

# IN-SCHOOL SUPERVISION PROGRAMME OF ENGLISH

BY

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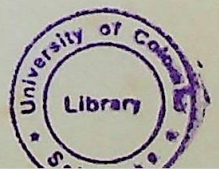
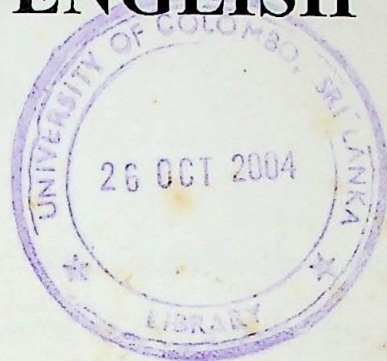
DISSERTATION SUBMITTED IN  
PARTIAL FULFILLMENT OF THE  
REQUIREMENTS OF THE DEGREE  
OF MASTER OF PHILOSOPHY

UCLIB



518082

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## CHAPTER - ONE

### INTRODUCTION

Education in Sri Lanka is a national priority on which a considerable percentage of the national income is spent. According to the Central Bank Report [1994], education expenditure as a percentage of total public expenditure is 10.6 [Document of World Bank Report No. 15282-CE]. The quantitative expansion of schools, teachers, and the student population since the introduction of the Free Education Scheme [Kannangara Report 1943] has placed heavy demands on the central administration on education. Although the provincial departments have been vested with wide powers with regard to the administration of their schools [Constitution of Sri Lanka 13<sup>th</sup> Amendment 1978] the central authority for education in Sri Lanka the Ministry of Education which is formally responsible for all education matters in state schools in the island.

There are 10700 state schools, 4,192,103 students and 1,86,927 teachers in Sri Lanka today. [World Bank Report No. 15282-CE]. The efficient administration of such a massive enterprise involves qualified, experienced and trained personnel in the field without whom the realisation of the national goals of education would be a distant reality.

Evidently education has become a major issue because it is through education that solutions to many problems social, economic, cultural etc. have been sought. In this context the quality of teachers and their



teaching matters a lot as the success or failure of an education system rests in their hands. Students look forward for their leadership.

Teachers are the main source of inspiration and knowledge for the younger generation. Teachers could either lead them to success or failure. Therefore the proper orientation of teachers to whatever tasks they are entrusted with, holds an important role in all educational matters.

The situation addresses us to questions of management, monitoring and evaluation which involves the process of supervision that could be availed of, to obtain feedback on the progress of the work carried on in schools.

School management and supervision has long been considered as the major processes that lead to educational development. According to Wiles and Bondy (1986), supervision is a form of management found in all complex organisations and in education supervision aims at teacher development creating a conducive atmosphere for teaching and learning.

The current national focus on quality as opposed to quantity of education (Reforms 1997) arouses interest and concern to reassess the role of supervision as the custodian of educational quality and standards and this becomes more important in the field of English.

English is taught as a 2<sup>nd</sup> language in the national curriculum of all schools in the island from year 3 to year 11. It is included in the core-curriculum too. (White paper on education – 1981). The economic