

INTRODUCTION

The development of any country depends on the quality and active participation of its labor force. The quality of labor force can be significantly improved by providing quality education to the younger generation (Thomas & Daniel, 2009). Over the years, there has been a mismatch between education planning aiming at producing competent labour force for the development of this country. The main reason for this may be partly due to the lack research-based evidence using reliable data sources. The main purpose of this analysis is to study the recent statistics of general education, university entrance, and labour force participation data sets to see the picture education system in relation to human capital development towards developed Sri Lanka. The report consists of two main sections where the section 1 deals with the General Education system and university entrance. It starts with an overview of school system, Grade 1 admission, enrollment in Grade 6, G.C.E. (O/L), G.C.E. (A/L) and the performance of students in the G.C.E. (O/L) and G.C.E. (A/L). The section two deals with the linking education output in the labour force. The report also survey data on student enrolment in various university courses. The following section deals with an overview of school system and analysis of Grade 1 admission.

1.1 Overview of school system

In Sri Lanka, 4,214,772 students are scattered in 10175 schools in the country (MoE,2018). These schools are categorized in to four different types of schools and their characteristics are as follows.

1AB - Schools having Advanced Level Science (Bio Science and/ or Physical Science) stream classes

1C - Schools having Advanced Level classes other than Science (Arts and/or Commerce and/or Technology streams) stream

Type 2 - Schools having classes only up to grade 11 (Grade 1-11 or grade 6-11)

Type 3 - Schools having classes from grade 1-5 or grade 1-8

Of these four types, 1AB schools are the most demanded with comparatively higher physical and human resources than the other three types. With respect to student population slightly more than half of the number of schools (50.50%) have less than 200 students. It is also notable that there are 3010 schools (29.58%) with less than 100 students.

The total number of teachers working in the school system are 247,334 and almost three-fourth (73.99%) of them are females. This has created disadvantageous learning environment for male students with limited male role-models in the school system. In addition, there are 5640 teachers (2.28%) who are either untrained or trainee teachers (Annexure 1).

1.2 Grade 1 Admission

Grade 1 admissions are important because it is the starting point of students' future. According to annual School Census of Sri Lanka Final Report – 2018, there were 328,632 students admitted Grade 1 to the Sri Lankan school system. Gender wise there was not much difference; only with slightly higher percentage of male students (i.e., 50.74%) than female students (49.26%) (MoE, 2018).

Among four different types of schools described above, 1AB schools are the most demanded for grade 1 admission but only less than 15% of students admitted to 1AB schools while more than 85% of students are admitted to other three types of schools. The following table shows the trend of Grade 1 admissions for the last five years.

Table 1: Trend of Grade 1 Admissions (2014-2018)

Year	Grade1 Male	Grade 1 Female	% M	% F	Total
2014	178690	172717	50.85	49.15	351407
2015	169585	165292	50.64	49.36	334877
2016	166112	160854	50.80	49.20	326966
2017	168572	164369	50.63	49.37	332941
2018	166753	161879	50.74	49.26	328632

Source: Data Management Branch, MoE

According to the above table, total student admissions to Grade 1 are 328632 in 2018. However, there exist a decline in student admissions during the last five years. In 2014, there were 351,407 student admissions but in 2018 it has decreased to 328,632, a decline in admissions by 22,775(6.48%). The table also shows that there is a trend of slight gender difference, where male students outnumber female students.

In Sri Lanka, there are 10,175 government schools where 353(3.5%) are national schools and vast majority of 9822(96.5%) schools are provincial schools. According to the MoE statistics, only 26,211(8%) Grade-1students are learning in National schools while vast majority of 302,411(92%) are learning in provincial schools. It was also observed that more male students (54.4%) are learning in National schools than females while in Provincial schools, this difference is only 50.4% males and 49.6 females (Appendix-1).

1.3 Grade 6 admissions

Students have to complete five-year primary education cycle and after the completion, students automatically enter to the junior secondary level. There are 1,672,350 students in the primary cycle (1-5). Of them 50.4% are males and 49.6% are females (Moe, 2018, p5). This is important because this contributes almost 40% (Actual 39.7%) of the total student population. The following table shows behavior of the student enrolment figures during the period of (2014-2018).

Table 2: Trend of Grade 6 Enrollment (2014-2018)

year	Grade 6 Boys	% boys	Grade 6 Girls	% girls	Grade 6 Total
2014	166909	50.54	163331	49.46	330240
2015	170255	50.55	166565	49.45	336820
2016	171183	50.57	167343	49.43	338526
2017	174526	50.57	170567	49.43	345093
2018	176352	50.42	173429	49.58	349781

Source: Data Management Branch, MoE

According to the above table, 349,781 students were learning in Grade 6 classes in 2018. It is observable that there exists a gradual increase in student enrolment annually with no significant gender differences in student enrolment figures.

1.4 GCE (O.L) Enrollment and performance (2014-2018)

Students have to study in the secondary level classes before facing the 1st government examination (GCE(OL)). This examination is conducted annually and one of the most decisive examination in students' life as it may decide future educational path or the professional path of the student. If students pass in the examination, they can either continue their education in GCE(AL) streams and enter the university for further education. If students fail in the examination, they can join in the 13 years guaranteed education programme introduced in..... and continue education, any other vocational education path and earn NVQ qualification. In addition, students may also join in the labour force. The following section describes the Sri Lankan situation with regard to student enrolment in Grade 11, Performance at the GCE(OL) examination.

Performance of students at the G.C.E. (O/L) Examination

The following table shows the performance of G.C.E. (O/L) students during the last five years.

Table 3: Trend of GCE (O.L) performance (2014-2018)

Description	2019	2018	2017	2016	2015
No of Sat (5 or more subjects)	305,633	296,029	296,812	286,251	273,224
Qualified for A/L	225,539	222,281	216,815	200,208	189,428
Not Qualified for A/L	79888	73,748	79997	86043	83,796
Not Qualified for A/L %	26.15	24.91	26.95	30.05	30.67
Qualified for A/L %	73.8	75.1	70	73	69.3

Source: Department of Examination, 2019

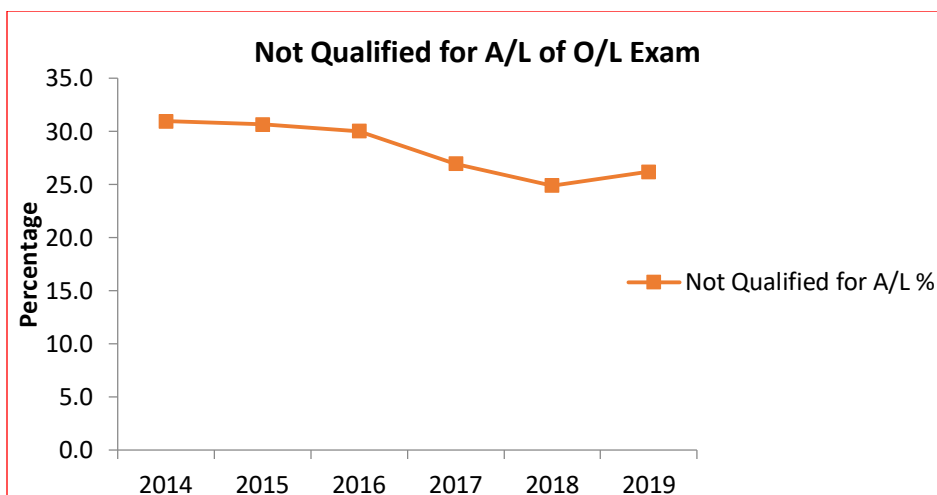


Figure 1: Percentage of students not qualified for G.C.E. (A/L)

The above table shows that during the period of five years (2014-2018) about (25-30) % of the total number of students who faced the G.C.E. (O/L) examination have not been qualified for the G.C.E. (A/L) stream. According to the above Figure-1 however, it is clear that this trend is decreasing after 2016. When these figures were added to the dropouts during the secondary cycle, before facing the G.C.E. (O/L) examination, around (35-40) % students who enrolled in Grade-1 classes are dropped out from the system without G.C.E. (O/L) qualifications. This condition is a serious issue and these dropouts should either join in the labour force or other vocational educational avenues available for them.

1.5 Performance of students at the G.C.E. (A/L) Examination

Those students who are eligible for G.C.E. (A/L) should enroll in Six streams such as Arts, Commerce, Bio-Science, Physical Science, Engineering Technology and Bio-System Technology streams. The following table shows the overall performance students during the last Six years.

Table 4: Trend of G.C.E. (A/L) performance (2014-2019)

Year	2014	2015	2016	2017	2018	2019(NEW)	2019(OLD)
No. Sat	207304	210340	211865	206630	218191	173781	61769
Passed in 3 subjects(no)	126971	131137	134238	136421	141172	108353	46552
Passed in 3 subjects (%)	61.25	62.35	63.36	66.02	64.7	62.35	75.36
Obtained 3A's (No)	5400	5690	6468	7489	4912	5424	1161
Obtained 3A's (%)	2.6	2.83	3.05	3.62	2.25	3.12	1.88
Failed all subjects (No.)	16610	18183	17702	16967	18203	15490	2855
Failed all subjects (%)	8.01	8.64	8.36	8.21	8.34	8.91	4.62

Source: Department of Examinations 2019 report

According to the table over 60 percent of the students who faced the G.C.E. (A/L) examination passed with at least 3 subjects which is considered to be the minimum eligibility criteria to get an admission to university education. However, around 40 percent of the total number of students are not qualified for university education. It is observable that among these failures *8.41 percent on average failed in all three subjects*. On the other hand, there are *2.91% average number of best performers* who have obtained 3 distinctions for all three subjects.

1.5.3 Stream wise G.C.E. (A/L) Performance

A) Arts stream

The highest number of candidates sit for the G.C.E. (A/L) in the Arts stream. The following table shows the variation of number of students facing the G.C.E. (A/L) examination in the Arts stream during the period of (2015-2019).

Table 5: Trend of G.C.E. (A/L) Arts students' performance (2015-2019)

Stream	Year	2015	2016	2017	2018	2019 (New)	2019 (Old)
Arts	No. Sat	99304	85762	97682	105398	77774	18720
	Passed in 3 subjects (No.)		64223	68516	69151	49011	15326
	Passed in 3 subjects (%)		67.07	70.14	65.61	63.02	81.87
	Obtained 3A's No. (%)	2209 (2.22)	1806 (1.89)	3880 (3.97)	1996 (1.89)	1771 (2.56)	326 (1.74)
	Failed all subjects No.(%)	3742 (3.77)	3493 (3.65)	3732 (3.82)	5532 (5.25)	3708 (5.35)	184 (0.98)

Source: Department of Examinations 2019 report

According to the above table the pass rate of the Arts stream is favorable that more than 63% students passed the exam with at least 3 simple passes. Among these success stories there are extreme performers obtaining distinctions for all three subjects. However, this percentage was less than five percent (Average 2.37). On the other hand, there have been more than 3000 students every year and they have failed in all three subjects (Average 3.8%). In some years, this percentage has increased more than 5%.

B) Commerce stream

The second highest number of candidates sit for the G.C.E. (A/L) in the Commerce stream. The following table shows the variation of number of students facing the G.C.E. (A/L) examination in the Arts stream

Table 6: Trend of G.C.E. (A/L) Commerce students' performance (2015-2019)

Stream	Year	2015	2016	2017	2018	2019 (New)	2019 (Old)
Commerce	No. Sat	60178	57227	56573	54334	46206	10497
	Passed in 3 subjects(no)		38768	39250	36318	30180	8396
	Passed in 3 subjects (%)		67.74	69.38	66.84	65.32	79.98
	Obtained 3A's	3333	4090	3217	1824	2671	328
	No. (%)	(5.54)	(7.15)	(5.69)	(3.36)	(6.12)	(3.12)
	Failed all subjects No.	4290	3705	4533	4494	2859	395
	(%)	(7.13)	(6.47)	(8.01)	8.27	-6.55	3.76

Source: Department of Examinations 2019 report

According to the above table the pass rate of the Commerce stream is favorable that more than 65% students (almost two-third) pass the exam with at least 3 simple passes. Among these pass students there are significant percentage (average 5.16%) of best performers who have obtained distinctions for all three subjects. On the other hand, there have been more than 3000 students every year and they have failed in all three subjects (Average 6.69%). In some years, this percentage has increased more than 8%.

C) Bio- Science stream

The second highest number of candidates sit for the G.C.E. (A/L) in the Commerce stream. The following table shows the variation of number of students facing the G.C.E. (A/L) examination in the Arts stream

Table 7: Trend of GCE (A/L) Bio-Science students' performance (2015-2019)

Stream	Year	2015	2016	2017	2018	2019 (New)	2019 (Old)
Bio- Science	No. Sat	46581	46554	44269	46237	20287	15883
	Passed in 3 subjects(no)		25875	25178	27402	10882	11476
	Passed in 3 subjects (%)		55.22	56.88	59.26	53.64	72.25
	Obtained 3A's	450	581	554	664	278	308
	No. (%)	-0.97	1.24	1.25	1.44	-1.4	-1.94
	Failed all subjects No.	7089	6914	6192	6404	3244	978
	(%)	-15.22	14.76	13.99	13.85	-16.31	-6.16

Source: Department of Examinations 2019 report

According to the above table the pass rate of the Bio Science stream is comparatively lower than the Arts and Commerce streams but it has maintained more than 50% throughout the period of last five years. It can also be seen that the percentage of best performers (3 distinction holders) are comparatively less than Arts and Commerce streams. However, percentage of students who have failed in all three subjects are always more than 13% except 2018 Old batch of students.

D) Physical Science Stream

The following table shows the variation of number of students facing the GCE(A/L) examination in the Physical Science stream

Table 8: Trend of GCE (A/L) Physical Science students' performance (2015-2019)

Stream	Year	2015	2016	2017	2018	2019 (New)	2019 (Old)
Physical Science	No. Sat	32393	33608	32075	32304	19508	10803
	Passed in 3 subjects(no)		18211	17584	18514	10089	7426
	Passed in 3 subjects (%)		54.19	54.82	57.31	51.72	68.74
	Obtained 3A's No.(%)	531	631	590	752	610	199
		-1.64	1.88	1.84	2.33	-3.17	-1.84
	Failed all subjects No.(%)	6629	6397	5664	5185	3933	1034
	-20.46	19.03	17.66	16.05	-20.47	-9.57	

Source: Department of Examinations 2019 report

According to the above table the pass rate of this stream is comparable with the Bio Science stream that has maintained more than 50% pass rate throughout the period of last five years. It can also be seen that the percentage of best performers (3 distinction holders) are comparatively less than Arts and Commerce streams. However, percentage of students who have failed in all three subjects are always more than 16% except 2018 Old batch of students.

E) Technology stream

Technology stream has two main streams as Engineering Technology and Bio-System Technology. These new streams were introduced to the system in 2013. The first batch of students faced the GCE(A/L) Examination in 2015 and the performance the students are displayed in the table No. 10 below.

Table 8: Trend of G.C.E. (A/L) Technology stream students' performance (2015-2019)

Stream	Year	2015	2016	2017	2018	2019 (New)	2019 (Old)
Eng. Technology	No. Sat	7782	12097	10682	13930	13301	3749
	Passed in 3 subjects(no)	3940	6710	6163	8097	7563	2522
	Passed in 3 subjects (%)	49.99	55.47	57.7	58.13	56.86	67.27
	Obtained 3A's	8	4	8	36	58	0
	No. (%)	(0.10)	(0.03)	(0.08)	(0.29)	(0.46)	(0)
	Failed all subjects	807	891	760	1056	1014	120
	No. (%)	(10.37)	(7.37)	(8.07)	(8.61)	(8.13)	(4.50)
Bio-System Technology	No. Sat	4815	7846	6970	9452	6782	2988
	Passed in 3 subjects(no)	2905	4712	4303	6088	4578	2136
	Passed in 3 subjects (%)	60.33	60.06	61.74	64.41	67.5	71.49
	Obtained 3A's	11	6	4	26	24	0
	No. (%)	(0.23)	(0.08)	(0.07)	(0.31)	(0.38)	(0)
	Failed all subjects	343	582	515	645	504	107
	No. (%)	(7.20)	(7.42)	(8.45)	(7.76)	(7.89)	(4.32)

Source: Department of Examinations 2019 report

F) Other

Limited number of students face the GCE(A/L) stream in the other stream and the students' performance is displayed in the following table.

Table 8: Trend of G.C.E. (A/L) Other stream students' performance 2015-2019)

Stream	Year	2015	2016	2017	2018	2019 (New)	2019 (Old)
OTHER	No. Sat	4038	4799	5079	5456	3309	981
	Passed in 3 subjects(no)		2021	2110	2337	1334	438
	Passed in 3 subjects (%)		42.11	41.54	42.83	40.31	44.65
	Obtained 3A's	4	8	14	7	12	0
	No.(%)	(0.1)	(0.17)	(0.28)	(0.13)	(0.42)	0
	Failed all subjects	409	410	449	498	228	37
	No.(%)	(10.13)	(8.54)	(8.84)	(9.13)	(7.97)	(3.77)

Source: Department of Examinations 2019 report

University Entrance

Annually, significant number of students sit for the G.C.E. (A/L) examination. The following table shows the picture of total number of students face the examination and the number of students admitted to the university system.

Table 9: Number of Students Selected to Universities

Year	Total Sat	Eligible UA	Unv. Admis	%W.R.T. Eligible	%W.R.T. All sat
	207304	126971	25643	17.15	10.37
2015	210340	131137	27204	18.31	11.22
2016	211865	134238	28590	19.18	12.00
2017	206630	136421	29148	19.10	12.37
2018	218191	141172	0	0.00	0.00
2019 (New)	173781	108353	0	0.00	0.00
2019 (old)	46552	46552	0	0	0

Source: Department of Examinations

* W.R.T. – With Respect To

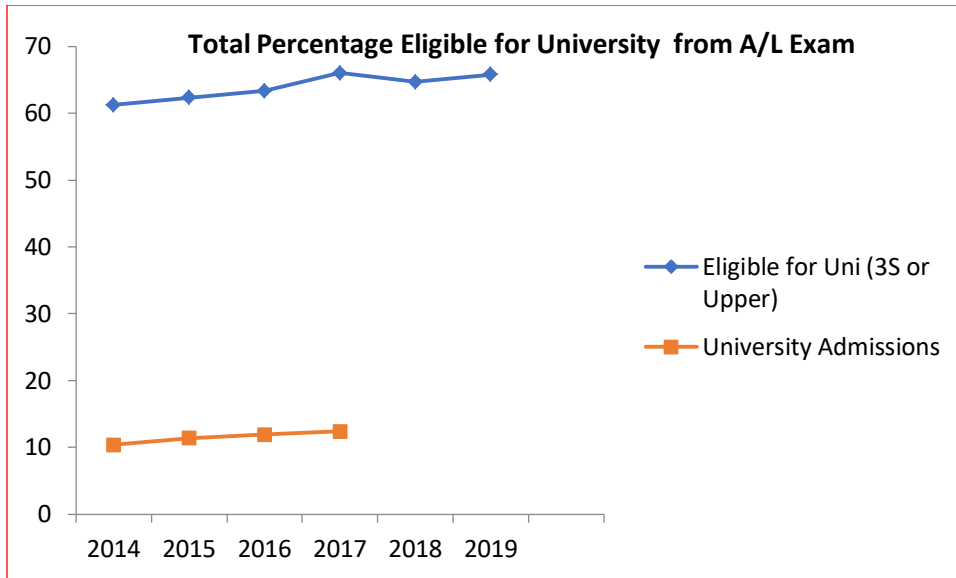


Figure 2: Percentage of University Admissions and All 3 Subject Pass Students in G.C.E. (A/L)

According to the above table on average 11.5% of the students who sit for the G.C.E. (A/L) examination and is selected for the various undergraduate courses available in Sri Lankan universities. Also, 18.43% of those who eligible for university education is selected. This situation creates G.C.E. (A/L) examination is most competitive examination in Sri Lanka and considerable number of students becomes frustrated without having chance to enter Sri Lankan universities. Some students who can afford leave the country for higher education other countries.

SECTION ONE: Education VS Participation in the Labour Force

The main purpose of this section is to put to together the information gleaned from the previous Section-1 with the LFP data to see whether there exist any relationship. In doing so school student data sets obtained from the MoE for the period of 2007 to 2018 were taken in to consideration. Two case studies were developed taking 2007 and 2008 as the base years because it could be obtained from the data management branch, MoE. If a student was admitted to Grade 1 in 2007 that student have the opportunity to face the G.C.E. (O/L) examination in 2017 December. When student data were compared from Grade 1 to Grade 11 the dropouts from the system for the major education cycles can be estimated. For example, all island Grade 1 students enter Junior Secondary Grades (Grade 6) after the completion of five years of primary education cycle in 2012. The same cohort of students faced the G.C.E. (O/L) examination in 2017. Then we can see how many students have been dropped out in the system during the course of 11 years (2007-2017) and what are the performance of this cohort of students according to the performance indicators of G.C.E. (O/L) examination held in 2017. Likewise, the second case study is created using the data set for the period of (2008-2018). These estimated figures can then be compared with the LFP data sets available such as Central Bank Reports. The next section, display the results of these two case studies.

1 Case study

As mentioned in the previous section, for this case study, data set for the period of (2007-2017) was obtained from the Data Management Branch, MoE. The base year was taken as 2007 and the Grade-1 admission during that year was calculated. It was 337,178 students. Then, the student enrollment figures in Grade-6 (in 2012) Grade-11(in2017) were calculated. The results of this analysis is presented in the following table and figures 2.1 and 2.2. If the dropout ratio is zero then the same number of students (337,178) should remain in the system in the higher grades. The following table and figures display the results of this analysis succinctly.

Table 2.1 Change in student enrollment in Grade 1(2007) cohort (2007-2017)

	Total Male Students	% Males	Total Female Students	%Female	Total School Students	Student dropout
2007 (GR.1)	171650	50.90	165528	49.10	337178	
2012 (GR.6)	169335	50.69	164663	49.31	333998	3180
2017 (GR11)	145494	49.15	150502	50.84	295996	38002

The above table shows that the picture of student admission is not significantly different when they were first admitted Grade 1 in 2007. When this cohort of students move to grade 6 it has decreased to 333,998, and in Grade 11 further decrease to 295996. That means during the period of 11 years (2007-2017) 41,182(12.21%) students were dropped out from the system without earning G.C.E. (O/L) attainment.

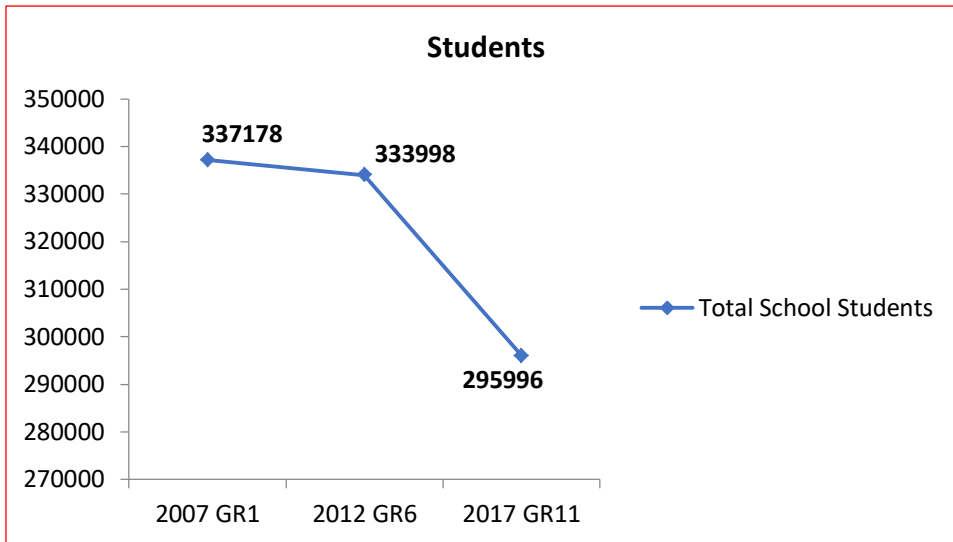


Figure 2.1 Change in student’s enrolment (2007-2017)

Enrollment data for males and females analyzed separately and the results is shown in the following 2.2. According to the figure, it is evident that the male students are more inclined to dropout from the system than female students. It is important to think about what happens to the dropped outs, do they enter in the labour market or do they follow any other vocational training programmes available to them?

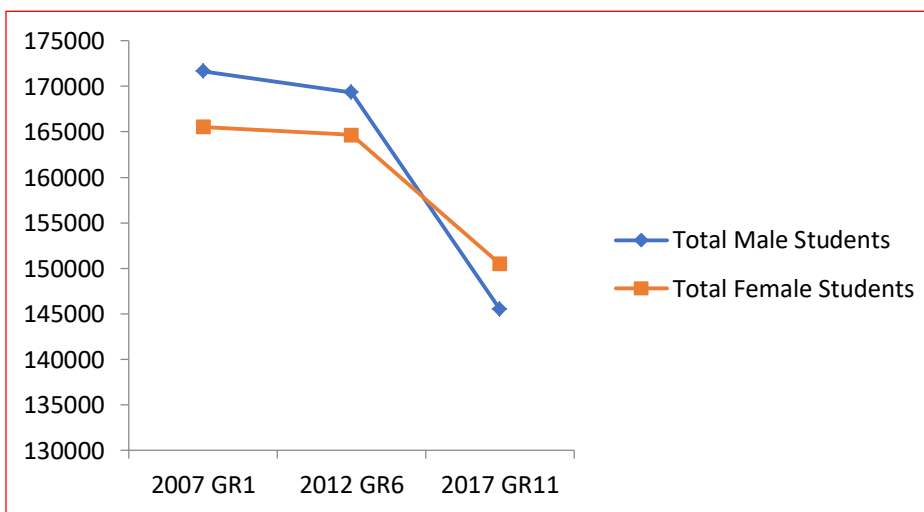


Figure 2.2 Students enrolment (Male vs. Female students)

Case study-2

For this case study, data set for the period of (2008-2018) was obtained from the Data Management Branch, MoE. The base year was taken as 2008 and the Grade-1 admission during that year was calculated. It was 331,847 students. Then, the student enrollment figures in Grade-6 (in 2013) Grade-11(in2018) were calculated. The results of this

analysis is presented in the following table. The following table and figures display the results of this analysis succinctly.

	Total Students	School	Chang in % in Successive Grades
2008 GR1	331847		100.0
2013 GR6	330240		99.5
2018 GR11	294220		88.7
2018 O/L (Qualified for A/L)	222281		67.0

Table 2.1 Change in student enrollment in Grade 1(2007) cohort (2007-2017)

Yr(Grade)	Total Male Students	% Males	Total Female Students	%Female	Total School Students	Student dropout
2008 (GR.1)		50.90	165528	49.10	331847	
2013 (GR.6)		50.69	164663	49.31	330240	1607
2018 (GR11)		49.15	150502	50.84	294220	36020
2018(O/L) pass					222281	

The above table shows that the picture of student admission is not significantly different when they were first admitted Grade 1 in 2008. When this cohort of students move to grade 6 it has decreased to 330,240, and in Grade 11 further decrease to 294220. That means during the period of 11 years (2008-2018) 37627(11.33%) students were dropped out from the system without earning G.C.E.(O/L) attainment.

These two case studies were plotted in the same graph to see whether the two data sets of two cohorts of students follow the same trend of dropout. The results is displayed in the following figure.

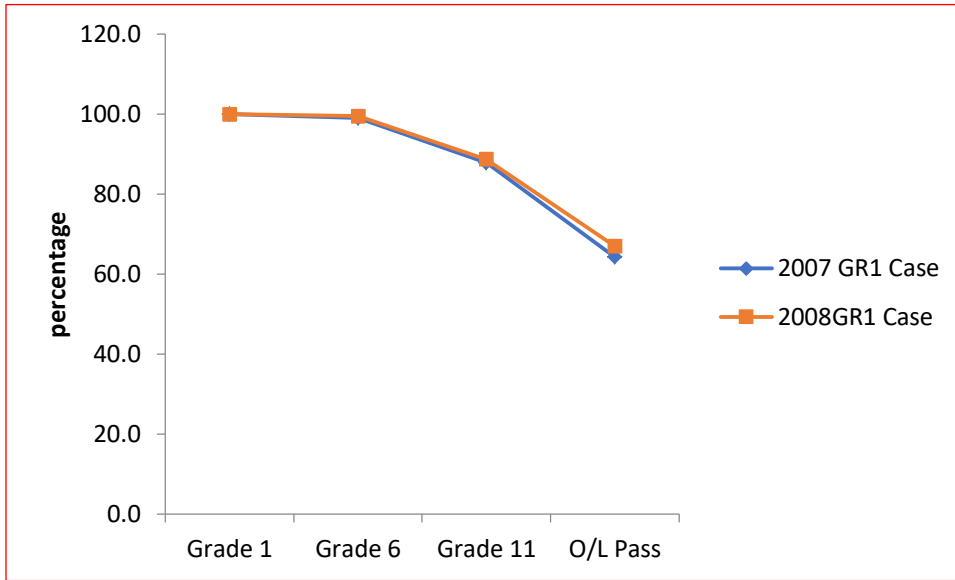


Figure 2.3 : Pattern of the behaviour of two case studies

According to the above figure, it is obvious that the two data sets of case studies follow the similar trend in student enrollment in successive grades.

SECTION TWO: Labour Force Participation and Education

According to the Quarterly report of the Sri Lankan labor force survey conducted by the Department of Census and Statistics, the estimated economically active population is about 8.6 million in the first quarter 2019. Of which 64.1 percent are males and 35.9 percent being females. The economically inactive population is about 7.7 million. Out of the economically inactive population 25.7 percent are males and 74.3 percent are females.

There are studies conducted to see the impact of educational level of employees on job performance. Researchers argue that educational level not only positively impact on core task performance but it is positively related with creativity and citizenship behaviors and negatively related to on-the-job substance use and absenteeism (Thomas & Daniel, 2009, p1). According to the preceding section it was revealed that there are various places in the General education system where students drop out from the system. Some leave the school system before they complete Primary Education cycle, some leave before, GCE(O/L). some before GCE(A/L) and still some others after passing (GCE(A/L) but without university entrance. Preceding section presented data showing the percentages of students leave the system in the Grade 6, GCE(O/L), before GCE(A/L), some with GCE(A/L) qualifications. Following table shows the summary of these data.

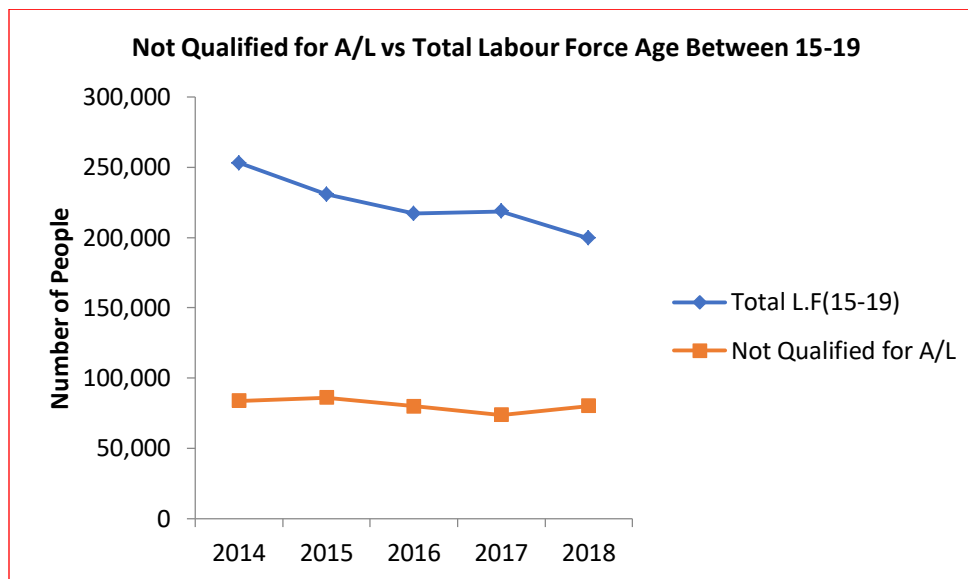


Figure 2.4 : Summary of educational attainment level in Sri Lankan school leavers.

CONCLUSION

Based on the analysis of Grade 1 admission, Grade 6, GCE(O/L), and GCE(A/L) examination performance data, approximate number of Labour force with following education qualifications can be estimated. This predicted conclusion is based on following assumptions.

1. All the dropouts/ school leavers join labour force

Table 2.3: Potential LFP and their predicted educational attainment level

No.	Educational qualifications	No. potential employees	% potential employees	Criteria used in the estimation
1	Below Grade 6	318	0.09	Based on case study
2	Between Grade (6-11)	40864	12.12	Based on case study
3	Upto G.C.E. (O/L)	80887	23.99	Based on case study
5	G.C.E. (O/L) pass	78812	23.39	Analysis of G.C.E. (O/L) Performance
6	GCE(A/L) pass	111,744	33.16	Analysis of G.C.E. (O/L) Performance
7	Degree	24431	07.25	Analysis of Uni. entrance figures
8	Total	337,056		

According to the above table, it is clear that annual out put of the potential employees for the Sri Lanka. These school leavers should be trained in the respective fields they may have selected to work in for better output.

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APPENDIX

Appendix1: Comparison of Basic Statistics of National and Provincial schools

6. Comparison of Basic Statistics of National and Provincial Schools -2018													
Subject	All Govt. Schools	National Schools						Provincial Schools					
		Total	% of Total	No. of Males	Male %	No. of Females	Female %	Total	% of Total	No. of Males	Male %	No. of Females	Female %
All Government Schools													
No. of Schools	10,175	353	3.5					9,822	96.5				
No. of Students	4,214,722	839,116	19.9	435,161	51.9	403,955	48.1	3,375,656	80.1	1,647,535	48.8	1,728,121	51.2
No. of Teachers	247,334	39,176	15.8	10,681	27.3	28,495	72.7	208,158	84.2	53,656	25.8	154,529	74.2
Grade 1 Admissions	328,632	26,221	8.0	14,265	54.4	11,956	45.6	302,411	92.0	152,488	50.4	149,923	49.6
Schools by Type of School													
1AB Schools													
No. of Schools	1,044	329	31.5					715	68.5				
No. of Students	1,723,648	819,015	47.5	424,763	51.9	394,252	48.1	904,633	52.5	409,707	45.3	494,926	54.7
No. of Teachers	82,701	37,871	45.8	10,306	27.2	27,565	72.8	44,830	54.2	12,826	28.6	32,004	71.4
Grade 1 Admissions	48,102	25,237	52.5	13,794	54.7	11,443	45.3	22,865	47.5	9,877	43.2	12,988	56.8
1C Schools													
No. of Schools	1,845	22	1.2					1,823					
No. of Students	1,047,898	19,938	1.9	10,297	51.6	9,641	48.4	1,024,831	97.8	495,584	48.4	529,247	51.6
No. of Teachers	63,876	1,262	2.0	359	28.4	903	71.6	62,614	98.0	16,663	26.6	45,951	73.4
Grade 1 Admissions	72,835	982	1.3	469	47.8	513	52.2	71,853	98.7	35,797	49.8	36,056	50.2
Type 2 Schools													
No. of Schools	3,227	2	0.1					3,225					
No. of Students	761,255	163	0.0	101	62.0	62	38.0	764,085	100.4	390,574	51.1	373,511	48.9
No. of Teachers	61,936	43	0.1	16	37.2	27	62.8	61,893	99.9	15,948	25.8	45,945	74.2
Grade 1 Admissions	73,473	2	0.0	2	100.0	-	-	73,471	100.0	37,657	51.3	35,814	48.7
Type 3 Schools													
No. of Schools	4,059	-	-					4,059					
No. of Students	681,776	-	-	-	-	-	-	682,107	100.0	351,670	51.6	330,437	48.4
No. of Teachers	38,821	-	-	-	-	-	-	38,821	100.0	8,192	21.1	30,629	78.9
Grade 1 Admissions	134,222	-	-	-	-	-	-	134,222	100.0	69,157	51.5	65,065	48.5

Source : School Census 2018

Appendix 2: Trend in G.C.E. (A/L) Performance (2015-2019)

Stream	Year	2015	2016	2017	2018	2019 (New)	2019 (Old)
Bio- Science	No. Sat	46581	46554	44269	46237	20287	15883
	Passed in 3 subjects(no)		25875	25178	27402	10882	11476
	Passed in 3 subjects (%)		55.22	56.88	59.26	53.64	72.25
	Obtained 3A's No. (%)	450 -0.97	581 1.24	554 1.25	664 1.44	278 -1.4	308 -1.94
	Failed all subjects No. (%)	7089 -15.22	6914 14.76	6192 13.99	6404 13.85	3244 -16.31	978 -6.16
Physical Science	No. Sat	32393	33608	32075	32304	19508	10803
	Passed in 3 subjects(no)		18211	17584	18514	10089	7426
	Passed in 3 subjects (%)		54.19	54.82	57.31	51.72	68.74
	Obtained 3A's No.(%)	531 -1.64	631 1.88	590 1.84	752 2.33	610 -3.17	199 -1.84
	Failed all subjects No.(%)	6629 -20.46	6397 19.03	5664 17.66	5185 16.05	3933 -20.47	1034 -9.57
Commerce	No. Sat	60178	57227	56573	54334	46206	10497
	Passed in 3 subjects(no)		38768	39250	36318	30180	8396
	Passed in 3 subjects (%)		67.74	69.38	66.84	65.32	79.98
	Obtained 3A's No. (%)	3333 -5.54	4090 7.15	3217 5.69	1824 3.36	2671 -6.12	328 3.12
	Failed all subjects No. (%)	4290 -7.13	3705 6.47	4533 8.01	4494 8.27	2859 -6.55	395 3.76
Arts	No. Sat	99304	85762	97682	105398	77774	18720
	Passed in 3 subjects(no)		64223	68516	69151	49011	15326
	Passed in 3 subjects (%)		67.07	70.14	65.61	63.02	81.87
	Obtained 3A's No.(%)	2209 -2.22	1806 1.89	3880 3.97	1996 1.89	1771 2.56	326 1.74
	Failed all subjects No.(%)	3742 -3.77	3493 3.65	3732 3.82	5532 5.25	3708 -5.35	184 0.98
OTHER	No. Sat	4038	4799	5079	5456	3309	981
	Passed in 3 subjects(no)		2021	2110	2337	1334	438
	Passed in 3 subjects (%)		42.11	41.54	42.83	40.31	44.65
	Obtained 3A's No.(%)	4	8	14	7	12	0

		-0.1	0.17	0.28	0.13	-0.42	0
	Failed all subjects No.(%)	409	410	449	498	228	37
		-10.13	8.54	8.84	9.13	-7.97	3.77

Appendix 3: Number of university admissions for available courses

Stream	Course	Number of Students (Academic year 2018/2019)	(Academic year 2016/2017)
1 Bio stream	Medicine	1480	1310
2	Dental Surgery	80	80
3	Veterinary Science	100	80
4	Agricultural Technology & Management	200	200
5	Agriculture	640	595
6	Food Science & Nutrition	110	110
7	Food Science & Technology	170	160
8	Ayurvedic Medicine And Surgery	300	300
9	Unani Medicine And Surgery	60	60
10	Siddha Medicine And Surgery	150	140
11	Biological Science	1315	1265
12	Applied Sciences-Bio science	320	295
13	Health promotion	75	50
14	Nursing	380	345
15	Pharmacy	150	145
16	Medical Laboratory Science	145	140
17	Radiography	45	45
18	Physiotherapy	70	60
19	Molecular Biology And Biochemistry	60	60
20	Fisheries & Marine Sciences	60	60
21	Environmental Conservation & Management	60	50
22	Animal Science & Fisheries	50	50
23	Food Production & Technology Management	85	85
24	Agricultural Resource Management & Technology	150	150
25	Agribusiness Management	55	50
26	Green Technology	50	50
27	Animal Science	65	60
28	Export Agriculture	65	60
29	Aquatic Resources Technology	65	60
30			
31 Math stream	Engineering	1808	1708
32	Engineering(EM)-Earth Resources Engineering	50	50
33	Engineering -Textile& Clothing Technology	70	60
34	Physical Science	1900	1900
35	Computer Science	450	430
36	Applied Science-Physical Science	580	555
37	Transport & Logistic Management	60	60
38	Industrial Statistics & Mathematical Finance	90	90
39	Statistics & Operations Research	50	50
40	Computing and Information Systems	100	100
41	Physical Science- ICT	120	100
42			
43 Engineering Technology	Engineering Technology	940	865
44			
45 Biosystems Technology	Biosystems Technology	850	725
46			
47 Information Communication Technology	Information Communication Technology	515	440
48			
49 Arts	Arts	6000	5875
50	Arts (SP)	80	160
51	Arts (SAB)	225	225
52	Communication Studies	150	100
53	Peace & Conflict Resolution	35	35
54	Islamic Studies	250	250
55	Arabic Language	200	200
56	Teaching English as a Second Language	50	50
57	Music,Dance, Drama&Theatre and Visual Arts	650	600
58	Music,Dance, and Art & Design (Ramanad)	210	210
59	Music,Dance,Drama& Theatre and visual& Arts	290	230
60	Social work	50	-
61			
62 commerce	Management	4430	4240
63	Management (Public) Special	85	75
64	Estate Management & Valuation	60	60
65	Commerce	645	645
66			
67			
68 Other	IT	200	200
69	Management & Information Technology-IT	100	50
70	Quantity Surveying	125	125
71	Surveying Science	100	80
72	Town & Country Planning	50	50
73	Architecture	70	60
74	Fashion Design & Product Development	50	50
75	Landscape Architecture	50	50
76	Design	60	60
77	Law	370	350
78	Facilities Management	50	50
79	Computation & Management	50	50
80	Management & Information Technology(5)	120	120
81	Science and Technology	60	60
82	Computer Science And Technology	60	60
83	Entrepreneurship & Management	65	65
84	Tea Technology& Value Addition	65	60
85	Industrial Information Technology	60	60
86	Mineral Resources Technology	60	60
87	Palm and Latex Technology Value Addition	60	60
88	Hospitality,Tourism and Events Management	65	65
89	Physical Education	50	50
90	Sports Science& Management	105	90
91	Speech&Hearing Science	50	50
92	Information Technology & Management	100	100
93	Tourism & Hospitality Management	120	120
94	Information Systems	100	100
95	Translation Studies	85	75
96	Film& Television Studies	50	50
97	Project Management	75	50
98	Information& Communication Technology	175	150
99	Software Engineering	50	50
100	Food Business Management	80	60
101	Marine and Fresh Water Sciences	50	50
102	Business Science	100	100
103	Financial Engineering	50	-
104	Geographical Information Science	50	-