Council for Technical Education and Training will tender advice to the National Planning Council in respect of all technical education and training either on its own motion or on any matters referred to it by the National Planning Council or tender advice to the Ministries on request.

200. The National Council for Technical Education and Training will be responsible for the development and co-ordination of all types of technical education and training including agriculture and commerce. It will also be responsible for the maintenance and co-ordination of standards.



201. The National Council for Technical Education and Training shall have 3 sub-Committees to deal with the various aspects of education and training in the following fields :

(a) Engineering and Industry

(b) Agriculture

(c) Commerce.

The sub-Committees will

- (1) Examine and evaluate the content of all courses of instruction and training pertaining to the specific fields.
- (2) Recommend the introduction of additional courses for development in general.
- (3) Perform such other functions as may be assigned to it by the National Council for Technical Education and Training.

#### **Directorate of Manpower (157) \***

202. There shall be a Directorate of Man Power coming under the purview of the Planning Secretariat. The functions of the Directorate shall be to have in constant review the availability, utilisation and shortages of Technical manpower and to make a continuing assessment of the expansion and development needs of manpower in the public and private sectors of the Island.

203. The Directorate will perform co-ordinating functions and maintain liaison with all organisations, public and private, which are concerned with the problems of manpower.

The Director of Census and Statistics may be the Director of Manpower in addition to his duties.

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\* These numbers refer to the paragraphs of the Report of the Technical Education Commission.

## CHAPTER III

# ENGINEERING, INDUSTRIAL AND COMMERCE EDUCATION AND TRAINING

204. All Engineering, Industrial and Commerce Education and training will be the responsibility of the Ministry in charge of Education.

### Department of Technical Education and Training

205. There shall be, under the Ministry of Education, a Department of Technical Education and Training headed by a Director of Technical Education and Training.

206. The Director will be in charge of Technical Education and Training for Engineering, Industry and Commerce other than at University and professional level.

He will be assisted by a Deputy Director of Technical Education and a Deputy Director of Apprenticeship Training and such other staff as may be necessary.

### Apprenticeship Board (253-258)

207. There shall be an Apprenticeship Board to advise the Director on all matters pertaining to apprenticeship training.

The Director of Technical Education and Training shall be the Chairman of the Apprenticeship Board. The other members of the Board will be representatives of organisations providing technical training such as—

- (a) Government Technical Departments ;
- (b) Semi-Government Institutions ;
- (c) Employers' Associations ;
- (d) The Principals of the Colleges of Technology and Colleges of Commerce ;
- (e) Department of Labour, and
- (f) Three representatives of workers' associations recommended by the Department of Labour.

208. All institutions whether Government or Semi-Government or private providing training facilities for apprenticeship trainees at any level shall make available to the Apprenticeship Board such number of places for placement of apprentices as may be determined by the Apprenticeship Board.

#### **Research Bureau (Paragraph 542 'e')**

209. There shall be a Research Bureau for Technical Education and Training in the charge of an Assistant Director (Research).

The functions of the Bureau shall be:

- (i) to conduct, promote and direct research in the field of Technical Education and training;
- (ii) to adapt for application in Institutions of Technical Education and Training the results of research here and abroad;
- (iii) to examine and adapt for use in institutions for Technical Education and Training, materials, methods and techniques which are in use in other countries or which are recommended by International Bodies;
- (iv) to collect, tabulate and interpret all statistics relating to Technical Education and Training;
- (v) to function as the clearing house for information on technical education and training;
- (vi) to co-ordinate and direct Guidance and Counselling in the field of technical education and training; to supply to the Commissioner of Labour, all information necessary for the placement in employment of the Craftsmen, Technicians, Technologists and other persons who may be trained in various institutions of technical education and training.

#### **Colleges of Technology and Commerce**

210. There shall be established such number of Colleges of Technology and Colleges of Commerce as may be necessary for the needs of the Island. Such Colleges will function as statutory corporations under the general control and supervision of the Ministry of Education.

#### **Board of Governors**

211. Each College of Technology or College of Commerce will be administered by a Board of Governors constituted as follows:—

- (a) The Principal of the College who shall be the ex-officio Chairman;
- (b) The Director of Technical Education and Training or his representative;

- (c) Two representatives of the Teaching Staff of the College ;
- (d) Three persons to be nominated by the Minister of Education to represent the different fields of Technology or Commerce taught in the Colleges ;
- (e) Deputy Director of Science and Practical Education of the Department of Education or his representative
- (f) Commissioner of Technical Examinations and Awards or his representative.

### **Functions**

212. The Board of Governors shall be responsible for the proper functioning of the College. It shall have the power to determine the courses of studies and appoint teachers and take all other administrative action pertaining thereto.

213. The salaries and conditions of service of teachers and other employees shall be subject to the approval of the Ministry of Education.

214. The Principal of the College shall be appointed by the Board with the approval of the Minister, provided that the first Principal shall be appointed by the Minister.

215. The accounts of each College shall be audited by the Auditor General and shall be submitted to the Ministry of Education.

### **Funds**

216. There shall be for each College a fund to be called the College Fund into which shall be paid:

- (a) All endowments and other gifts and donations ;
- (b) Any fees or other income of the College ;
- (c) Monies provided by Government in the way of grants to the College.

217. An annual grant shall be paid to each College by the Government to cover the expenditure of the College. Such grant shall be determined with the advice of the National Council for Technical Education and Training.

All legitimate expenditure for the maintenance and running of the College shall be met from the College Fund.

218. Immediately after the acceptance of these proposals, steps shall be taken to establish a College of Technology and a College of Commerce in or near Colombo. This will be achieved by converting

the Institute of Practical Technology, Katubedda, into a College of Technology and the Ceylon Technical College into a College of Commerce.

219. The College of Technology will provide 'Sandwich' courses in—

- (a) Civil Engineering
- (b) Mechanical Engineering;
- (c) Electrical Engineering with provision for specialisation in either
  - (i) Electrical Power, or
  - (ii) Communications and Electronics,
- (d) Chemical Engineering,
- (e) Architecture,
- (f) Such other branches of Technology as may be decided by the National Council for Technical Education.

#### **Admission to Colleges of Technology**

220. Admission to Colleges of Technology will be by open competitive examination, the minimum educational qualifications for candidates being—

- (i) The qualifications prescribed for admission to the Faculty of Engineering, University of Ceylon; or
- (ii) The National Certificate for Technicians Part A together with passes in Physical Sciences at the G.C.E. (Advanced Level).

#### **College of Commerce**

221. The College of Commerce shall provide courses in—

- (a) Commerce,
- (b) Management,
- (c) Accountancy including Costs and Work Accountancy,
- (d) Insurance and Actuarial Practice,
- (e) Valuation,
- (f) Banking and Finance,
- (g) Such other branches of Commerce as may be decided by the National Council for Technical Education and Training.

### Admission to the College of Commerce (368)

222. Admissions to the College of Commerce shall be by open competitive examination, the minimum educational qualifications being :—

- (i) the qualifications prescribed for admission to the Universities for courses in Commerce, or
- (ii) the National Certificate in Business Studies together with passes in such subjects at the G. O. E. (Advanced Level) as may be prescribed by the Board of Governors of the College.

### Polytechnics

223. Polytechnics will come under the purview of the Department of Technical Education and Training. Each Polytechnic shall have a Principal who shall be assisted by an Advisory Board. The Advisory Board will be composed of—

- (a) The Principal as Chairman ;
- (b) A Nominee of the Local Body ;
- (c) Local Heads of Government Technical Departments ;
- (d) 5 persons to be nominated by the Director of Technical Education and Training to represent various interests pertaining to subjects taught at the Polytechnics.

### Functions of the Advisory Board

224. The Advisory Board will advise the Principal on all matters pertaining to the Polytechnics either on its own motion or in respect of any matter referred to it by the Principal. It will also assist the Principal in—

- (i) the maintenance and repair of buildings, furniture and equipment of the Polytechnics ;
- (ii) issue of Completion Certificates in respect of new buildings and repairs ;
- (iii) issue of Certificates of Compliance with specifications in respect of furniture and equipment supplied to Polytechnics ;
- (iv) provision of special facilities such as library books, sports equipment ;
- (v) maintenance of gardens and playgrounds ;
- (vi) promotion of sports, dramatic and other co-curricular activities ;

- (vii) organisation of functions such as prize-givings, sports meets and religious observances ;
- (viii) management of Hostels and Canteens ;
- (ix) any other welfare measures for the improvement of the Institutions, including raising of funds.

The functions of the Advisory Board shall not extend to any activities that would tend to interfere with the internal administration of the institutions.

### **Technical Level**

225. Polytechnics shall be established in such places as may be decided upon for providing Technical Education and Training including Commerce.

226. The Junior Technical Schools at Kandy, Galle, Jaffna and Badulla shall be expanded and re-equipped to undertake training upto Technician Level and thus up-graded as Polytechnics. Additional Polytechnics shall be established in other parts of the Island as may be necessary.

227. Full-time courses of 2 years' duration and part-time courses of 3 years' duration leading to the National Certificate for Business Studies or Part A of the National Certificate for Technicians shall be provided at the Polytechnics.

228. In addition to such courses, Polytechnics may provide courses of shorter duration not leading to the National Certificate for Technicians.

### **Junior Technical Schools**

229. Technical Education and Training at Craft Level will be provided in Junior Technical Schools. Junior Technical Schools will be in the charge of a Principal. He will be assisted by an Advisory Board constituted in the manner outlined above for Polytechnics, their duties and functions being similar.

230. Junior Technical Schools will provide courses of instruction, full-time and part-time, leading to the National Certificate for Craftsmen—Part A. In addition, there shall be provided courses in Physical Sciences for the holders of Part A of the National Certificate for Craftsmen to enable them to qualify for admission to Polytechnics to follow a Technician's Course.

231. The Junior Technical Schools will provide courses in major groups of crafts such as Wood-Work, Metal Work, Printing. The Junior Technical Schools may also provide courses not leading to the National Certificate for Craftsmen which are considered necessary for the Island's economy.

#### **Financing of Polytechnic and Junior Technical Schools**

232. The National Council for Technical Education and Training shall draw up a development programme for technical education at the three levels and determine what funds should be set apart year by year for such a programme of development. The funds necessary for maintenance of existing technical institutions and the funds necessary for development of technical institutions shall be provided in the Annual Estimates.

233. By way of a beginning, Junior Technical Schools shall be set up at the rate of 5 per year over a period of 5 years, each Junior Technical School catering for an intake of 100 trainees annually providing for a total capacity of 200 for the 2 year courses.

#### **Private Agencies providing Technical Education and Training**

234. No private agency shall establish or maintain institutions preparing students for :

- (a) the Diploma in Technology or the Diploma in Commerce of Ceylon except with the prior approval of the Minister of Education ;
- (b) the National Certificate for Craftsmen or National Certificate for Technicians or the National Certificate of Business Studies or such other National Certificates except with the prior approval of the Director of Technical Education and Training.

235. Any private agency preparing students for the National Certificate for Craftsmen, the National Certificate for Technicians, National Certificate of Business Studies or such other National Certificates shall conform to rules and regulations that may be framed by the Minister of Education in respect of—

- (a) Standards of instructions,
- (b) Syllabuses of Studies,
- (c) Duration of Courses,
- (d) Staff,
- (e) Equipment,



- (f) Terms and conditions of admission,
- (g) Fees to be charged, and
- (h) Any other matters,

236. Such institutions shall be open to inspection by the Director of Technical Education and Training or officers authorised by him.

237. Existing institutions providing Technical Education and Training shall conform to rules and regulations referred to above.

#### **Inducements to the Private Sector to participate in the National Scheme of Technical Education and Training (26v)**

238. Reasonable inducements by way of grants, tax relief, and duty free import of tools and equipment will be offered to selected firms in the private sector to encourage them to participate in the National Scheme of Technical Education and Training.

#### **Production Workshops**

239. Where the necessary facilities for the apprenticeship training of craftsmen or technicians holding Part 'A' of the National Certificate is not available within easy reach, Production Workshops shall be established as sections of the Polytechnics.

## CHAPTER IV

### MEDIUM OF INSTRUCTION, SCHOLARSHIPS, TEACHER TRAINING AND IMPLEMENTATION

240. The medium of instruction at the University, Technology and Professional levels should be English, Sinhalese or Tamil at the option of the institution concerned. The position will be reviewed at the end of 5 years.

241. At the Technician level the medium of instruction should be in English, Sinhalese or Tamil. The position will be reviewed at the end of 5 years to ascertain whether a direction should be given to switch over to the swabasha medium of instruction. All institutions teaching at the Technician level shall take steps with a view to switching over to the Swabasha medium as soon as possible.

242. At the Craftsman level the medium of instruction shall be swabasha.

#### **Scholarships**

243. Not less than 5 scholarships, tenable for 2 years abroad, shall be provided annually to enable outstanding Engineering Graduates and Holders of Diploma in Technology to proceed abroad after two years experience in Ceylon, after obtaining a degree or Diploma, the selections for these awards being made by the Scholarships Board of the Ministry of Education.

244. At each Polytechnic and Junior Technical School a scholarship shall be awarded in each field. Such scholarships will be a recognition of merit of the students and will take the form of a Certificate or medal. A Scholar may or may not receive a bursary as hereinafter provided.

245. Scholarships may also be awarded on the results of the annual tests in the various stages of the Course.

#### **Bursaries**

246. On the results of the same examination, bursaries will be awarded to students, the income of whose parents' is below stipulated levels.

#### **Refund of Bursaries**

247. All bursary holders will be required to sign an agreement on honour that the amount paid to them under the bursary will be refunded to the Bursaries Fund in easy instalments over a period of

5 years commencing from the time of obtaining employment. The period of repayment may be extended on adequate grounds on application being made to the proper authority.

### **Bursaries Fund**

248. There shall be established a Bursaries Fund to which shall be paid the Government's annual allocation for the grant of Bursaries. To this fund shall be credited all monies refunded by bursary holders in accordance with their Bonds, thus forming in due course a permanent rolling Bursaries Fund.

### **Hostels**

249. Hostel facilities will be provided in Junior Technical Schools, Polytechnics and Colleges of Technology wherever necessary and desirable.

Bursaries will be given on a refundable basis as provided for in Part I—General Education.

### **Teacher Training**

250. The teachers required for the Colleges of Technology (including Commerce and Agriculture) will be provided by recruitment of persons with suitable academic and technical knowledge and sending them for necessary training abroad on scholarships either immediately or after a suitable period of teaching experience.

251. Teachers at Polytechnics and lower levels will be trained in teacher-training sections of the Colleges of Technology or Polytechnics and such sections will be set up as and when required. Such teacher trainees will be recruited for specific posts and given the necessary training. Before and during training such recruits shall receive only an allowance and not a salary. In order to provide technical teachers with an opportunity of keeping abreast of the latest developments in techniques and methods both of teaching and of the subject, a number of not less than 5 teacher-training scholarships tenable abroad shall be provided annually.

### **Refresher Courses**

252. In-service training courses shall be provided at regular intervals in a Technical Teacher's career. The successful completion of such in-service training courses shall be a pre-requisite for granting promotions over efficiency bars.

### **Repetition of Courses (595)**

253. When a student fails an examination, he may be permitted to repeat the course in the institution only if there is accommodation available to retain him without blocking any other students seeking admission to the College or School. Students will be permitted to take up any examination, free of examination fees, only once.

### **IMPLEMENTATION COMMITTEE**

#### **Implementation**

254. The implementation of the proposals on Technical Education and Training will be planned by a Committee composed of :—

- (a) Director of Technical Education and Training (Chairman)
- (b) Commissioner of Technical Examinations and Awards
- (c) Principals of the Colleges of Technology and of Commerce
- (d) A representative from each of the Universities providing Engineering or Commerce Courses
- (e) Director of Education or his representative and
- (f) Deputy Director of Agriculture (Education and Training).

255. The Implementation Committee will draw up the details for giving effect to the Proposals on Technical Education and Training and will keep in continuous review the progress of implementation and make reports annually or more often to the National Council of Technical Education and Training.

## CHAPTER V

### AGRICULTURAL EDUCATION AND TRAINING

256. As in the case of Technical Education, Agricultural Education will also be provided at the three levels, namely:—

- (a) Craftsmen level
- (b) Technician level
- (c) Technologist level

Agricultural Education and Training at Craftsmen's Level will be provided in Area Farm Schools to be established in each of the electorates where suitable farming land is available. Such Area Farm School will provide a two-year full-time course or a three-year part-time course in Agriculture along with such other ancillary skills as carpentry, masonry, cottage industries and practical home science.

#### Admission

257. Admission to Area Farm Schools will be open to students who have secured the Junior School Certificate. Preference will be given to applicants who are already engaged in farming.

#### Curriculum

258. The curriculum of work in the Area Farm Schools will be devised to train the students to apply scientific methods which will lead to increased production. The two-year full-time course and the three-year part-time course in Agriculture in the Area Farm Schools will lead to the examination on which will be awarded the Ordinary National Certificate in Agriculture, Part A (distinction or pass). Holders of Part A will be qualified to receive Part B of the Certificate on their completing a three year period in practical agriculture on their own lands or elsewhere under the supervision of the local Extension Officer of the Department of Agriculture.

259. Parts A & B of the Ordinary National Certificate in Agriculture will be recognised in Ceylon as ensuring competence of a skilled craftsman in the agricultural sector.

#### Agricultural Colleges

260. Agricultural Education at Technician level will be provided in Agricultural Colleges.

Agricultural Colleges will be located in each of the agricultural regions.

### Duration of course

261. The Agricultural Courses in these colleges will be of two year duration followed by one year's practical agriculture. At the end of the three-year course, the students will take up the examination for the award of the Higher National Certificate in Agriculture.

262. The Higher National Certificate in Agriculture will be recognised for employment in the middle levels such as Agricultural Assistants, Demonstrators, Supervisors, Inspectors, Cultivation and Food Production Officers.

### Conditions of admission

263. Admission to Agricultural Colleges will be open to holders of the Ordinary National Certificate in Agriculture, Part A with distinction. Such students will follow a preliminary full-time one-year course or part-time two-year course in natural sciences (Craft level). On the successful completion of the natural sciences course they will proceed on to the three-year course in agriculture in Agricultural Colleges.

### Special Provision

264. Admission to Colleges of Agriculture will also be open on a competitive basis to students who have secured G.C.E. (O.L.) with six (6) subjects including Chemistry and Biology.

### University level

265. Agricultural Education and Training at the University level will be provided in the Universities in accordance with the demand.

### Administration

266. Agricultural Education and Training will be administered by a Deputy Director of Agriculture (Education and Training) of the Department of Agriculture.

267. The examinations will be conducted by the Commissioner of Technical Examinations and Awards.

### Finance

268. The National Council for Technical Education and Training will determine the pace and phasing of the development of agricultural education and the necessary financial provision will be provided in the annual estimates of the Government.

### Implementation

269. The implementation of the proposals for Agricultural Education and Training will be planned by a Committee composed of the

Director of Agriculture who shall be ex-officio Chairman and following members :

- (a) Deputy Director of Agriculture (Education and Training),
- (b) Director of Technical Education and Training,
- (c) Commissioner of Technical Examinations and Awards,
- (d) Deputy Director of Science and Practical Education,
- (e) A representative from each of the Universities in Ceylon providing agricultural courses.
- (f) a representative of the Land Commissioner.

270. The Implementation Committee will draw up the details for giving effect to the proposals on Agricultural Education and Training and will keep in continuous review the progress of implementation and make reports annually or more often to the National Council of Technical Education and Training.

**Miscellaneous**

271. The provisions of Chapter IV pertaining to :

- (a) Mediums of Instruction.
- (b) Scholarships and bursaries.
- (c) Hostels.
- (d) Teacher Training and Refresher Courses.
- (e) Repetition of Courses,

will apply in like manner with the necessary changes to the proposals on Agricultural Education and Training.











