

EXECUTIVE SUMMARY

Receiving equal and equitable education is a fundamental human right of every child. School is the organization that provides the pupils with free education at the initial stage. The school is a unique and specific institution that creates the future workforce of a country. The Ministry of Education in Sri Lanka has been vested with the responsibility and accountability of providing quality education for every child in the country. Learning, teaching and assessment is the main process in a school that possesses a greater potential in molding the human capital to suit the future demands in the job market. Therefore, tracking the progress of the said process is of vital importance to ensure delivery of quality education improving the skills and capabilities of the pupils. The Ministry of Education has introduced the guideline "Our School: How good is it?" along with the Circular No 31/2014 with the objective of standardizing the education provided in all the schools in the country. More weight has been put on the Learning, Teaching and Assessment filed among the eight fields monitored through the above guideline. The schools are evaluated internally and externally by the Internal Evaluation Committee and the External Evaluation Teams respectively at school and divisional, zonal, provincial and MoE level.

The SEQI prepared subsequent to the internal or external evaluation reflects the quality of education provided by the school. The Learning, Teaching and Assessment filed is standardized using two standards, four criteria and thirty indicators and if the percentage of marks obtained is between 70% - 79% the performance of teachers considered "Very Good" whereas the school selected for the project by the author is placed between 60% - 69% performance rate in relation to the SEQI of field two for last five consecutive years. SWOT analysis and Root Cause analysis has been conducted to identify the causes for not moving the SEQI of Learning, Teaching and Assessment process to next higher level. In addition, interviews with the principal and teachers were carried out to collect qualitative data and the internal and external evaluation reports and documents are reviewed. None identification of the required improvements as SEQI rate is not prepared systematically for the field two, absence of feedback and feedforward mechanism, complexity of the monitoring and evaluation formats and unavailability of a supervision plan, none existence of an attractive learning environment in school due to not using apt teaching learning

aids and methods and absence of SBPTD programmes and none participation in external training programmes have been identified as problems associated with the main problem.

The review of literature provided a better understanding and an overview of the concepts and the theories related to the performance rate of SEQI of Learning, Teaching and Assessment process and the three other sub components of Administration, Monitoring and Evaluation and Capacity Building. The theoretical and practical knowhow to propose appropriate solutions to the main problem and the associated problems was gained through reviewing 30 ABDC journals and 39 other related literature. Different authors have confirmed that existence and execution of an effective administrative mechanism, continuous progress tracking and evaluation and improving the skills and capacities of the employees result in smooth functioning of the organization as well as achieving the desired objectives.

The author presents practical solutions to the identified problems and to achieve the set objectives under each project component utilizing the reviews of different authors in relation to the same problem. It is expected to increase the performance rate of SEQI of Learning, Teaching and Assessment process in the selected school by 11% i.e. from 63.2% to 70% with the implementation of the proposed solutions to reach the standard level of “Very Good”. The resources required to implement the designed project and the project implementation team were mentioned in the report with the initial cost, the cost benefit analysis and the PBP.

The proposed recommendations or the solutions that have been determined considering the availability of human, financial, physical and time resources in relation to the three project components were given in conclusion to the report. The theoretical concepts are linked to the practical solutions proposed for each sub component of the project. These recommendations will enable the school to reach the desired level of 70% performance rate in SEQI of field two with a short PBP of which ultimate result would be improved quality delivery of education by the school.