

CHAPTER VI

SUMMARY AND CONCLUSION

6.1 Introduction

The qualitative education is determined by the professional competence and quality of the teachers. In our country we have yet to fully realise that teaching is a profession and it requires training as much as any other profession. The greatest stress has to be laid on increasing the number of properly-qualified teachers. It must be remembered that as the teacher is concerned with building the personality of the learners, the former must not only acquire the required amount of knowledge but also a special ability in teaching in relation to the learners' mental inclinations. Above all the teacher must have all the appropriate personal qualities required to built up with learner as a responsible citizen of the country. At the same time it must be remembered that it is difficult to attract competent persons to teaching if there is no security of job and if mental satisfaction of the teachers is not properly catered for. This research is an attempt to know the status and position of primary teachers' training in Bangladesh and to put forth some suggestions.

6.2 Title of the Problem

The tile of the Problem is :

A STUDY OF PRIMARY TEACHERS' TRAINING IN BANGLADESH

6.3 Objectives of the Study

1. To study the administrative and organizational aspects of primary teachers training in Bangladesh with reference to followings:

- i) Administrative aspects of PTIs
 - a) Existing posts and vacant posts in PTIs
 - b) Administrative reorganisation.
 - c) Academic qualifications of instructors
 - d) Orientation and in-service training of teaching-staff.
 - e) Job satisfaction of instructors
 - f) Entry qualifications of trainees
 - g) Distribution of trainees according to sex
- ii) Organizational aspects of PTIs
 - a) Physical facilities
 - b) Library facilities

2. To study the status of academic aspects of primary teachers' training with regard to :

- a) Course components of PTIs
- b) Duration and size of the course
- c) Method of teaching
- d) Practice-teaching in PTIs

- e) Instructional materials
- f) Perception and qualifications of trainees

3. To study the evaluation system of primary-teachers' training in respect to:

- a) Internal and external evaluation in PTIs
- b) Evaluation of Institute Records.

6.4 Plan and Procedure of the Study

A short outline of plan and procedure that has been adopted for carrying out the research is given below:

6.5 Population and Sample

All the Primary Training Institutes in Bangladesh which were 54 in number constituted the population of the study. These PTIs were located in urban and semi-urban areas in the country and administered by government and hence showed a lot of similarities in terms of admission, course duration, staff recruitment, library and classroom facilities. It was about 20% out of 54 PTIs i.e. ten PTIs were selected as sample on the basis of random numbers. The categories of respondents were selected from the ten PTIs as follows:

Superintendents or-In-charge of Ten PTIs

Superintendents or In-charge of the ten Primary Training Institutes were taken as sample. These ten PTIs

out of 54, were selected on the basis of random numbers.

Instructors and Asstt. Superintendents of PTIs

All the instructors and asstt. superintendents of the ten selected PTIs were taken as sample. They were in total numbering about 80.

Trainees of PTIs

The total number of trainees in ten PTIs were 1000 at the time of data collection. From this, 20% i.e. numbering about 200 were drawn on systematic random sampling basis from each PTI.

Experts

Twenty five experts serving in government offices concerned with primary teacher education were selected as sample.

6.6 Tools for the Collection of Data

The investigator applied the following tools for collection of data for the present research study.

- 1) Questionnaire for the superintendents or in-charge of Primary Training Institutes.
- 2) Questionnaire for instructors and asstt. superintendents of primary training institutes.

- 3) Questionnaire for trainees of Primary Training Institutes.
- 4) Opinionnaire for the experts on primary teacher education
- 5) Supplementary information schedule.

With different section of people of PTIs and experts on teacher education the investigator conducted unstructured interviews to get additional information about primary teachers' training in Bangladesh.

6.7 Collection of Data

The researcher personally visited each of the ten selected PTIs and administered the questionnaire to the Superintendents or In-charge of PTIs, instructors and Asstt. Superintendents, and trainees. The researcher also collected opinions from the experts through the opinionnaire by personal contact.

6.8 Analysis and Interpretation of Data

The investigator collected data administering five tools for analysis and interpretation. There were both open-ended and closed-ended items in the tool used for collection of data. The responses to each closed-ended items were sometime analysed in terms of frequency of the respondents agreed or disagreed with a particular response. The frequency was

further converted into the statistics of chi-square (x^2) to find value either in the form of significant or non-significant measured in one percent level from the table of chi-square values. The responses to the open-ended items were recorded in figure and further analysed suitably. The data obtained through interviews and informal discussion were used to supplement the questionnaire and opinionnaire and analysed and interpreted as required.

6.9 Major Findings

1. In all Primary Training Institutes of Bangladesh about 80% 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 a 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 experienced 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 number about 10 in Bangladesh are secondary school biased and the PTI instructors get their professional training from these secondary based Training Colleges. As a result PTI instructors are not efficient and specialised in primary education. It is acutely 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 of 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 abroad. 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.
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.

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 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.
12. 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.
13. The present curriculum of PTI is outdated, theory

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

14. 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.
15. The new curriculum should be life-oriented and based on activity methods as such our teachers as well as children never despise manual labour.
16. The predominant methods of classroom instruction in a over-crowdy class or 100 trainees appeared to be traditional and teachered-centred. The trainees sometimes remain merely passive listeners of lectures delivered by instructors. This approach is bound to produce traditional primary schools.
17. Old procedures 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.

18. The supervision of practice-teaching is haphazard and unreliable. There is no organised 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.
19. 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.
20. 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.
21. 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.

22. 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.
23. 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.
24. Co-curricular activities like field trips and visit to important places and organizations were not arranged regularly for the trainees by PTIs.
25. 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.
26. 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 (3) Use of Library (f) Social Welfare (g) Regulatory and behaviour are included in the Records. The problem is that trainees without practising the allied items in the Records get good marks.

27. The physical facilities like the staffroom accommodation, class room accommodation, library facilities and teachers' residential accommodation were not sufficient in PTIs.
28. 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.
29. 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.

6.10 Some Recommendations

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 course and 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 asstt 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 instructors 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. Modification and development of the present curriculum is essential to meet the demand of the day and time.
12. Attention should be given on the sense of value and professional ethics at the time of reforming the present curriculum.
13. The new curriculum should be based on activity methods as such our teachers as well as children never despise manual labour.
14. The curriculum of PTI should be made more life-oriented and rationalism oriented by incorporating contents which should reflect the life, living, culture, valvour and inspiration of the people.
15. 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.

16. 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.
17. 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.
18. 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.
19. 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.
20. 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 and Craft and the lesser portions should be discarded from the records or joined with the respective subjects.

21. 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.

6.11 Conclusion

The present study was designed to collect informations on various aspects of primary teachers' training in Bangladesh and to put forth some suggestions for remedial measures. It deals with a number of problems on administrative, academic and evaluation system of primary training institutes which can be taken care of the planners and policy makers while marking policy for the country. This research is an attempt to have a short view of primary teachers' training from the past to the present and highlighting the future in the country. Therefore the investigator hopes that it will go a long way to take steps and measures for strengthening the programme in the future on primary teachers' training in Bangladesh.