

EXECUTIVE SUMMARY

Education holds significant importance in Sri Lanka, serving as a crucial catalyst for national development and improved quality of life. The education system encompasses various stages, and success in national exams is pivotal for accessing higher education and future career prospects. Education administration in Sri Lanka operates through a multi-tier structure encompassing the ministry, provincial, and school levels, allowing opportunities for regional customization of education policies and programs. Schools bear diverse responsibilities, including curriculum delivery, academic guidance, effective teaching and learning facilitation, student assessment, and performance enhancement. Students' success is predominantly gauged by their performance in national exams such as the grade five scholarships examination, General Certificate of Education (G.C.E) Ordinary Level (O/L) examination, and G.C.E. Advanced Level (A/L) examination. However, there is growing concern over low pass rates, particularly in the engineering technology stream at the A/L and this project aims to address this issue by proposing strategies to increase the pass rate in this stream.

C. W. W. Kannangara Central College, located in the Matugama education zone, is renowned for its academic excellence in providing education from primary to A/L levels. The institution has consistently delivered commendable results in national examinations, earning a reputation as a pivotal gateway available for gifted students in the Kalutara district to access higher education. Despite its overall success, a SWOT analysis revealed a concerning trend of low pass rates specifically within the A/L engineering technology stream, compared to other subject streams. This analysis pinpointed issues such as the rate of incomplete recommended practical, students' absenteeism, and missing teaching hours as significant contributing factors. To tackle these challenges, in-depth research and a thorough literature review were undertaken, focusing on process management, training and development, and supervision system.

The literature review was conducted consulting 32 ABDC ranked journals and additional sources, to gain a deeper understanding of the problem and to identify potential solutions. The theoretical approach also discussed the techniques that would be employed in the study. Extensive research was conducted, focusing on the main outcome of students' pass rate. The findings informed the study framework and theoretical approach, laying the

groundwork for potential solutions to elevate the students' pass rate. The review investigated into the concepts of process management, training and development, and supervision systems, providing detailed explanations based on the literature. The study framework was then illustrated, incorporating the aforementioned components.

The main objective of the project was to enhance the pass rate of A/L engineering technology students in C. W. W. Kannangara Central College, Matugama, from 51.38% to 60.00% over a year. Within the component of process management, the specific objective was to elevate the percentage of completed practical before the A/L examination by 97.68%. Meanwhile, within the project component of training and development, the focus was on diminishing student absenteeism by 69.00%. Under the supervision system component, the objective was to decrease missing teaching hours by 100%. The current state of each component was depicted visually and descriptively. In order to accomplish the project's objectives, potential solutions were proposed and corresponding appendices were referenced. Moreover, to meet these objectives, the project team identified the requisite resources. The projected costs for the proposed solutions were calculated and tangible benefits were recognized under each category of benefits. The total estimated cost for the project is 109,800.00 LKR. The value of tangible benefits is 169,175.00 LKR. Therefore, net financial benefit is 59,375.00 LKR. The benefit cost ratio of the project is 1.54:1. Although intangible benefits were grouped as direct and indirect their value cannot be determined. The anticipated outcomes and outputs have been clearly articulated, categorized under students' pass rate, process management, training and development, and supervision system.

The components of students' pass rate, process management, training and development, and supervision system were examined in relation to the theoretical framework. These were then integrated with the project outputs, outcomes and proposed solutions. The project suggested implementing efficient planning to enhance student pass rates. Additionally, it advocated for adherence to established protocols, identifying staff training needs, and implementing regular observation and feedback mechanisms within the domains of process management, training and development, and supervision systems, respectively.