

CHAPTER V

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this research study is to know the strength and weakness of different aspects of primary teacher training in Bangladesh and offering some suggestions for its improvement. The present chapter includes the findings and recommendations for the development of primary teachers training in Bangladesh and some suggestions are put forth for further research in the field. The findings have been described under the twelve major categories, as follows:

- 1) Administrative reorganization
- 2) Orientation and in-service training of instructors
- 3) Job satisfaction of instructors
- 4) Course components of PTIs.
- 5) Method of teaching.
- 6) Duration and size of the course.
- 7) Instructional materials.
- 8) Co-curricular activities in PTIs.
- 9) Evaluation system of PTIs.
- 10) Physical facilities of PTIs.
- 11) Perception and qualifications of trainees.
- 12) Problems of PTIs.

5.2 Findings

Administrative Reorganization

1. In all Primary Training Institutes of Bangladesh about 80 percent posts of superintendents , 50 % posts of asstt. superintendents, and 30 % posts of instructors are lying vacant and this large number of vacancies causes serious setback in teacher training at PTIs.
2. Primary Teachers' training fall under the jurisdiction of primary education that has vast field covering the whole country. Government of Bangladesh has created Ministry of Primary and Mass Education, Directorate of Primary Education and Primary Academy for Smooth functioning of primary education. But cadres of services in primary education have not been created and as a result the experimented incumbents of primary education along with PTIs cannot serve in those higher posts. College teachers, sometime who have no professional training, serve in those higher posts and hamper administrative vitality as well as training vitality.
3. All the Teachers' Training Colleges numbering about 10 in Bangladesh are secondary school biased and the PTI instructors get their professional training from these secondary biased Training Colleges. As a result PTI instructors are not efficient and specialised in primary education. It is actually felt that B.Ed.(primary) should be

introduced in the country for the proper training of the personnel working in primary education.

4. Higher Certificate-in-Education is introduced at four divisional PTIs. It is an administrative training for head teachers for primary schools. Only the four divisional PTIs can not cope with the gradual demand of the primary school teachers. Most of the trainees desire to open higher Certificate course in all PTIs.

5. Services of PTI instructors are lying less dignified than it ought to be and calls for an urgent redress for the betterment of primary teacher training. Their position is to be raised upto the standard of college teachers and their salary and emolument should be equivalent to that of college teachers at government arts and science colleges.

6. In Bangladesh the college teachers have chance for higher education either in deputation or in study leave at home and broad. Sometime foreign government and international philanthropic organization award assistantship and fellowship with other leading universities of the world. But the teaching staff of PTIs need the same type of knowledge for the betterment of primary education in the country, are deprived of all sorts of facilities for their self-development and continuing education.

Orientation and In-service Training of Instructors

7. PTI instructors received their professional training from secondary teachers' training colleges which offer no training on primary education and PTI instructors had very little to do with the teaching of teachers and children at primary level unless they are oriented again on primary education.
8. Knowledge tends to grow day by day, the curricula of primary schools are being enriched with many subjects and rapidly changed. PTI instructors need in-service training to acquire new ideas, methods and innovations in primary education at interval of every five years.
9. There are one physical instructor and one Art & Craft instructor in each PTI whose requisite qualifications are not as that of general instructors. The physical instructors' requisite qualification is Bachelor of Physical Education (B.P.Ed.) and the Art & Craft instructors' requisite qualification is Bachelor of Fine Arts (B.F.A). ~~None~~ of them have professional training like B.Ed. but they are enjoying the same status of instructors. It is important to acquire them the professional training for the betterment of their career.

Job Satisfaction of Instructors

10. The teaching staff of PTIs were not satisfied with

their existing working conditions specially with their poor salaries and remuneration, irregular promotion, inadequate physical facilities and insufficient recreational facilities.

11. The superintendents or in-charge of PTIs were overloaded with all administrative, financial and academic functions of PTIs.

12. The teaching staff of PTIs were experienced in the filed of teaching and primary education and after joining PTIs they were by and large continued the profession with lower mobility.

13. The facilities for professional growth and development of the teaching staff of PTIs and their in-service training facilities were not satisfactory. Only the 16 % instructors are graduate and 8 % graduate and trained and 76 % post-graduate and trained.

Course Components of PTIs

14. The present curriculum of PTIs was introduced in all PTIs from 1980. It is essential to modify and develop the present curriculum to meet the demand of the day and time. PTI Superintendents supported (70 %) in favour of modification of the present curriculum.

15. The present curriculum of PTI is outdated, theory

based, traditional and did not develop specific skills of instruction and hence not upto the mark.

16. At the time of framing and modifying curricula, importance should be given on value education and sense of ethics as there prevails moral degradation in the society.

17. The new curriculum should be life-oriented and based on activity methods as such our teachers as well as children never despise manual labour.

Method of Teaching

18. The predominant methods of classroom instruction in a over-crowdy class of 100 trainees appeared to be traditional and teachered-centered. The trainees sometimes remain merely passive listeners of lectures delivered by instructors. This approach is bound to produce traditional primary schools.

19. Old porcedures relating to practice-teaching need to be developed. More effective techniques like demonstration class followed by criticism class and micro-teaching followed by simulation are to be introduced for shaping the trainee teachers before sending them practice-teaching.

20. The supervision of practice-teaching is haphazard and unreliable. There is no organized form of feedback regarding the performance of trainee-teachers in the classroom. The

suggestions offered by the supervisors are mostly subjective and based on general impressions, the defects are not actually pinpointed.

21. There are some primary schools under each PTI working as practice-teaching schools. These school need to be changed as co-operating schools for improving practice-teaching.

22. Bangladesh Television had no programme on distant education covering any primary teachers' training subjects for the benefit of trainees as well as teachers of PTIs.

Duration and Size of the Course

23. The existing one-year training course for Certificate in-education is not sufficient to prepare competent and capable teachers. Hence another course is added herewith called higher certificate course. One year certificate course is a professional training for school teachers and the next another year higher certificate course is an administrative training for head teachers of primary schools.

24. In Bangladesh the minimum annual requirements of primary school teachers would be 22000 and that the maximum would be 55000 depending upon the target to be reached and

the pupil-teacher ratio to be adopted. In addition to 8000 teachers are required for replacement due to promotion, retirement and death at the rate of 4 % of the existing number of teachers.

25. The optimum size of PTI implies that institution should neither be too big nor too small. If such a size can be determined, and all or most of our training institutions planned on that basis it would be possible to have a great deal of economy without sacrificing quality. It may even be possible to reduce costs and to increase efficiency simultaneously.

Instructional materials

26. Each PTI possesses teaching equipments like overhead projector, film projector, slide projector, singer machine, weigh instrument and tape recorder and the instructors (85 %) used these equipments in the teaching-learning situation as per their needs.

27. The instructors and the trainees jointly prepare improvised teaching aids on both pedagogical subjects and school subjects for their day to day use. There are abundance of improvised teaching aids in each PTI. But the problem is that maximum PTIs have no store-room for preservation of the teaching aids.

Co-curricular Activities in PTIs

28. It was found that PTIs (50 %) had the facilities for football and volleyball but noPTI provided facilities for basketball and cricket. In all PTIs indoor games are limited to chess and carrom only.

29. PTIs observe sports and games, and cultural functions occasionally and publish magazine every year. PTIs seldom arrange excursion but they never display exhibition on art and painting or handicrafts.

30. Cocurricular activities like field trips and visit to important places and organizations were not arranged regularly for the trainees by PTIs.

Evaluation System of PTIs

31. Two types of evaluation exist in PTIs. Internal evaluation is done by PTIs and external evaluation is done by Board. Fifty percent marks are allotted for internal evaluation and the rest fifty for external evaluation.

32. Evaluation follows from the subjectmatter that has two dimensions - methods and contents. Method is called the heart of the teacher training but in recent years internal and external evaluation give less stress on methods that undermines the whole system of evaluation.

33. PTI superintendents suggested the following weightage of marks on essay type test 50 %, short answer type test 30 % and objective type test 20 % for internal as well as external written examinations.

34 In Bangladesh internal evaluation on primary teacher training is gaining ground day by day.

35. A subject what is known as Institute Records in PTI curriculum remain an insignificant position for its evaluation. It is the combination of some papers that in all carry 100 marks. Two important subjects like (a) Physical Education and (b) Art & Craft and some allied items (c) Cultural activities (d) Literary activities (e) Use of Library (f) Social welfare (g) regularity and behaviour are included in the records. The problem is that trainees without practising the allied items in the records get good marks.

Physical Facilities of PTIs

36. The physical facilities like the staffroom accommodation, classroom accommodation, library facilities and teachers' residential accommodation were not sufficient in PTIs.

37. PTIs have no separate staffrooms. Instructors sit together in common room that deprived them of their privacy and hindered their day to day working. Absence of such minimum

facilities like one's own private cabin or room leaves no scope for innovative ideas to emerge. It definitely retards one's professional growth and development.

38. PTI staff have no residential accommodation except the Superintendents. The PTI staff resides at inconvenience in separate places. Instructors (90%) reported that residential accommodation facilities were not available.

39. Library facilities are not satisfactory in most of PTIs. Libraries become almost dysfunctional for want of trained Librarians, cataloguers and other support staff. There are acute dearth of reference books at the libraries of PTIs. The accommodation in the library was also quite inadequate to meet the growing pressure of trainees at all PTIs.

Perception and Qualifications of Trainees

40. The overall perception of the trainees of PTIs regarding primary teacher education in Bangladesh was clear and positive.

41. The majority of trainees expressed that the present course would help their professional development to a great extent.

42. According to a large majority of trainees the instructor-trainee relationship was satisfactory in PTIs.

43. Most of the trainees believed that they got enough opportunities to build up their career to become a good teacher for primary school.

44. Trainees irrespective of male and female expressed their view that the double standards for appointment at primary schools and admission into PTIs should be stopped. For female candidates 10 years of schooling and for male candidate 12 years of schooling should cease to an end for qualitative improvement of teaching at primary schools.

45. The trainees and the instructors of PTIs are strongly in favour of introducing Higher Certificate Course in all PTIs.

Problems of PTIs

46. The maximum posts of PTI Superintendents are lying vacant and as a result the administrative control as well as academic development suffers adversely.

47. The problems like shortage of trained teachers, lack of in-service training facilities and staff's residential accommodation are faced by all PTIs.

48. Primary teachers' training and services remain blocked and isolated from the main stream of higher education and higher services respectively in Bangladesh. It is the responsibility of the day to unlock the blockade of primary teacher training and services and make a linkage with higher education and services.

5.3 Recommendations

As early as 1854 the Wood Despatch first recommended the teacher training and thereafter recommendations and suggestions have been made repeatedly by different education commissions set up by the government but a little of them have been so far effected. The findings of the present study reveal that the status of primary teacher training in Bangladesh belonging to present administrative and organisational facilities is not in a wholesome state. Nation cannot expect good outcomes from such a problem-stricken programme at a desirable rate. What has gone wrong in the past needs putting right through guidance from specialists and planners at home and abroad. In view of the findings of the study and upholding the national interest and respecting the people's sentiment the following recommendations have been drawn for the improvement of primary teacher training in Bangladesh what has acquired importance and urgency for immediate reformation.

1. For administrative and training vitality the primary teachers training services should be cadre service under the Ministry of Primary and Mass Education for smooth and efficient functioning and to facilitate continuous supply of personnel in the higher posts of primary education.
2. As the course of primary teacher training remained blocked and isolated from the main stream of higher education, the responsibility of the day is to unlock the blocked and make a linkage certificate course with higher certificate, higher certificate course with B.Ed, and B.Ed with M.Ed in primary education.
3. As the services of instructors are lying less dignified than it ought to be, their status is to be raised upto the standard of college teachers and their pay-scale and salary should be equivalent to that of college teachers at government arts and science colleges.
4. PTI instructors should have proper facilities for self-development and continuing education in country and outside country through assistantship and fellowship from foreign government and international philanthropic organization.
5. As all the Teachers Training Colleges are secondary biased, therefore B.Ed primary course should be opened in the

country for professional training of personnel in PTIs and primary education.

6. Higher Certificate Course, an administrative training for headmaster of primary schools should be introduced in all PTIs of the country. At present this course are running in four divisional PTIs cannot cope with the gradual demand of primary school teachers.
7. Effective measures should be taken as early as possible filling up the vacant 80 % posts of Superintendents, 50 % posts of asst.superintendents and 30% posts of instructors by giving promotion to the deserving candidates and through open recruitment immediately as per the government recruitment rules.
8. PTI instructors who are new recruits should have orientation on primary teacher training as they received their professional training from secondary teachers' training college which offer no training on primary education.
9. PTI instructors should have in-service training to acquire new ideas, methods and innovations in primary education at interval of every five years, as knowledge develops day-by-day and curricula enriched and changed rapidly.
10. The physical instructor and the Art & Craft instructor of PTIs are simply graduate and enjoy the status of instructors.

They require to receive professional training for their fitness and betterment of their career.

11. Pedagogical counselling and guidance services for the trainees should be introduced in PTIs.

12. Modification and development of the present curriculum is essential to meet the demand of the day and time.

13. Attention should be given on the sense of value and professional ethics at the time of reforming the present curriculum.

14. The new curriculum should be based on activity methods as such our teachers as well as children never despise manual labour.

15. The curriculum of PTI should be made more life-oriented and rationalism oriented by incorporating contents which should reflect the life, living, culture, valour and inspiration of the people.

16. Modern method of teaching including Child-centred approach and Activity method of teaching (Learning-by doing) are very essential for children education and the term "Lecture Method" should be abolished from primary education.

17. Demonstration class followed by criticism class and micro-teaching followed by simulation are to be introduced at PTIs for a considerable period to acquire techniques of teaching for trainee-teachers before sending them for practice-teaching.

18. Practice-teaching schools under each PTI are to be developed as co-operating schools so that the teachers of that school can supervise the practice-teaching whole time in addition to subject-teachers of PTIs.

19. Bangladesh Television should broadcast educational programme covering primary teacher's training subjects for the benefit of the trainees and teachers of PTIs.

20. Requisite qualifications for appointment at primary schools and admission into PTIs should be 12 years of schooling (Higher Secondary) with one second division both in case of male and female instead of 10 years of schooling for female and 12 years of schooling for male.

21. The optimum size of PTI should have four classes, two classes of certificate course and one/two classes of higher certificate course. The admission might be restricted upto 50 trainees for each class.

22. There are 54 PTIs in 64 districts of Bangladesh. More PTIs are to be established in the big districts to mitigate

the sufferings of trainees and well being of primary education.

23. Evaluation of PTIs follows from two dimensions - methods and contents. More stress should be given on methods than contents as it is called the heart of teacher training. The weightage in marks should be sixty-forty on methods and contents respectively in all kinds of written examination in PTIs.

24. More attentions should be given on internal evaluations as Internal evaluation is gaining ground day by day everywhere.

25. A subject what is known as Institute Records in PTI curriculum remain an insignificant position for its evaluation. Institute Records should be divided into two halves, one is Physical Education and the other Art & Craft and the lesser portions should be discarded from the records or joined with the respective subjects.

26. Physical facilities like staff room, class room and residential accommodation for instructors should be taken care of immediately to provide a congenial atmosphere for the academic growth of PTIs.

27. Attempts should be made to provide subject-wise sufficient number of reference books, journals and other reading materials as well as proper accommodation in the library. Pay and status

of library staff should be raised so that better qualified persons might be attracted to such positions in PTIs.

28. Adequate initiative, facilities and funds are necessary for the preparation, use and preservation of teaching aid and equipment in PTIs.

29. More attention should be given to observe sports and games, and cultural activities in PTIs keeping in mind that the present trainees when they would become teachers of primary school can perform the same with the children.

30. Co-curricular activities like field trips, visits, excursion and exhibition are to be arranged regularly for the trainees by PTIs.

5.4 Suggestions for Further Researches

The research study are generally undertaken to fulfil the particular needs of the specific area to mitigate the shortcomings. When conducting the present research, the investigator faces other problems which again require further researches. Any research study raises more problems and issues that it proposes to solve. The investigator while doing work on the study came across a lot of such research problems that should be solved by systematic research study. The present study put forth a few suggestions to undertake the following

researches in future.

1. Case study of individual primary Training Institute.
2. Effect of Pre-service and in-service training at primary teacher training.
3. Innovations that can be taken up at different field in primary teacher training.
4. Investigation into the curriculum of primary teachers training Institutes.
5. Development of comprehensive and effective teacher manuals and handbooks.

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