Circular and Guidelines on Distance Learning for School Education in Sri Lanka
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Forms
Circular No: 15/2021

Secretaries of all Provincial Ministries of Education
All Provincial Directors of Education
All Zonal Directors of Education
All Divisional Directors of Education
All Principals

Guidelines on Distance Learning for School Education in Sri Lanka

In the global scenario of Corona pandemic, the education process from Pre-school Education to Higher Education has been tremendously challenged. This Circular and Guidelines are issued in order to further formalize the attempts to continue the school education through the distance learning methods on the severe dedication and effort of all the parties related to education, to minimize the deviation of children having lesser access facilities from this process, and to identify the fields that need further improvements within the application of distance learning methods.

Accordingly, it will be a responsibility of all parties related to school education in Sri Lanka to adhere to this guideline issued under the title “Guidelines on Distance Learning for School Education in Sri Lanka”, and this guideline has been compiled as it can be used for any circumstance that may arise in future.

According to this guideline, it is expected that the distance learning process can be executed more systematically adapting each child to the process. Also, your special attention is urged towards the following particulars.

1. This guidance manual should be introduced formally for all the parties directly related to school education process, and the proceedings should be done as specified in the Circular to emphasize the responsibility of each party.

2. It is essential to proceed as per the instructions given herein in respect of the home-based learning activities.

3. It is the responsibility of Subject Directors and Teacher Instructors to perform with a good understanding about national learning resources related to subjects and to support teachers on that matter.
4. The subject contents, sources of subjects and timetables should be constantly updated and such updated particulars should be continuously communicated up to lower stratum.

5. Within the use of online methods, the keen attention should be paid to the health security of the students and the teachers and on the social security as well. Being in alert on potential harmful circumstances is required. Also, the students and the teachers should be informed on that formally.

6. The subject committees and divisional committees should be executed actively and the monitoring should be done as per the guidelines.

7. In respect of the issues arisen at each circumstance, the actions should be taken to provide solutions through a continuous and smooth coordination from the teacher in charge of class / subject to the Provincial Director of Education and up to the national level within the distance learning process.

Accordingly, it is again emphasized that all parties are entrusted with the responsibility of proceeding as per this Guideline on Distance Learning in order to continue the school education process in the face of any challenge that may arise.

Secretary
Ministry of Education

Copies:

1. Secretary to the President
2. Secretary, Ministry of Technology
3. Secretary - State Ministry of Digital Technology and Entrepreneur Development
4. Secretary – State Ministry of Women and Child Development, Pre-schools and Primary Education, School Infrastructure Facilities and Education Services
5. Secretary - State Ministry of Education Reforms, Open Universities and Distance Learning Promotion
6. Chief Provincial Secretary
7. Director General – National Institute of Education
8. Chairman - Information and Communication Technology Agency
1.0 Introduction and Objectives

1.1 Introduction

With the global epidemic of Corona, children’s access to traditional education from Preschool to University has been tremendously limited. Education has been identified as a key area challenged in the country due to this epidemic circumstance, and education authorities, principals and teachers in Sri Lanka are taking admirable efforts to give education to students through distance learning approach amidst this challenge. Although it is a praiseworthy effort, in such a circumstance, it is essential to provide a national level guidance to sustain the education process using all distance learning approaches that are being currently used and possible to be used prospectively for a continuous school education covering entire country and all students.

A main methodology of distance learning approach is the online method. With the advancement of information and communication technology at present day, online access is a very popular and user-friendly methodology.

However, in spite of the availability of online education facilities in Sri Lanka, 65% of the underprivileged children are unable to take advantage of it as the existing signal facilities are not covering the whole country and they do not have equipment at their homes to connect to it.

According to the Sri Lanka Labor Force Survey Report (2019) issued by the Department of Census and Statistics, the percentage of households with "desktop" or "laptop" computers is 22%. Therein, the urban sector is 38%, the rural 19% and the plantation sector 4.6%. The percentage of households using Internet is 30.3%. Therein, the urban sector is 47.4%, the rural 27.5% and the plantation sector is 12.2%. Other approaches include television and radio. According to the statistics, it confirms that about 90% of households are with television facilities and 63% of households are with radio facilities and this scenario is a good trend.

However, entire Sri Lanka is not covered by the internet services as well as by any television channel or radio service. Therefore, the opportunity of having this online education may have been restricted for the students in some areas of Sri Lanka. On the basis of this reality, Ministry of Education, State Ministry of Education Reforms, Open Universities and Distance Learning Promotion, State Ministry of Women and Child Development, Pre-schools and Primary Education, School Infrastructure Facilities and Education Services, National Institute of Education, Provincial Ministries and Departments, Zonal Education Offices and Schools have taken varied alternative actions to minimize the impacts of the challenge.
As some of the steps taken in that regard, "Rupavahini Gurugedara" and "Radio Gurugedara" programs can be exampled. A great deal of money is spent by the government on this and the use of contents developed for those services and all other related contents need to be regularized. Accordingly, the purpose of this guideline is to provide guidance on the implementation of a single systematic program covering all students in the country according to provinces, education zones and schools.

1.2 Objectives

i) Adaptation of the various distance learning approaches executed by the stakeholders of school education to a formal mechanism under the new general situation.

ii) Accurate and specific identification of the students who may be deviated from the teaching-learning process for a variety of reasons, and retain such students in the process by adopting alternative approaches.

iii) Formal adaptation of all parties represented at various levels of the earlier general education process into the new general situation.

iv) To develop a sustainable and constant system that enables the continuation of general education in the face of any challenge that may arise.

2.0 General Instructions

Subject to the approval of the local health authorities and following the existing health safety methods, the activities related to the implementation of these guidelines should be organized by calling teachers to the school appropriately according to the categories (classes, sections or subjects), by holding telephone meetings (conference calls), virtual meetings or by using communication strategies of other social.

Similarly, the parents of all school children should be made familiar to this process by the principal with the assistance of the respective Zonal and Divisional Directors.

In the present situation, special attention should be focused on the possibilities of deviating students from the learning process. It is also the primary responsibility of teachers, including principals, to ensure that no student is left out of the process. It is the responsibility of all others to guide on it extending their fullest support.
3.0 Programs that are being conducted currently and the sources with materials that can be used

The sources with materials that are implemented under the national policies are mentioned below. Moreover, the sources implemented through provinces and zones, the content created under school level and school teachers and any other appropriate material (after confirming the accuracy of the content) can be used.

Furthermore, the timely programs that will be conducted with the involvement of this Ministry will produce sources with new content in future. Attention should be kept on such sources and are required to be used in the process.

3.1. “e-Thaksalawa” Learning Management System

The "e-Thaksalawa" learning management system is the national program for implementing distance education methodology through internet.

Subject contents in both Sinhala and Tamil mediums from Grade 01 to Grade 13 are included in this system. Currently, this includes more subject contents in Mathematics, Environment and Mother Tongue from Grades 01 to 05. The contents for core subjects from Grades 06 to 11 and subject contents for Grades 12 and 13 have been developed and included. It also includes textbooks, teacher guidebooks, lesson notes, activities, interactive learning content and pool of questions. Up to now, nearly 100,000 subject-related contents and 65,000 lessons have been included therein. Moreover, the system is constantly updated with a number of features including e-library, aesthetic features and many more.

In addition, an online course on health and nutrition and another online course on cyber security have been included. It can be accessed via the following link.

https://www.e-thaksalawa.moe.gov.lk

3.2 “Gurugedara” Educational TV Channel

36 subjects for 16 hours a day in Sinhala and Tamil mediums are being telecast through “Eye” and “Nethra” channels of the Sri Lanka Rupavahini Corporation (It is important to be connected with this to learn about the lessons telecast in addition to the following subjects)
Accompanying the newly added subjects are timetables and lesson plans. The lessons related to the newly added subjects can be found on the website of the Ministry of Education (https://moe.gov.lk/students/guru-gedara) or on the “e-Thaksalawa” website (https://www.e-thaksalawa.moe.gov.lk). Other media can be watched after the Rupavahini “Gurugedara” program. The other media can be watched after the Rupavahini “Gurugedara” program are listed below.

3.3 Educational programs broadcast through Sri Lanka Broadcasting Co-operation’s Regional Broadcasting Services

Programs are implemented by the respective Provincial Departments of Education in conjunction with the following four regional radio services under the direction and supervision of the State Ministry.
Under the direction and supervision of the State Ministry of Education Reforms, Open Universities and Distance Learning Promotion, this program is implemented by each respective channel. The audio clips of all lessons broadcast under this program are included in “e-Thaksalawa” website.

In addition, the radio lessons broadcast by these four channels are included in a mobile app called "Radio e-Thaksalawa" so that these lessons can be used by the children who are in geographical areas not covered by these radio channels and by anyone who wants to listen to those lessons at any time.

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Name of Radio Channel</th>
<th>Medium of Language</th>
<th>Radio of Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ruhunu Radio Channel Southern Province</td>
<td>Sinhala and Tamil</td>
<td>FM 107.3 and FM 107.5</td>
</tr>
<tr>
<td>2.</td>
<td>Uva Provincial Community Radio Uva Province</td>
<td>Sinhala and Tamil</td>
<td>FM 97.6</td>
</tr>
<tr>
<td>3.</td>
<td>Rajarata Radio Channel North Central Province</td>
<td>Sinhala and Tamil</td>
<td>FM 107.3</td>
</tr>
</tbody>
</table>

3.4. Learning Contents prepared by Provincial Departments of Education and at Zonal Education Levels

In addition to this, learning contents have been prepared by Provincial Departments of Education and at Zonal Education levels. The links to some of them are given below.

- Sabaragamuwa: https://enenapiyasa.lk/
- North Western: https://nwpedu.lk/
- Southern: http://www.spedu.sch.lk/
- North Central: http://www.edncp.lk/
- Northern: http://www.edudept.np.gov.lk/, LMDM (Youtube Channel)
- Western: http://www.wpedu.sch.lk/
- Uva: http://www.edudept.up.gov.lk/upde/
- Central: http://www.centralpedu.sch.lk/, itvlk.com, cpedu.lk
3.5 Home-based Learning

It is a special advantage that 80% of the parents in Sri Lanka have gained junior secondary education. Using that aspect, this process has been designed to include weekly home-based activities integrating all subjects.

The objective of this process is to direct students for home-based activities using the contents of Gurugegada program and e-Thaksalawa currently in progress and undertake required evaluations.

Accordingly, the activities for the relevant lesson will be prepared in line with the Gurugegada TV programs and the prints of those activities will be provided by the Provincial Directors of Education according to the needs of the children in each school and the awareness program for parents will be held in advance. Therein, the teachers should take steps to check and evaluate the assignments completed by the children and to give them further required advice. In addition to principals and teachers, the program is executed by deploying Divisional Directors of Education and Teacher Advisors. These activities have been designed in order to achieve the students’ learning outcomes linked with each Grade and should be implemented adjusting in accordance with the mechanisms defined in this guidelines.

4.0 Contents creation

The educational contents have been prepared at the ministry, provincial, zonal and school levels so that many subjects are covered. Also, their overlaps with each other are observed. Therefore, irrespective of the methodology used to provide those contents to the students, the existing contents should be used before designing new contents.

In respect of the subjects for which the contents have not been prepared in such a way, new contents can be prepared and should be shared with other provinces, education zones and schools.

The actions should be taken by all Provincial, Zonal Directors of Education and Subject Directors as well as Creative Teachers to include such high quality contents created at various levels into the national platform 'e-Thaksalawa'.

It is important that all high quality contents out of the contents created with government funds should be included in e-Thaksalawa and thus, forwarded to the e-Thaksalawa team.
5.0 Things to be concerned

The matters that need to be considered in executing education under this distance education method are of three kinds.

5.1 General Instructions

5.1.1 When the online sessions are conducted at provincial, zonal or divisional level, it should not include all students studying a certain subject in a province, zone or division, respectively, into one online class and classes should not be held at the same time for a large number of students using one or several teachers.

5.1.2 When the online sessions are held, the classes should be conducted by the teacher in charge of the relevant subject for his/her students.

5.1.3 An interval of about 5 to 15 minutes per every 45 minutes should be given to the students during the online sessions.

5.1.4 Duration of continuous online sessions per student should be defined so that students do not get tired.

5.1.5 The teachers, students and parents should be made aware on the proper use of the internet.

5.1.6 The presentations in online sessions should be prepared according to the Grade of the students and making the subject simple and attractive.

5.1.7 It is not necessary to prepare the learning contents by the teachers themselves to use in the lessons, and the appropriate contents prepared by other institutions or groups can be used protecting the relevant copyrights of those.

5.1.8 The programs should not be implemented for students causing overlaps with “Gurugedara” Educational TV program and “Gurugedara” radio program.
5.2. Health Advice

5.2.1 Adjust the screen of the TV, computer or mobile phone to the appropriate brightness.

5.2.2 Turn your eyes away from the screen at least once every 20 minutes and look at a far-off scene and see the screen again. (According to the 20:20:20 theory introduced by research findings, it is recommended to take your eyes off the digital screen every 20 minutes and look at something 20 feet away for 20 seconds. It can minimize the chances leading to eye stress and various eye diseases)

5.2.3 Keep the devices at an appropriate eye level and watch relevant programs.

5.2.4 Keep the TV, computer or mobile phone at an appropriate height and watch those by sitting with an appropriate posture (It is not advised to watch laying down on a bed, placing the devices on the bed or using the wrong posture.)

5.2.5 These devices should not be used in the event of lightning.

5.3 Tips for safe use of Internet

The assistance of the Information and Communication Technology Officer in the Province or the Education Zone should be taken for the following activities, and a suitable program should be established for this purpose.

5.3.1 A suitable learning environment for the students is formed in the classroom during school hours. Therefore, it is extremely helpful for the student to create such an environment whenever possible at home as well within the current situation. (E.g. placing televisions and computers at a place seen to all in the home wherever possible, preparing the environment conducive for studies, and tuning volume so that the lesson is heard by others at home)

5.3.2 As the students can get addicted to the interactive games played on television, computers or mobile phones when those are played frequently, the parents and students should be made aware on that aspect.

5.3.3 The students and parents should be made aware on safe and healthy use of the internet.
5.3.4 Make the students and parents aware about the actions to be taken if an internet-related risk is identified and something happens wrong. In terms of reporting such problematic circumstances, it is worthwhile to introduce a teacher at the school level.

5.3.5 A system should be established to communicate information about such occurrences to the principal or the teacher in charge of the class/subject or to the teacher mentioned in 5.3.4 above in order to prevent cyber bullying caused to students.

5.3.6 On which purpose the students have used the mobile phones, computers, laptops and other technological devices should be identified. That is to give instructions to parents to ensure a required monitoring by perusing browsing history, used apps, games played and the chats made with others.

5.4 Things to be considered when using online platforms

It is important to follow the below-listed instructions when user accounts, meeting links and meeting IDs are created.

5.4.1 Teacher’s video conferencing account used for online meetings shall be more secured with a strong password.

5.4.2 In an event where the teachers are required to use their personal email accounts to create a video conferencing account, a strong password shall be used to secure the email account.

5.4.3 Teachers shall not use same password for the email account and the video conferencing account.

5.4.4 Teachers shall use different passwords for different video conferencing platforms.

5.4.5 Wherever applicable teachers shall create a unique account and password for each student to login to the platform.

5.4.6 It is recommended that a standard format is to be used when creating User Accounts. 
E.g. Admission No - First Name of Student.

5.4.7 The student admission number shall be used as the username (Paid version).

5.4.8 Teachers must advice students to use their class name and their first name as the display name.

5.4.9 Teachers shall not share the user IDs and meeting links with outsiders.
5.4.10 It is a responsibility of the school teacher to make sure the user IDs and meeting links are kept secured. (E.g. Stored in a password protected document)

5.4.11 Teachers shall instruct students to change their default passwords on their own after the initial login.

5.4.12 In an event where the password is used to log into the video conferencing platform, the password must be considered as confidential information and must not be disclosed to any other person.

5.4.13 Default passwords shall be changed to a strong password.

5.4.14 Password must be strong, and it shall be at least 8 characters long and it must be consisted of both upper and lower case characters (e.g. a-Y), digits (1-9) and special characters (e.g. ! @,$,#, %).

5.4.15 As a best practice, passwords may be changed at predetermined intervals.

5.4.16 Meeting shall be created as a private meeting with a password required to join.

5.5 Sharing of meeting links and user account details safely

5.5.1 Student user account details shall be shared with the students individually and shall not be shared with the group.

5.5.2 Meeting links, meeting IDs and passwords shall not be shared on public platforms like social media groups.

5.5.3 Meeting information shall only be shared with the intended group.

5.5.4 Social media groups used to communicate with students shall be administered only by the teacher and shall be monitored for any unwarranted activities. A set of policies for that purpose shall be introduced at the beginning.

5.5.5 Ensure only the intended groups of students are allowed into the meeting.

5.6 General Guidelines on the use of Online Video Conferencing Platforms

5.6.1 Teachers shall provide clear instructions to students on how they can access the video conferencing platform.

5.6.2 Teachers shall instruct students to mute the microphone and switch off video unless the students need to ask questions or get any clarifications from the teacher.
5.6.3 Teachers shall be cautious when sharing the screen as they could share their personal information accidentally.

5.6.4 Teachers shall monitor the chat frequently to check for any inappropriate messaging by the participants.

5.6.5 Restrict the private chat during the session so that students will not be able to chat with each other.

5.6.6 Preventing participants from joining the meeting by using the lock option.

5.6.7 Restrict the students from transferring files during an online session.

5.6.8 Restrict the students writing over content shared during the meeting.

5.6.9 Restrict students from sharing their screens.

5.6.10 Removal of students from the online session at annoying circumstances.

5.7 Incident handling and Reporting

5.7.1 If there is any unauthorized access or disturbance during an online session, the teacher may remove the participant or take appropriate action. Thereafter, it may be notified to the relevant officials.

5.7.2 In case of an instance of unauthorized access or disturbance during an online session, make sure to take screenshots and other important details such as recordings, date, timestamps, usernames, etc.

5.7.3 Such incidents can be reported to the following authorities:

<table>
<thead>
<tr>
<th>No.</th>
<th>Institute</th>
<th>Hotline or Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sri Lanka Police</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.telligp.police.lk/">https://www.telligp.police.lk/</a></td>
</tr>
<tr>
<td>2.</td>
<td>Sri Lanka Computer Emergency Readiness Team (<a href="http://www.cert.gov.lk">www.cert.gov.lk</a>) (Complaints on the internet and cyber security – complaints on social media network including Facebook, WhatsApp, Viber, Imo)</td>
<td>011 2691692</td>
</tr>
<tr>
<td>3.</td>
<td>National Child Protection Authority (Complaints on child abuse and violence)</td>
<td>1929</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0112 778 911</td>
</tr>
<tr>
<td>4.</td>
<td>Children’s Secretariat, State Ministry of Women and Child Development, Pre-School &amp; Primary Education, School Infrastructure &amp; Education Services (Complaints on violence against children and women)</td>
<td>1938</td>
</tr>
<tr>
<td></td>
<td></td>
<td>011 218 6054</td>
</tr>
<tr>
<td></td>
<td></td>
<td>011 218 6055</td>
</tr>
</tbody>
</table>
6.0 Implementation

Though the learning contents are amply available, it has been observed that the access of the students; who have fewer facilities in the school system, to education is minimal. It is easy to identify the students having difficulties to access distance learning methods at the school level, and the steps should be taken at the school level to provide continuous education to all students including them.

It is expected through the following methodology to assist all Provincial Directors of Education and Provincial Education Officers to streamline the programs implemented at the provincial level for the continuation of school education. Accordingly, all Provincial Education Officers are needed to comply with this implementation methodology.

6.1 Organizing for implementation

6.1.1 The Provincial Director of Education should inform all the relevant officers of his department based on this guidance manual and the duties can be duly assigned by the Additional Provincial Director of Education (Education Development)

6.1.1.1 Subsequent to the awareness of above 6.1.1, the Provincial Director of Education should send a list of duties assigned to his/her staff (Name of the officer, Designation, Subject or Subject area, responsibility assigned, telephone number, e-mail address) to the Additional Secretary (Educational Quality Development) of the Ministry of Education, Additional Secretary (Open Universities and Distance Learning Promotion) of the State Ministry of Education Reforms, Open Universities and Distance Learning Promotion, and to the Additional Secretary of the State Ministry of Women and Child Development, Pre-schools and Primary Education, School Infrastructure Facilities and Education Services.

6.1.1.2 Additional Secretary (Educational Quality Development) of the Ministry of Education and Additional Secretary in charge of the subject at the State Ministry of Women and Child Development, Pre-schools and Primary Education, School Infrastructure Facilities and Education Services should provide the said documents to the relevant subject directors of the Ministry and assign them with the complete responsibility of the subject and the monitoring part of this process.
6.1.2 Subsequent to the above task, all Zonal Directors of Education and all academic staff in the Education Zone should be made aware on this matter by the Provincial Director of Education with the participation of the officers who are assigned with responsibilities under the patronage of the Additional Provincial Director of Education (Education Development) of his/her Department.

6.1.2.1 After making the awareness of the above (6.1.2), the Zonal Director of Education should prepare a list of responsibilities assigned to his/ her academic staff (Name of the officer, Designation, Subject or subject area, responsibility assigned, telephone number, e-mail address).

6.1.2.2 The list of assigned responsibilities prepared in accordance with (6.1.2.1) above should be classified by the subjects and sent to the Provincial Director of Education.

6.1.2.3 The Provincial Director of Education should give the documents to the relevant Subject Directors of his/ her department and assign them with complete responsibility for the subject and the monitoring part of this process.

6.1.3 Afterwards, the Zonal Director of Education should inform all the principals with the participation of the officers made responsible as per the above (6.1.2.1).

6.1.4 Thereafter, the academic staff of each school should be clearly informed and empowered under the leadership of the relevant Divisional Director of Education and the Principal.

6.1.4.1 The document of responsibilities assigned to all academic staff of each school in accordance with (6.1.4) above (Name of the officer, Designation, Subject or Subject area, responsibility assigned, telephone number, e-mail address) should be referred to the Divisional Director of Education by the principal of each respective school.

6.1.4.2 The Divisional Education Director should prepare the documents received as per the above (6.1.4.1) should be classified according to the schools and subjects relevant to his/ her Education Division and forwarded to the Zonal Director of Education.

6.1.4.3 The Zonal Director of Education should provide the said documents to the relevant Subject Directors of his/ her Zonal Education Office and assign them with complete responsibility for the subject and the monitoring part of this process.
6.2 Establishment of Subject Committees

Subject committees should be formed in order to ensure that all the procedures specified in 3.1 to 3.5 under 3.0 above are properly executed. In this entire process, subject committees should be established at various levels so that the responsibilities are assigned in relation to each subject or the existing subject committees should be formalized and incorporated with this program.

Subject committees should be established at the Zonal, Provincial and National levels (under the Ministry of Education, the State Ministry of Women and Child Development, Pre-schools and Primary Education, School Infrastructure Facilities and Education Services). The major purpose of this endeavor is to make the process related to the subject smooth and not to isolate only the teachers and principals within this process. They are required to be backed with fullest support and the efforts should be taken to not to allow any students from being deviated from this educational process.

Herein, in order to implement the above project in every school, the school management committees established by the Circular No. 26/2018 dated 22.06.2018 should be used.

6.2.1 Zonal level Subject Committees

The Zonal level subject committees should be established by Zonal Director of Education. This should be carried out under the patronage of each respective Subject Director in the Education Zone and the teacher instructors related to the subject and the teachers should be the members thereof. The responsibility of coordinating all subject committees relevant to the Education Division is assigned to the Divisional Director of Education. (There is no hindrance to alter this composition as appropriate)

All activities related to the subject should be identified by these subject committees and implemented with the complete approval of the Zonal Director of Education.

i) Obtaining the supports from creative teachers in respect of selecting and preparing the subject contents.

ii) Sharing the said responsibility among other teachers when necessary and get other teachers involved in this process without causing one teacher to do all the lessons supposed to be done only by him/her self.

iii) Selection of printed subject contents on behalf of the students who do not have access to distance education through online or other electronic methods and preparation of relevant lessons in simple language so that it is easily comprehensible.
iv) Distribution of the said printed subject contents to the schools by the Divisional Education Office.

v) It is a responsibility of this committee to provide necessary support to a school if it has a difficulty of preparing learning equipment. (E.g. If any school does not have printing facilities, a school having such facilities should assist the said school)

vi) Updating Form No. 01 and informing the teachers accordingly should be done continuously.

This committee should meet in a formal (physical or virtual) manner. It is a responsibility of this committee to take all possible strategies for the due implementation of the entire process relevant to each subject and to inform the top level when necessary.

6.2.2 Provincial level Subject Committee

These committees should be established by the Provincial Director of Education and executed under the patronage of the respective subject director in the province. Subject Directors and Teacher Advisors related to the subject in the Education Zone should be the members. (There is no hindrance to alter this composition as appropriate)

The proceedings should be made with close coordination with the Zonal Subject Committee. All activities related to the subject should be identified and implemented with the complete approval of the Provincial Director of Education. It is essential to provide the necessary support to the respective Education Zones on behalf of the students who do not have any facilities.

It is a responsibility of this committee to inform the Zonal Subject Directors about the available sources of contents, to prepare the lessons and to assist to prepare the assignments. This committee should meet in a formal (physical or virtual) manner.

6.2.3 National level Subject Committees

The scope of this committee should be established by the relevant Additional Secretary of the respective Ministries and implemented under his/ her leadership. All Subject Directors and Provincial Subject Directors relevant to the subject should be the members (There is no hindrance to alter this composition as appropriate and this can be implemented separately according to the province or in general as a whole)

The proceedings should be made with close coordination with the Provincial Subject Committee. All activities related to the subject should be identified and the related
in order to take required actions. It is essential to provide the necessary support to
the respective provinces on behalf of the students who do not have any facilities. It
is a responsibility of this committee to inform the Provincial Subject Directors about
the available sources of contents, and to give fullest support to prepare lessons and
assignments.

The relevant secretaries should be informed with no delay to identify the students
who are at school level and do not have any facilities according to the Education
Zone and the Province, as well as to formulate the necessary procedures to take
appropriate actions for that. This committee should meet in a formal (physical or
virtual) manner.

These instructions should be implemented adhering to the following steps at
National level and under the supervision of the Provincial and Zonal Directors with
complete responsibility of each subject committee specified above.

6.3 Collection of available information (at School level)

6.3.1 Identifying the existing sources of educational contents as unique to each school
(Form 2)

6.3.2 Identifying the sources related to contents that can be accessed by each student from
those sources. (E.g. “Gurugedara” Television Program, Educational Programs
broadcast on regional radio channels,” e - Thaksalawa”, “Channel NIE” Youtube
channel, Provincial, Zonal and School level programs using internet)

6.3.3 Identifying the students who do not have access to any of the above resources.

6.4 Methodology of implementation

These activities are also a responsibility of the Subject Committees mentioned under the
establishment of subject committees in No. 6.2

6.4.1 According to information provided above, the sources (and other existing sources)
stated in relation to the subject should be used with the intervention of the subject
committee. Afterwards, the contents available under the subject should be found and
the contents designed for the lesson or lessons under the relevant subjects should be
identified. Consequently it is significant to combine all the contents prepared
according to the lesson of relevant subject in one source into one grid document as
in Form No. 01. This process should be executed by the Subject Directors of the
Ministry of Education, Provincial Departments of Education and Zonal Education Offices with the participation of Teacher Advisors in the Provincial Departments of Education and Zonal Education Offices.

6.4.2 The officer mentioned in the document of responsibilities assigned by the Zonal Director of Education in the relevant Education Zone is entrusted with the duty of providing the above grid prepared in accordance with the subjects with the interference of the Subject Committees to all teachers relevant to each subject. The relevant Divisional Director of Education should ensure its monitoring part.

6.4.3 Once the said document is received, the principal, class teacher and subject teacher should study the document in relation to their students according to the subjects being taught in the school. Afterwards, the students who can and cannot use those details should be adjusted according to the details collected by the Form No. 02. The students who cannot refer those lessons should be identified thereby.

6.4.4 The relevant subject committees should be involved in directing the students who have access to the contents available under the each source (E.g. Students having access to internet can be directed to use "e-Thaksalawa", the lessons can be conducted online for such students and the students who are having televisions can be directed to watch lessons through the Gurugedara program)

The teacher in charge of the subject should prepare the lesson step by step in simple language so that the students who are not involved in the lessons in any means can understand it easily (In this context, the printed notes have already been prepared by the Ministry of Education, Provincial Departments of Education. Also, the attention should be given to use the contents of that sort. If required, it can be prepared through the school.)

The students should be directed towards the said task and the required support should be ensured with the involvement of the Subject Committees.

An appropriate program should be organized and implemented by the principal and the class teacher in order to give the lesson prepared as per the above (6.4.5) to the students. (Several alternative methods can be followed such as distributing through the Grama Niladhari / Samurdhi Officer / keep the lesson files safe in the school enabling the parents to take / group the parents on weekly basis and assign them with the responsibility of distributing those lesson contents)
6.5 Evaluating students and providing feedbacks

6.5.1 An appropriate assessment method should be prepared in advance and implemented by the teacher in charge of the subject to determine whether the students who are using each source have gained the desired learning outcomes at the end of the lesson / home-based activity. In this endeavor, it is more appropriate to grade the relevant assessments at the school level as A, B, C, D or in accordance with other suitable method.

6.5.2 Therein, the methodology used to evaluate students can vary based on the source used. (E.g. The online lessons can be conducted for the students having internet facilities, and the steps can be taken to provide written materials to the students who do not have any facilities)

6.5.3 In spite of the evaluation method used, more attention should be given in providing feedback to the students who do not have any facilities.

6.5.4 The mechanism should be carried out to take the completed assignments from those students, to be checked by the teacher in charge of the subject and to return it to the student. A methodology for this should be prepared by the principal with the assistance of the teacher in charge of the class as per the instructions of the Divisional Director of Education.

The aforesaid particulars have been summarized in the below table.

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Main Process</th>
<th>Action</th>
<th>Responsibility</th>
<th>The actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Being organized for implementation</td>
<td>Assigning responsibilities to all relevant officers of the Provincial Department of Education</td>
<td>Provincial Director of Education</td>
<td>Raising awareness among their academic staff. Preparation of a report on the assigned responsibilities. Informing the Zonal Directors of Education and all academic staff in the Education Zone. Referral to Additional Secretary of the Ministry/State Ministry of Education. Establishment of subject committees.</td>
</tr>
</tbody>
</table>
The aforesaid particulars have been summarized in the below table.

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Main Process</th>
<th>Action</th>
<th>Responsibility</th>
<th>The actions to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education and in the State Ministry in charge of the subject of early childhood and primary subject</td>
<td>Raising awareness among their academic staff. Preparation of a report on the assigned responsibilities. Informing the Zonal Directors of Education and all academic staff in the Education Zone. Referral to Additional Secretary of the Ministry/State Ministry of Education. Establishment of subject committees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Zonal Director of Education</td>
<td>Informing all Divisional Directors of Education and Principals. Establishment of subject committees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Divisional Directors of Education and Principals</td>
<td>Informing the School Management Committees. Informing all teachers.</td>
</tr>
<tr>
<td>2.</td>
<td>Information collection to identify the existing situation</td>
<td>Identifying the students who have and do not have access to distance learning methods</td>
<td>Teacher in charge of the class / subject</td>
<td>Identify the requirements of access by completing Form 2 in respect of distance learning approaches for each student. Directing teachers towards the said task. Providing necessary facilities. Grouping of students according to various approaches at school level as per the data obtained.</td>
</tr>
<tr>
<td>Serial No</td>
<td>Main Process</td>
<td>Action</td>
<td>Responsibility</td>
<td>The actions to be taken</td>
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<tr>
<td></td>
<td></td>
<td>Identifying the existing and usable sources with educational contents</td>
<td>Directors of Education of the province in charge of the subjects</td>
<td>Completing as per the subjects, and Form 1. Informing Education Zones/Schools on it.</td>
</tr>
<tr>
<td>3.</td>
<td>Methodology of implementation</td>
<td>Identifying the existing sources with educational contents focusing on each school</td>
<td>Principal</td>
<td>Choosing sources appropriate for their school from the list of sources prepared at the provincial level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying the distance learning approaches that can be accessed by each student</td>
<td>Teacher in charge of the class / subject</td>
<td>Identify the needs of students based on the information obtained. Separately identify the students without access to any source. Determine, prepare, and use remote-based activities for such students. Distribution of those.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directing such students towards education through relevant distance learning methods</td>
<td>Principal</td>
<td>Organizing the activities required for the students to have education through determined methods.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Divisional Directors of Education</td>
<td>Ensuring that all students have access to learning contents through determined methods. Providing necessary facilities. Ensure coordination with Zonal / Provincial Education Officers.</td>
</tr>
<tr>
<td>Serial No</td>
<td>Main Process</td>
<td>Action</td>
<td>Responsibility</td>
<td>The actions to be taken</td>
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<tr>
<td></td>
<td></td>
<td>Preparation of required contents for the parts of subjects that are not currently available</td>
<td>Directors of Education on Zone/Province / Ministry of Education in charge of the subjects</td>
<td>Preparation of contents required for subject areas for which the contents are not currently available. Certifying their accuracy. Directing the contents suitable to be used at National level to be included on &quot;e-Thaksalawa&quot; website.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure that the students of all schools have the opportunity to learn subjects</td>
<td>Directors of Education on Zone/Province / Ministry of Education in charge of the subjects</td>
<td>Ensuring that all students have the opportunity to get education in any methods. Providing necessary facilities.</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation of students and getting feedbacks</td>
<td>Executing appropriate evaluation/feedback methods in order to define whether the student reached the expected objectives</td>
<td>Teacher in charge of the subject</td>
<td>Preparation of evaluations and set up a method to distribute those to students. (Giving printed copies to students who do not have any facility) Determining student achievement levels and providing feedback to them.</td>
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<tr>
<td></td>
<td></td>
<td>Preparation of a method to provide evaluations and feedbacks to students.</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Supervision methodology</td>
<td>Direct supervision of schools by the Divisional Director of Education</td>
<td>Divisional Directors of Education</td>
<td>Preparation of a method to provide evaluations and feedbacks to students. Ensure required coordination at Provincial, Zonal, Divisional and School levels.</td>
</tr>
<tr>
<td>Serial No</td>
<td>Main Process</td>
<td>Action</td>
<td>Responsibility</td>
<td>The actions to be taken</td>
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<td></td>
<td></td>
<td>Ensure that required facilities are provided to students who are learning the subject to continuously</td>
<td>Directors of Education on Zone/Province / Ministry of Education in charge of the subjects</td>
<td>Ensuring that students are given necessary facilities to continue their studies. If a student cannot participate in the expected program, pay special attention to it and provide solutions.</td>
</tr>
</tbody>
</table>

### 7.0 Responsibility and Role

#### 7.1 Role of Parents

7.1.1 Being informed about the availability of distance learning methods in a circumstance wherein physical learning-teaching process is not implemented in schools, and identifying accessible distance learning methods.

7.1.2 Directing children to learn through the distance learning methods implemented by the school with constant interactions with teachers in charge of the class and the subject in their children's schools.

7.1.3 Being well informed about the potential threats to the physical and mental health of children due to the use of the internet and digital devices and taking appropriate actions to prevent such potential harm.

7.1.4 Maintaining a learning environment and learning culture at homes, and assisting children for home learning activities in every possible means.
7.2 Role of teachers

7.2.1 Identify students who have/do not have access to distance learning methods. (Form 1).

7.2.2 Identify the distance learning methods accessible for each student, and direct those students to have education through the relevant methods of distance learning.

7.2.3 Determine appropriate methods for students who do not have access to distance learning methods (E.g. - Providing printed copies).

7.2.4 Ensure whether all students have reached the relevant learning outcomes.

7.2.5 Direct the students to inform the teacher in charge of class, subject or counseling or the principal whenever a student encounters with a problem.

7.2.6 Advise students as required and refer them to specialists when required.

7.3 Role of the Principal

7.3.1 Directing teachers to identify students who have/do not have access to distance learning methods.

7.3.2 Undertake required planning with teachers to identify distance learning methods that can provide education to students as per the requirement.

7.3.3 Ensure that all students have opportunities to education through such distance learning methods and providing necessary facilities.

7.3.4 Ensure that the students have reached their relevant learning outcomes and supervise the process.

7.4 Role of the Divisional Director of Education

7.4.1 Ensure that all students in all the schools belonged to their Education Division have access to educational opportunities.

7.4.2 Ensure whether the students have reached the relevant learning outcomes and provide supervision to the process.

7.4.3 Keep required coordination at Provincial, Zonal, Divisional and School levels.
7.5 The Role of the Directors of Education in charge of subjects in the Education Zone

7.5.1 Implement the Zonal Subject Committees.

7.5.2 Look into ways of obtaining the subject contents relevant to their subjects. (prepared by other provinces, zones, schools)

7.5.3 Prepare the contents required for subject areas for which the contents are not currently available. (in coordination with provinces, zones and schools)

7.5.4 Ensure that the students who are in all schools and learning the subjects which are in charge of him/her have the opportunity to study those subjects.

7.6 Role of Zonal Director of Education

7.6.1 Establishment of subject committees in the Zone.

7.6.2 Look into ways of obtaining the subject contents relevant to the subjects for the students in the Education Zone (prepared by other provinces, zones, schools).

7.6.3 Prepare the contents required for subject areas for which the contents are not currently available (in coordination with provinces, zones and schools).

7.6.4 Ensure that the students in all schools have the opportunity to learn all subjects.

7.6.5 Keep required coordination at Provincial, Zonal, Divisional and School levels.

7.6.6 Take steps to provide the service in the Zonal Information and Communication Technology Centers as required.

7.7 Role of the Directors of Education in charge of subjects of the Province

7.7.1 Establishment of provincial subject committees.

7.7.2 Look into ways of obtaining the subject contents relevant to their subjects (prepared by other provinces, zones, schools) and prepare in accordance with the given Form 1.

7.7.3 Prepare the contents required for subject areas for which the contents are not currently available. (in coordination with provinces, zones and schools).
7.7.4 Ensure that the students who are in all schools and learning the subjects which are in charge of him/her have the opportunity to study those subjects.

7.8 Role of the Provincial Director of Education

7.8.1 Establishment of provincial subject committees.

7.8.2 Look into ways of obtaining the subject contents for the students in the province relevant to their subjects (prepared by other provinces, zones, schools).

7.8.3 Prepare the contents required for subject areas for which the contents are not currently available. (in coordination with provinces, zones and schools).

7.8.4 Ensure that the students in all schools have the opportunity to learn all subjects.

7.8.5 Keep required coordination at provincial, zonal, divisional and school levels.

7.8.6 Take actions to provide the service of the Provincial / Zonal Computer Centers as required.

7.8.7 Duly manage the provisions allocated for training programs in the Provincial Ministry of Education and the Provincial Department of Education for this process.

7.9 Role of Subject Directors of the Ministry of Education / State Ministry of Education

7.9.1 Should bear the membership of the National Level Subject Committee established by the Additional Secretary in charge of the subject of the relevant Ministry.

7.9.2 Look into ways of obtaining the subject contents relevant to their subjects. (prepared by other provinces, zones, schools).

7.9.3 Prepare the contents required for subject areas for which the contents are not currently available. (in coordination with provinces, zones and schools).

7.9.4 Ensure that the students who are in all schools and learning the subjects which are in charge of him/her have the opportunity to study those subjects.
8.0. Monitoring, Supervision and Progress Review

This should be executed under two main aspects.

8.1 Process monitoring
8.2 Subject monitoring

8.1 Process monitoring

It is a responsibility of the principal to take decisions on the suitable distance learning methods in accordance with the basic policy framework outlined herein as per the location of each school and the facilities available for teachers and students therein. Also, this entire process needs to be monitored / supervised within their division through the Distance Learning Divisional Monitoring Circle executed under the leadership of the Divisional Director of Education who is the immediate supervising officer. For this Divisional Monitoring Circle, at least three principals from leading schools of “Pasal Pawuru” or “Pasal Pokuru (School Clusters)” already in function at divisional level, and at least three teacher advisors should be appointed. Accordingly, the minimum total number of members for the Divisional Monitoring Circle is 7, and it can be increased up to 11 depending on the number of schools available in the division.

8.1.1 Responsibility and Role of the Divisional Monitoring Circle

8.1.1.1 Ensuring that all students in the schools of their division have access to the expected minimum learning contents and learning outcomes by the use of distance learning methods in accordance with the guidelines provided herein.

8.1.1.2 Monitoring and evaluation of distance learning methods implemented by each school in their division.

8.1.1.3 Implementation of a special program on behalf of underprivileged students who have difficulties to access distance learning methods (E.g. Developing a methodology to get assistance of field officers in the area in respect of providing printed contents to students who do not have facilities).

8.1.1.4 Executing a suitable program to evaluate student achievement with the assistance of Zonal Subject Directors / Subject Committees.

8.1.1.5 Taking actions specific to the division to continuously raise awareness among the principals, teachers, students and parents on current and important changes and innovations occurred in “e - Thaksalawa,
Gurugedara TV programs, Gurugedara Provincial Radio Channels, Channel NIE YouTube and Provincial and Zonal Learning Management Systems.

8.1.1.6 Identifying problems occurred in respect of distance learning process in the schools of the division, and proposing and implementing the solutions.

8.1.1.7 Implementing the institutional coordination activities required for the principals of the schools in the division to succeed the distance learning process.

8.1.1.8 Submission of current status reports and progress on the distance learning process in the schools of the division by the Zonal Director of Education to the Provincial Director of Education.

8.1.1.9 In case any student is unable by any means to participate in the expected program, special attention should be given to that matter and the solutions should be given. Also, if necessary, the actions should be taken to inform the matter up to the level of the Ministry of Education.

The monitoring and evaluation of this process should be carried out from the class level to the national level. Monthly evaluation formats have been introduced for this purpose and it is expected to identify problems and take remedial actions at each level (These reports should be completed and submitted monthly)

- Form to be filled by the subject directors of the PD Office (Form 1)
- Form to be prepared by the teacher in charge of the class (Form 2 and 3)
- Form to be prepared by the teacher in charge of the Grade / Section (Form 4)
- Form to be prepared by the Principal(Form 5)
- Form to be prepared by the Divisional Director of Education and certified by the Zonal Director of Education (Form 6)
- Form to be prepared by the Provincial Director of Education (Form 7)
8.2 Subject monitoring

The major responsibility of this is with the Subject Directors of the Ministry of Education. The required steps should be taken to achieve the following particulars.

8.2.1 Ensure that the students who are in all schools and learning the subjects which are in charge of him/her have the facilities to study those subjects.

8.2.2 Providing educational opportunities for students who do not have any facility.

8.2.3 Ensuring the effective use of existing educational contents.

8.2.4 Taking necessary steps to prepare educational contents tailored to the needs of students identified by schools.

9.0 Progress

The progress and Current Status of this Distance Learning Process should be reported as at Tuesday in the fourth week of each month by the Provincial Director of Education to the Secretaries of the Ministry of Education, the State Ministry of Education Reforms, Open Universities and Distance Learning Promotion, and State Ministry of Women and Child Development, Pre-schools and Primary Education, School Infrastructure Facilities and Education Services (Form 7).

10.0 Obtain information and service assistance

The issues that cannot be solved at divisional level and identified by the Divisional Monitoring Circles and Subject Committees can be directly referred to the Provincial Director of Education and to the Ministry of Education and to the State Ministry of Education Reforms, Open Universities and Distance Learning Promotion.

The hotline 1916 can be used for more information on this distance learning program. In addition, information on each institution can be obtained via the following telephone numbers.

The contact information of Institutions for reporting, providing information and obtaining support services on this distance learning process is given below.
### Institutes contributed:

1. Ministry of Education
2. National Institute of Education
3. All Provincial Departments of Education
4. Sri Lanka Computer Emergency Readiness Team

<table>
<thead>
<tr>
<th>Institute</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education</td>
<td>011 - 278 4863</td>
</tr>
<tr>
<td>State Ministry of Education Reforms, Open Universities and Distance Learning Promotion</td>
<td>011 - 278 6254 <a href="mailto:deroudep@moe.gov.lk">deroudep@moe.gov.lk</a></td>
</tr>
<tr>
<td>State Ministry of Women and Child Development, Pre-schools &amp; Primary Education, School Infrastructure Facilities &amp; Education Services</td>
<td>011 - 218 6055</td>
</tr>
<tr>
<td>National Institute of Education</td>
<td>011 - 760 1601</td>
</tr>
<tr>
<td>Provincial Department of Education, Western Province</td>
<td>011 - 287 5893 011 - 287 5899</td>
</tr>
<tr>
<td>Provincial Department of Education, North Western Province</td>
<td>037 - 222 3211</td>
</tr>
<tr>
<td>Provincial Department of Education, Central Province</td>
<td>081 - 222 4041</td>
</tr>
<tr>
<td>Provincial Department of Education, Northern Province</td>
<td>021 - 224 2810</td>
</tr>
<tr>
<td>Provincial Department of Education, Eastern Province</td>
<td>026 - 222 2106</td>
</tr>
<tr>
<td>Provincial Department of Education, Southern Province</td>
<td>091 - 223 4234</td>
</tr>
<tr>
<td>Provincial Department of Education, Uva Province</td>
<td>055 - 222 3178</td>
</tr>
<tr>
<td>Provincial Department of Education, North Central Province</td>
<td>025 - 222 2532</td>
</tr>
<tr>
<td>Provincial Department of Education, Sabaragamuwa Province</td>
<td>045 - 222 2403</td>
</tr>
</tbody>
</table>
Forms
Form 1 - Particulars about the existing subject contents
Summary of the subject to be prepared by the Officers in charge of the subject serving in the Provincial Department of Education

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Place where the contents is stored/ link</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Link to connect the relevant lesson should be mentioned)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Unit</th>
<th>Lesson</th>
<th>Sinhala Medium</th>
<th>Tamil Medium</th>
<th>English Medium</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
## The particulars of methods usable for students to access the educational programs

Name of School: XYZ Maha Vidyalaya  
Grade: 10 A  
Subject: English  
Name of the teacher in charge of the subject: A.B.C. Perera

<table>
<thead>
<tr>
<th>Names of the students</th>
<th>Methods usable for students to access the educational programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Gurugedara&quot; Television Program</td>
</tr>
<tr>
<td>PWG</td>
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<tr>
<td>AKC</td>
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<tr>
<td>WJC</td>
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</tr>
</tbody>
</table>

(Please“√”) where relevant

(*) LMS, YouTube Channel, and other sources available in Province and Zone

### Note:

1. All teachers can clearly identify students’ ability to access educational contents by collecting information as above (can be modified as required).

2. Teachers should take the necessary steps to organize alternative learning opportunities on behalf of the students "with no facilities".

3. It is the responsibility of the principal to collect information about the students "with no facilities" at the School level and cause them to pursue their education.
Form 3 - Students participation in the class
To be prepared by the teacher in charge of the class

Class level (At an event where a Grade does not have parallel classes, this should be completed in relation to the said Grade)

Year : Month :
Province : Zone :
Division : School :
Grade : Class :

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the student</th>
<th>&quot;e-Thaksalawa&quot;</th>
<th>&quot;Gurugedara&quot; Television Program</th>
<th>&quot;Gurugedara&quot; Radio Program</th>
<th>Provincial LMS</th>
<th>Zonal LMS</th>
<th>NIE YouTube Channel</th>
<th>Online</th>
<th>Nenas Television</th>
<th>Activities related to Home-based Learning</th>
<th>Printed Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

The methods used by each student within the month. Please (√) where relevant. E.g. ‘e-Thaksalawa’ √

Overall evaluation of the class as per the observation of the teacher in charge of the class
Very Good / Good / Satisfactory / Weak / Very Weak

The particulars of the students who are in “Very Weak” category in respect of having education through Distance Learning Methods as per the observation of the teacher in charge of the class.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the student</th>
<th>Reasons</th>
<th>Actions taken</th>
</tr>
</thead>
<tbody>
<tr>
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I certify that the above particulars are correct.

Name of the teacher: Signature and Date:
# Form 4 - Students participation by Grades
To be prepared by the teacher in charge of the Grade / Section

## Grade Level

<table>
<thead>
<tr>
<th>No</th>
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### Use of Distance Learning Methods

<table>
<thead>
<tr>
<th></th>
<th>“e-Thaksalawa”</th>
<th>“Gurugedara”</th>
<th>Television Program</th>
<th>Radio Program</th>
<th>Provincial LMS</th>
<th>Zonal LMS</th>
<th>NIE YouTube Channel</th>
<th>Online</th>
<th>Nenasa Television</th>
<th>Activities related to Home-based Learning</th>
<th>Printed Notes</th>
</tr>
</thead>
</table>

Please confirm the percentage (%) of the methods used within the month as per the monthly monitoring report of each class.

E.g. Thaksalawa 60% Gurugedara TV Program 70%

## Overall evaluation of the Grade as per the observations of the teacher in charge of the Grade / Section about the Distance Learning Methods/ Process

**Very Good / Good / Satisfactory / Weak / Very Weak**

Observations of the teacher in charge of the Grade / Section

Recommendations / actions taken

I certify that the above particulars are correct.

Name of the teacher in charge of the Grade / Section

Signature

Date
Form 5 - Students participation in the School  
To be prepared by the Principal

Please confirm the percentage (%) of the methods used within the month as per the monthly monitoring report of each Grade.
E.g. Thaksalawa 60% Gurugedara TV Program 70%

Overall evaluation of the School as per the observations of the Principal about the Distance Learning Methods/ Process

Very Good / Good / Satisfactory / Weak / Very Weak
Observations of the Principal

Recommendations / actions taken

I certify that the above particulars are correct.

Name of the Principal :

Signature :

Date :

6.
Form 6 - Students participation by Divisions
To be prepared by the Divisional Director of Education and certified by the Zonal Director of Education

**Divisional/ Zonal Level**

<table>
<thead>
<tr>
<th>No</th>
<th>School</th>
<th>“e-Thaksalawa”</th>
<th>“Gurugedara” Television Program</th>
<th>“Gurugedara” Radio Program</th>
<th>Provincial LMS</th>
<th>Zonal LMS</th>
<th>NIE YouTube Channel</th>
<th>Online</th>
<th>Nenasa Television</th>
<th>Activities related to Home-based Learning</th>
<th>Printed Notes</th>
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</table>

Please confirm the percentage (%) of the methods used within the month by each school
E.g. Thaksalawa 60% Gurugedara TV Program 70%

**Overall evaluation of the Division as per the observations of the Divisional Director of Education about the Distance Learning Process**

Very Good / Good / Satisfactory / Weak / Very Weak

Observations of the Divisional Director of Education and the actions taken

........................................................................................................................................................................

........................................................................................................................................................................

I certify that the above particulars are correct.

Name of the Divisional Director of Education:

Signature : Date:

Observations of the Zonal Director of Education and the actions taken

........................................................................................................................................................................

........................................................................................................................................................................

I certify that the above particulars are correct.

Zonal Director of Education : Date :
Form 7 - Students participation in the Province
To be prepared by the Provincial Director of Education

Provincial Level

Year : Month :
Province :

<table>
<thead>
<tr>
<th>No</th>
<th>Education Zone</th>
<th>Use of Distance Learning Methods</th>
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<td>&quot;e-Thaksalawa&quot;</td>
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Please confirm the percentage (%) of the methods used within the month by each Education Zone
E.g. Thaksalawa 60% Gurugedara TV Program 70%

Evaluation of the Provincial Director of Education about the Distance Learning Process at Zonal Level

<table>
<thead>
<tr>
<th>No.</th>
<th>Zone</th>
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<th>Weak</th>
<th>Very Weak</th>
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</table>
Observations of Provincial Director of Education:

Problems identified and the actions taken:

I certify that the above particulars are correct.
Provincial Director of Education:

Date: