

Title of the Study : The Implementation of the Teacher Education Programmes at the National Institute of Education

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Objectives / Terms of Reference

The consultant will examine

- (i) the functions and powers of the governing bodies of the National Institute of Education and their operation
- (ii) the organizational structure within the institution and the interlinkages and interface between the curriculum development, teacher education and management education units
- (iii) the adequacy and quality of the academic staff of the institute, i.e. cadre and academic and professional qualifications of staff
- (iv) opportunities available for staff development
- (v) the programmes/courses offered by the NIE in terms of adequacy and relevance- B.Ed., Diploma, Certificate
- (vi) the quality of the curriculum materials for pre-schools (a) schools (b) teacher education (c) in-service teacher education (d) distance education programmes in content and methodology
- (vii) the extent to which the education reforms proposals have been implemented by the NIE with reference to
 - (a) curriculum reforms
 - (b) teacher education
 - (c) school based management
 - (d) training of principals and officials
- (viii) standards of examinations and mechanism for equivalence of standard
- (ix) relationship with the National Colleges of Education, Teacher Education Institutes and Teachers Centres
- (x) relationship with the Ministry, Department of Examinations and the University system, and

suggest measures for improvement in the performance of the NIE in meeting its objectives.

Recommendations

1. A new NIE Act should be enacted or far-reaching amendments made to the existing Act.
There appears to be some lack of clarity as regards the specified objectives of the NIE and also its relationship to other authorities in the field of education. This is due partly to unimaginative drafting of the existing Act and also to a number of other authorities being established after 1.1.86 with assigned duties and responsibilities in the field of education very similar to those of the NIE.
2. Only persons with qualifications and experience in the spheres of functioning of the NIE should be appointed as members of the Council, members of the Academic Affairs Board and the Director General.
3. Steps should be taken to establish and strengthen interlinkages and interface among the different Centres especially between the academic and professional Centres for more effective functioning of the Institution.
4. Quick relief should be provided in respect of vacancies in the academic staff cadre. It is clear that no project could be carried out in any meaningful way

without qualified, trained and experienced personnel at the key positions. Hence the need to appoint at least the key staff in 2003.

5. The departmental structure should be reorganized with a view to effecting economies without loss of quality or efficiency wherever feasible so that the Institution could at least in the short-term function within the budgetary allocation. Ideas and proposals for such a re-organization should originate from within the Institution. The Project /Unit /Department /Directorate alignment may be reconsidered as has been suggested even by earlier Committees.
6. Immediate steps should be taken to improve the quality of the staff.
7. A formal staff development policy should be formulated and followed. Staff development should be made the function of one unit/department. At the moment there are two units working on the subject, namely the Human Resource Development Unit and the Planning and the External Agencies Unit.
8. The entire portfolio of programmes, courses etc. conducted by the Teacher education Cluster should be thoroughly examined with a view to determining which courses should continue to be conducted by the NIE, which should be dropped and which should be entrusted to other agencies or institutions.
9. Arrangements should be made to commence the reconstituted B.Ed programme immediately by providing the necessary staff and financial resources.
10. The Council should consider appointing a Tamil typist to the Teacher Education Cluster and a Tamil translator versed in Education to the Institution.
11. Financial resources should be provided immediately for the production of learning materials in respect of the Postgraduate Diploma in Science Education and the Postgraduate Diploma in Mathematics Education courses so that these courses could commence as soon as possible.
12. Financial resources should be made available for the revision of modules in respect of the Postgraduate Diploma in Education which has been put off for lack of funds.
13. Arrangements should be made to obtain the services of university staff as setting, moderating and marking examiners and supervisors/examiners of dissertations in addition to teaching. The examination papers for the B. Ed, Postgraduate Diplomas and higher degrees should be moderated only by university staff, preferably those who are responsible for the teaching and examination of the subject in their own universities.
14. The Colleges of Education division of the NIE should be strengthened by elevating it to the position of a Unit under a Director. At the moment it functions as a one-woman Department under only a CPO. Tamil staff should be provided to this division so that it could produce NCE teaching material in Tamil too. At the moment this does not happen.
15. In the administration of the Teacher Education Institutes and Teachers Centres, the Provincial Councils should be willing to accept the advice tendered by the NIE. For example, in appointing personnel to man these institutions, the Provincial Councils should appoint the persons who have been trained by the NIE and not others who have not received any form of training. Divided responsibility is seen to be killing these institutions.