

## CHAPTER I

BACKGROUND PERSPECTIVE OF THE STUDY1.1 Introduction

In present century, education is called the life-blood of any nation. No nation can make any significant and substantial progress without proper education. For imparting proper education, teacher training is important. As the teachers are mainly responsible for producing capable and responsible citizens for building a desirable future society. The old concept of the 'born teacher' is fast dying out with the advance of research work in education. Now-a-days a teacher is being trained for his professional skills in the training institutes. Thus teacher training programme should primarily be concerned with the educational professionals with wider skills and knowledge, with proper attitudes and higher human values that they may actually practise in their respective field. The training of teacher as one of the contributory factors towards the qualitative progress of education, has become an integral part of all educational schemes. The present tendency is to shape education according to age, ability and aptitude of learners and it calls for the services of teachers who have professional training not merely liberal education.

At the opening of the nineteenth century primary education in India was provided almost exclusively in the indigenous schools.

Teachers had no special training in methods. At that time there was no training institute in Bengal or in India and even the concept of teacher education was not accepted. Professional training for teachers had been recognised at the end of the nineteenth century and importance was given on the training of the teachers and as a result training schools and training institutes were set up at different places in India. At that time Guru Training Schools served the need of the primary teachers' training in Bengal. In 1951 these Guru Training schools were modified into Primary Training Institutes (PTIs) during the period of East Pakistan now Bangladesh.

Bangladesh came into existence in the year 1971 and thereafter as well as now the training of primary school teachers has become more important. This is due to the vast changes that are now being introduced in the system of primary education. National decision has been taken in 1979 to provide universal, compulsory and free primary education to all children in the age group 6-10, beginning with class I and continuing upto class V, which leads to a phenomenal expansion of primary education. It has created a number of problems such as heterogeneous grouping of pupils with varied socio-economic background, classes of large sizes and ancillary services like co-curricular activities which are difficult to be handled adequately by an untrained or inadequately educated teacher. Nation desires to create a new social order based on nationalism, democracy and socialism. The attitudes and behaviour patterns which will create and establish such a social

order, have to be built in the minds of the children in the primary school itself, because an early attempt to these attitudes would bring in the most fruitful results. Even in the acquisition of knowledge or skills which a primary school of today is expected to perform, have become far more exacting than it was previously. Moreover, as knowledge tends to grow, the curricula of primary schools are being rapidly enriched with many subjects or ideas which were formerly taught in secondary schools. If the primary school teachers are to perform satisfactorily, these new and challenging tasks (expected to them), they will have to be given a much higher level of general education and a far better quality of professional training than it was at any time in the past.

Before going to know the details of present teacher education we are to peep into the past to see what was the development of primary education as well as primary teacher education in the region.

## 1.2' Development of Primary Education in Bangladesh

Early Education in Bengal: Our forefathers of the primitive age were not as civilized as we are today. During the time of the settlement of the Aryans in India and even before that, there existed certain elements of education. The production of the Ramayana and the Mahabharata and the earlier

Regveda likewise indicate to the standard of education that existed. The development was continued in later periods and new aspects of education and progress were added to the existing ones by the Aryans. The Ramayana and the Mahabharata composed during ancient period of the history of India, indicate to the level of educational progress of the people who composed and read those and whose life has been depicted therein. Then come the syntax of the Prakrit, different proverbs, abstract words and the ideas indicating to a degree of progress in education.

It is certain that a definite period of the child's life was set apart for education. This idea can be drawn from the Vedas and the Upanishadas. During the early Vedic period there were many such teachers who set up as Gurus and had a number of pupils under them. This helped to grow a good amount of student-teacher relationship.

There were indigenous system of education in the country which had developed through centuries past before the British period and this indigenous system of education prevailed in India upto the beginning of the nineteenth century when the British Government suppressed the traditional system and laid the foundation of the modern system of education. Sources of information regarding the character and extent of the indigenous system of education in the

earlier part of the nineteenth century depended on writings of some British writers, William Adam was one of them who was a zealous missionary, conducted study on indigenous system of education in Bengal non-officially. Adam very carefully prepared digest of all the educational data then available. The main interest of the report lies however, in the following passage which, in recent years, has become the subject of a great controversy:

Indigenous Elementary Schools are meant those schools in which instruction in the elements of knowledge is communicated and which have been originated and are supported by religious or philanthropic societies. The number of such schools in Bengal is supposed to be very great. There are 100,000 such schools in Bengal and Bihar and assuming the population of these two provinces to be 40,000,000 and there would be a village school for every 400 persons. In these days, the word 'school' was used to mean a place where instruction was given and included the centres where the system of domestic instruction prevailed. According to this view, a family where a teacher was employed to give education to its children or where the father taught his own children - with or without other children from locality was also a school as understood in those days. In support of

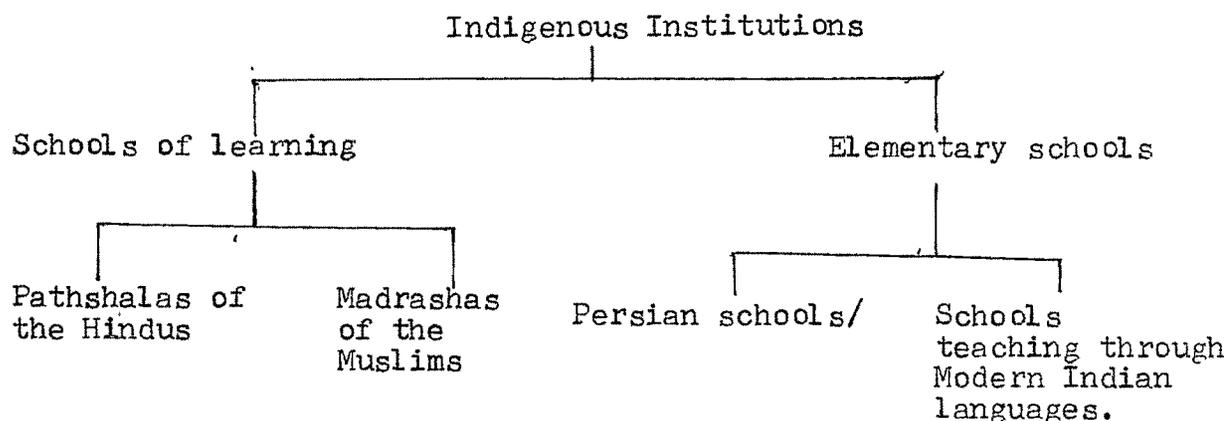
this theory, it is pointed out that Adam collected all statistics of families giving domestic instruction as part of his enquiry about schools. If this view is accepted, it follows that almost every willage in Bengal had a school, public or private and that the larger ones had several each. The number of children under domestic instruction was nearly nine times the number of pupils in public schools. The average age of admission to a public elementary school was 8 years and the average age of leaving school was 14 years. The average pay of the teachers in elementary schools was Rs. 5 - 8 per month.

Paranjpe observed that official and publicists who belong to this century and who have no personal knowledge of the educational conditions of the country in the middle half of the nineteenth century are unwilling to believe that there were schools in villages where the modern Departments of Education find it impossible to maintain them. They cannot conceive of simple instructional centres maintained by the villages jointly or by rich landlords individually, by paying the teachers in kind. But officials and non-officials who lived in the fifties and sixties of the last century have, like Adam, admitted the existence of a school in every village. At the beginning of the nineteenth century, there existed a fairly widespread

organization for primary education in most parts of India. In Madras Presidency, Sir Thomas Munro found, 'a primary school in every village'. In Bengal, Ward discovered that 'almost all villages possessed schools for teaching, reading, writing and elementary arithmetic. He noticed that "every village with about a hundred houses had an elementary school at the time of its coming under the British sovereignty".

The indigenous educational institutions at the beginning of the nineteenth century were divided into four main types as follows:

Figure 1.1 Types of institution in Bengal



Schools of Learning: Although the Hindu and Muslims had separate schools of learning, several important features were common to both the types of Institutions. For instances both kinds of institution received pecuniary assistance from rulers, chieftains and opulent or religious citizens. Both were

staffed by learned teachers, some of whom were authors of repute, but most of whom received very low remuneration. In both instruction was mostly given gratis and no regular fees, as now understood, were charged. Both were mediaeval in character, used a classical language as the medium of instruction (Sanskrit in one case and Arabic or Persian in the other), and imparted instruction on traditional lines. In both, the teachers were remunerated in one or more of the following ways, viz. grants of land made by rulers, Occasional Voluntary presents from pupils and members of the public, allowances paid by wealthy citizens and payment in the form of food, clothes or other articles. Lastly, both had a few teachers who not only taught gratis but also provided food and lodging to their pupils.

Generally speaking, the schools had no special buildings of their own. Where these existed, they were built either by the teachers themselves, or at the expense of patrons or friends, or by subscriptions from the people. In most cases, however, the schools were held in the local temple or mosque and not infrequently in the house of some local magnate or patron or of the teacher himself. The students entered the school at a fairly early age and studied as long as they desired and often for as long as twelve years or more. It must be noted that the state had nothing to do with the day-to-day work of these schools. They were conducted by learned

men individually who did so more for religious than for pecuniary considerations.

The Hindu schools of learning were conducted almost exclusively by Brahmins and a very large majority of the students attending them were Brahmins. There were no women students nor any persons belonging to the large number of communities who were denied the right to study the sacred lore. In the Persian and Arabic schools, on the other hand, though the teachers were generally Muslims, a Hindu teacher of Persian was not a rare phenomenon. Moreover, several Hindus attended because Persian was then the Court Language. In some of the Bengal districts, Adam even found that the majority of students in Persian schools were Hindus.

The schools of learning of this period correspond to the colleges of modern type. They gave the highest instruction known which, in those days, meant mostly religious instruction. Their chief object was to produce Moulavis and Pandits, and people were led to support them mainly by religious motives. Although they were highly venerated by the people, they were really the weaker and less useful part of the educational system on account of their exclusive character, conservative tone and obsolete ideals and method of instruction.

The Indigenous Elementary Schools: The indigenous elementary school, the main agency for the spread of mass education, was a humbler but for more useful instruction. The instruction given in it was of a practical type and mostly limited to the three Rs. It catered, not to the needs of the priestly class, but to the mundane requirements of the petty zamindar, the bania and the well-to-do farmer. It had no religious veneration attached to it, and consequently, it had no endowments either from the state or from the public. Its teachers were men of ordinary attainments and, very often, they knew no more than the little they taught in their schools. Their remuneration was much lower than that of the teachers in the schools of learning and, except in these cases, where the teacher was maintained by a rich person, consisted of small collections or occasional presents from parents of children who attended the school. Occasionally, some of the teachers in these schools followed some other profession or trade for their maintenance and conducted the school only as a side business. Unlike the schools of learning, it is worthy of note that the pupils in these schools included a small percentage of girls and children of many communities although the children of the upper classes formed the large majority.

Primary Education in British India: The early educational activities of the East India Company were confined to the education of the children of the officers of the company and

the children of the Anglo Indians. The company conducted its educational activities side by side with proselytising activities. The charter also directed the company to maintain schools wherever necessary, in all their garrisons and bigger factories. The company also directed to appoint chaplains in the three Presidency towns. The duty of the chaplain was to look after the education of Christian children in general and Anglo-Indian children in particular. Several "charity schools" were established for the education of the Anglo Indian children by the Chaplains in the three Presidency towns.

Educational Activities of the Missionaries - The missionaries were not only engaged in proselytising activities but they were also engaged in educational activities. From the very beginning they established schools thus laying the foundation of modern education. It has been said that educational enterprise of the missionaries was both a cause and an effect of proselytisation. Through their schools the missionaries came in direct contact with the people. The missionaries desired to provide some material benefit to the people by way of establishing schools for them. Moreover, education was considered to be very important in understanding the Bible and the doctrines of christianity. But the responsibility of the missionaries did not end with the conversion of the people. But their work began with conversion. Most of the converts came from the lowest rung of the society and it was considered

necessary to rehabilitate them in the society. They realised that their main function was not so much the conversion of the people into christianity as their improvement socially, politically and economically. The best way to achieve this objective was by educating the converted people.

In the beginning the East India Company encouraged the missionaries in carrying on their proselytising activities. But as soon as the company became a ruling authority its policy was changed. Before 1765 the Company helped the missionaries in every possible way in their missionary work. But from 1765 when the company assumed political authority, it not only withheld its patronage from missionaries but also maintained strict religious neutrality. Moreover, the company at that time adopted the orientalist policy in education which deprived the missionary schools of the financial support from the company.

Charter Act of 1813 : This act forms a turning point in the history of education in British India. This act contained some important clauses such as the permission to the missionaries to preach christianity and to found churches in India. Large number of missionary schools began to be established which laid the foundation of modern education here. The learned natives were to be encouraged and the knowledge of science was to be popularised. On the one hand it provided for the

encouragement of the Oriental Literature and on the other Occidental Sciences. It provided for a sum of one lakh rupees for the improvement of literature and education of the people.

Company's Experiment in Education: The period between 1813 to 1853 in the history of Indian education is known as the period of controversies rather than of achievements. The charter Act of 1813 was to a great extent responsible for this because the Act did not say anything regarding the methods to be adopted in order to achieve these objectives. Consequently there arose controversies on four issues as follows:

i) It was regarding the emphasis to be given on the objectives of educational policy. One group maintained it to be the duty of the English to educate the Indians, another held the introduction of Western Sciences to be of great importance and the third held the view that it was necessary for giving opportunity to them to hold subordinate posts in the company's office.

ii) Difference of opinion was there in respect of the agencies through which the objective were to be materialised. Some of them preferred the missionaries, the next the indigenous schools and the third group demanded that the East

India Company should established new schools for spreading education in the country.

iii) The third controversy was regarding the method of spreading education. One group opinine that the company should only educate upper classes from whom education would filter down to the masses. This is known as "Downward Filtration Theory" in education. Other group favoured that the company should undertake the responsibility of educating the masses.

iv) The most serious controversy was raised on the issue of the media of instruction. The first group wanted to spread Western learning through classic. The next group led by Munro and Elphinstone, advocated the adoption of modern Indian languages for the purpose. But the third group supported that English would be the media of instruction.

Dispute of the Orientalists and the Anglicists: There arose two parties - one favouring the classical learning and the other the English education. The Oriental party led by Princept had the following arguments in favour of oriental education. They interpreted that the literature which was to be revived according to the charter, was the Muslim and the Hindu literature. For the introduction and promotion of European knowledge, they favoured the translation of

European works into Arabic and Sanskrit.

On the other side we find Macaulay as the leader wrote his famous minute in 1835 is of great historical importance. He interpreted that the literature of the section 43 of the charter Act of 1813 meant English literature and learned native meant the persons versed in Western philosophy, poetry etc. He argued that the object of promoting the knowledge of science could be attained by adopting English as the medium of instruction. About English he said " A single shelf of good European library was worth the whole native literature of India and Arabia". He also said that, "It was the duty of England to teach the Indians what was good for their health and not what was palatable to their taste". Macaulay talked of creating a class or persons who would be "Indians in blood and colour, but English in tastes, in opinions, in morals, and in intellect". Macaulay had a very poor impression of oriental literature. He said that oriental literature was full of mistakes and books written in oriental languages contained false theories and doctrines.

Patriotic and learned Indians like Raja Rammohan Roy admitted that their own language possessed little that was worth knowing. Lord Bentinck accepted the minute in 1835.

Wood's Educational Despatch, 1854: The charter of the East India Company came for renewal as various controversies

arose and various policies were undertaken needing a final decision by a select committee of the House of Commons in 1953. On the basis of the report of the select committee the Court of Directors sent their greatest Education Despatch in 1954. At that time Charles Wood was the President of the Board of Control and perhaps that is why Despatch was known as Wood's Education Despatch.

The Despatch is wellknown for the following features:  
Oriental learning: The Despatch did not condemn the view of the Orientalists like Macaulay but appreciated the classical languages for historical and antiquarian purposes. They were required for knowing the Hindu and Muslim law and for the improvement of the languages. But it advocated the advantages of European learning and discouraged the Eastern Science and philosophy considering them to be full of errors.

Medium of instruction: The Despatch first advocated the necessity of adopting the English medium. It was necessary owing to the want of translated books in the vernacular languages and their imperfectness. It also maintained that the adoption of English would result in the neglect of vernacular. Then it repudiated the idea that the company used the English medium for suppressing the local languages. It suggested that both English and vernacular languages should exist side by side as the medium of instruction. The vernacular languages was to be enriched in many respects with the translated and original works.

**Creation of Education Department:** The Despatch gave forth suggestions for establishment of education department in the provinces under the title Department of Public Instruction under the D.P.I, having a number of inspectors to assist him. Universities were to be established in Calcutta and Bombay, modelled on the London University. They would be examining bodies and confer degrees.

**Schools:** It suggested that a net work of graded schools be established. The Universities and the affiliated colleges would give instructions in the various branches of arts and science. The High Schools should give instruction either in English or through modern Indian languages. The lowest category of school would be the indigenous institutions of the country which should be helped and encouraged.

**Downward Filtration Theory:** The Despatch disclaimed the Downward Filtration Theory and directed attention to the spread of education among the "great mass of the people". For the achievement of this the number of schools were to be multiplied both in the secondary and the elementary level.

**Grant-in-Aid:** To encourage the private efforts, the Despatch suggested institution of the grant-in-aid system by which they meant to solve the problem of mass-education as in England. Certain rules of the grants were also laid down such as it should be extended to those schools which (i) impart good

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secular education (ii) have good local management (iii) admit inspection and abide by rules and (iv) realise fees.

**Training of teachers:** The despatch recommended training of the teachers through normal schools, to issue certificates to them and to give increased salary to the trained personnels.

Education Commission 1882: The Commission was set up for two reasons. In the first place, the government felt the need of assessing the progress of education in India since the Education Despatch of 1854. Secondly after the first war of Independence in 1857 the missionaries in England carried on an agitation that Government was not carrying out the instructions of the Education Despatch of 1854. So they demanded an enquiry into the position of education. The commission is popularly known as the Hunter Commission because William Hunter was appointed Chairman of the Commission.

**Recommendation on Primary Education:** The Commission was particularly required to suggest steps for the improvement and extension of primary education. The government was of the opinion that hitherto more efforts were directed to secondary and higher education and primary education was not given due attention. The commission, therefore, recommended a number of important measures to achieve improvement and extension of primary education on a mass scale as follows:

Policy : In regard to the policy of the government towards primary education, the commission recommended that primary should aim at the instruction of the masses through the vernacular in such subjects that would fit them for vocation of life and that it should be regarded as a preparatory stage for higher education. Secondly, the commission recommended that primary education should have larger claim upon the revenues of the state so that more efforts might be directed towards elementary education of the masses, its provision, extension and improvement. Lastly the commission recommended that government should take special steps for the extension of primary education in backward areas inhabited mainly by aboriginals.

Legislation and Administration: The Education Commission recommended that the responsibility of providing primary education in India should be vested with the District and Municipal Boards and that suitable legislation should be made by each provincial government to secure the fullest possible provision for and extension of primary education according to the circumstances of each province. The Commission recommended that a school board should be set up for each municipal or rural unit of local self-government for the management and control of schools placed under its jurisdiction in each such district. The commission recommended that the duties of the municipal and local boards in controlling or assisting

schools under their supervision should be regulated by local enactments according to the conditions of each province.

**Encouragement of Indigenous Schools:** The Commission recommended that the indigenous schools should be encouraged in all possible ways so that they could be incorporated in the official system of education. The indigenous schools of any kind should be recognised and encouraged if they imparted secular education. The aided indigenous schools should admit children of all classes and castes of the community and that special schools should be set up to ensure proportionate provision for the education of all classes.

**School Administration:** The Commission recommended that upper and lower primary examinations should not be compulsory and that examinations by inspecting officers should be conducted as far as possible and that all primary schools, receiving aid should be invariably inspected. The inspecting officers and teachers should see that the children developed good manners, conduct and character. There should be maximum flexibility regarding the hours of day and the season of the year during which school was held.

**Training<sup>of</sup> Teachers:** Regarding training of teachers, the commission recommended the establishment of a large number of normal schools throughout the country. The supply of Normal

Schools whether government or aided should be so localised as to provide for the local requirements of primary schools.

**Finance:** In respect of finance the commission recommended the creation of school funds - Municipal School Fund and Local Board School Fund for the purpose of maintaining and aiding primary schools and also for construction and repair of local school houses in each school district. It was for the first that a fund was recommended for primary education.

**Lord Carzon and Primary Education:** Lord Carzon (1898-1905) was keenly interested in education. He studied thoroughly the problems of education. He found that the position of education in India was far from satisfactory. As regards primary or elementary education, he found that four out of every five Indian villages were found to be without a school, three out of every four Indian boys grew up without education; only one Indian girl in every forty attended any kind of school. Primary education was found to be suffering from divergence of views as to its elementary functions and courses, and languishing nearly every where for want of funds.

Curzon's policy in primary education was directed both to expansion and improvement. He was of the opinion that (a) the need for expansion of primary education was greater than at any time in the past, (b) the expansion of primary

education had always been slow and (c) the main cause of the slow progress of primary education was inadequate grant from the Government funds.

Curzon believed that primary education received insufficient attention and an inadequate share of the public funds. Primary education according to him had a strong claim upon the sympathy both of the supreme Government and of the local Government, and should be made a leading charge upon provincial revenues and that in those provinces where it was in a backward condition, its encouragement should be a primary obligation.

Curzon, therefore, sanctioned large non-recurring grants to primary education. He also made a large recurring grant to primary education which enabled the Provincial Governments to raise their grant-in-aid to Local Boards and Municipalities from one-third to one-half of the total expenditure and to pay more grant to private primary schools.

But as Curzon was also concerned with improvement of primary education, he adopted some measures to bring about improvement in primary education. He directed that the training and prospects of the primary school teacher should be improved, the curriculum of the primary schools should be revised and the system of payment by result should be replaced by a simpler and better methods of grant-in-aid.

Gokhale and Compulsory Primary Education: Lord Curzon's policy was to a great extent responsible for considerable expansion of primary education between 1905 and 1912. But very soon the Government was concerned with the improvement of quality rather than with the introduction of compulsory primary education. The leaders of Indian public opinion did not like this policy of the Government and they pressed for the introduction of compulsory education. It was pointed out by them that in 1911-12 the percentage of literacy in India was only 6 and that only 23.8 percent of the boys of school-going age were at school. The percentage of girls of school-going age was only 2.7. They further pointed out that although the number of pupils in the primary schools was increasing, it would take generations before all the children of school-going age were at school. So, they demanded the introduction of compulsory education which alone could ensure universal education within the shortest possible time. This demand got its strength from the fact that the Gaekwad of Baroda introduced compulsory primary education throughout his state in 1906. The Indians began to point out that what was possible by a native state should be easily possible by the Government in British India.

The greatest exponent of this demand was G.K.Gokhale who was a member of the Imperial Legislative Council. From 1910 to 1913 he made great efforts to persuade the Government to accept the demand for compulsory primary education. Although Gokhale's

efforts for introducing compulsory education did not meet with success, they did not go in vain. It was his efforts that led to the creation of a Department of Education under the Government of India. The demand for mass education got a great momentum and the Government became more conscious of its duty for the spread of education among the masses and as a matter of fact the great expansion of primary education achieved by the Government during the quinquennium 1912-17 was mainly the indirect result of Gokhale's efforts.

The Sargent Report 1944: The central Advisory Board of Education published a report in 1944 regarding the post-war educational development in India containing a comprehensive ~~plan~~ plan for the purpose of a universal education of all. It was piloted by Sir John Sargent as one of the 39 signatories and a member of the Board.

The scheme has been considered to be the most systematic attempt to tackle the problem of basic education in India. It put forth the following suggestion for basic education:

Basic education:

- (i) Free and compulsory education for the children between the ages of 6 and 14
- (ii) Since the senior basic (middle) school is the final stage of education for a majority, the schools of this type should be better staffed and improved.

- (iii) Improvement should be affected in the training and service condition of the teachers.
- (iv) Greater number of trained women teachers should be employed. About the pre-primary education and granting educational facilities to the children before the compulsory age of six.
- (v) Adequate provision should be made for nursery or pre-primary instruction.
- (vi) Nursery schools should be attached to the primary schools in those places where the number of children is not sufficient. In other cases a separate nursery school should be started.
- (vii) These schools must be staffed with women.
- (viii) The parents should be persuaded to send their children to these schools where education should be free and voluntary.
- (ix) Social experience through creative activities should be the main object of such education.

Training of teachers: About the training of the teachers it said that all the teachers must be trained and Matriculates below the age of 16 should be admitted for the purpose. It opined that all the teachers of the nursery school should invariably be women. The training period was suggested to be one year in case of high school teachers, three years for senior basic school teachers and for the lower schools - infact, nursery, primary and anglo-vernacular, it should be two years.

In case of training the teachers of the schools 1/3 of the time should be devoted to improve and enlarge the general educational background of the teachers emphasising subjects on nature study, local literature, history and arts and crafts. Measures like higher scales of pay and improving the conditions of services should be adopted to make the profession attractive.

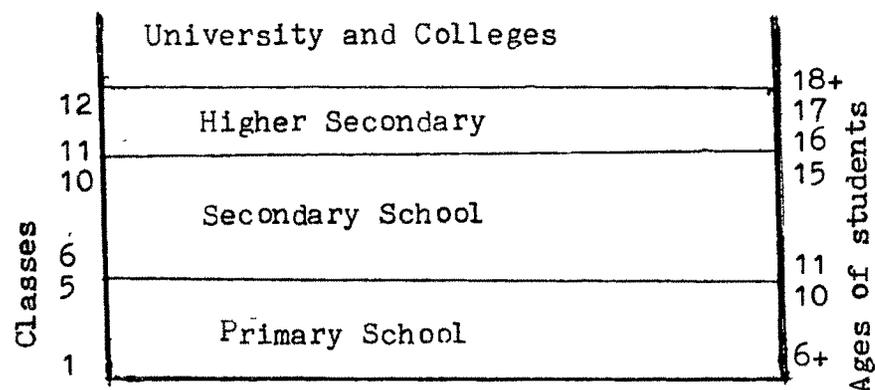
Primary Education in Bangladesh : Bangladesh as an independent nation came into being on 26 March, 1971. The area which now comprises Bangladesh was a part of British India before 14 August, 1947 and a part of Pakistan before 26 March, 1971. Bangladesh possesses a rich cultural heritage where education has always been placed in a position of high esteem. But till the advent of British rule in India, education was taken primarily as a source of social prestige. During the British rule a system of education was designed to produce an elite class from within the local people, so as to serve the economic and political interests of the rulers. Educational institutions were set up in selected urban centres, and English was used as the medium of education. As a result, only a privileged group had got access to education, and gradually isolated themselves from the general masses of the country. With the war of independence in Bangladesh in 1971 there was a massive loss of lives, dislocation of living condition of millions and considerable destruction of physical capital in the education as well as other sectors. While physical

facilities seems to have been restored, the educational administration appears to have been unable to cope with the situation created by the greatly increased demand placed on the system in the aftermath of independence. Educational progress seems to have been imbalanced, and there appears to have been a considerable determination in quality, practically at all levels of education.

The basic educational structure in Bangladesh has been inherited from the days of British India almost unchanged through the Pakistan era and now faces the struggle of the 1980s with no clear philosophy to guide it but with a political commitment to strengthen it. The base of the structure is primary school lasting for five years which takes children aged 6-10. In the past, urban primary schools were managed by the municipalities while in the rural areas these were under the Education Directorate. In 1974 these primary schools numbering 36,163 were nationalised and brought under government management. In this system the number of primary schools in 1985, (both government and non-government) stood about 50,000 over a quarter of a million teachers and around 10 million students out of the country's school age population of more than 25 million. Structurally and functionally, it has preserved its old highly centralised character throughout its vast network. Eighty four percent of primary schools are government and teachers of these schools are government servants.

There are no fees at the primary level. This means that primary schools are free from tuition charges. Free distribution of textbooks to primary grade students have also been supplied since 1981 to encourage more children towards primary education.

Figure 1.2 : Educational Structure in Bangladesh



During the past decades the population has doubled. The number of primary schools, over the same period, has increased by 62 percent. Primary schools did not ever enroll all the children of the age group, one can see that in the most simple terms the provision for primary education has fallen far short of the needs. Should all the primary school age group enrol there are not enough schools to accommodate them.

The function of any education system are simple. It has to transmit the society's historical, cultural and ethical values. It has to impart basic educational skills - the three R's. It has to develop certain necessary skills of use to society at a given time. It has to do all students to discover their own special aptitudes.

Within this basic framework the education system should be as flexible as possible, taking students up to certain levels and preparing them to enter society at these levels. The system also should encourage and facilitate entry to education at any stage ensuring that education becomes life long. It should ensure that the truly meritorious student, regardless of social class, has the opportunity to proceed as far up the educational ladder as he wishes. It is desirable also, that eight years of schooling should be established as the minimum for all children. For Bangladesh such a situation cannot be envisioned for the near future.

In a large agrarian society such as Bangladesh is today, the majority of students do not go past class 5. Under these circumstances primary education should be an integrated whole, taking the six year old child and graduating him five years later equipped with the basic learning skills, and with added useful knowledge which he can practically make use of in his immediate environment. In particular he should be stimulated to continue reading and studying on his own so that he may continually improve his quality of life and his family's life style. What type of curriculum, in these circumstances, is necessary at the primary level has not yet been thought through in an integrated manner. The prescribed curriculum is not practised in the majority of schools and the rich cultural heritage of music, drama and singing is unknown except to a

minority of primary school are children of middle class families. The present curriculum in actuality is narrowed down to what is between the covers of the textbooks and whereas some improvements have been made, other areas remain neglected as indicated above. One cannot, for this, fault the writers of the textbooks or the Textbook Board. A curriculum is a response to a national philosophy, to a political direction, and a clear national direction has not emerged during the past decade. Thus the textbooks while excellent in some respects for the needs of a changing society, in others reflect the unscientific traditional and folk view of education and society.

Types of Schools: There are several kinds of primary schools in Bangladesh. The majority are the government primary schools which are free, that is, they do not charge tuition fees. Their teachers are government servants with salary, pension and all others privileges of that status. Another type is the recognised private school which takes no grants from the government. They charge fees and are managed by governing bodies who pay the salary of the teachers. Most recognised private schools are found in urban areas. Although small in number they are usually centres of educational excellence.

The third type of school is the non-recognised primary school. These are found all over the country and are wholly

private schools run by a Governing Body or Management Committee. These constituted 16.5 percent of all primary schools in 1985. Usually they are not in as good a condition as the government schools and their enrolment per school is less. Nevertheless they represent the measure of the people's demand for primary educational facilities. Eventually many of them may be recognised and perhaps become government primary schools. The number of non-recognised schools has fluctuated considerably over the past three decades, there were 7271 in 1980 and 7502 in 1985.

Apart from these schools are the religious schools, both recognised and private whose primary sections play a significant role in the education of primary school age children. There is little data on these schools, reliable estimates make the number of primary school children in them at about 400,000 half in recognised madrasahs and the rest in private madrasahs, 95 percent of the students are male. The Ebtedayee (lower primary) stage is four years followed by the Dakhil stage of six years. These may be compared with primary and lower secondary stage of general education. The curriculum is a combination of religious and secular subjects. This religious school system forms a paralld education sýstem in the country. These schools could become valuable aids in universalising primary education. Most parents desire a religious schooling for their children

and if these schools were strengthened and supported they could be more effectively utilised.

Facilities: Most of the schools are not soundly built. There are three types of structure : 'pucca' which is bricks and cement; 'Katcha' which has bamboo walls and a C.I. sheet roof with an earthen floor, and 'semi-pucca' which may have C.I. sheet or pucca walls, C.I. sheet roof or even a cement floor. Only 26 per cent of all primary schools are pucca, 44 percent are Katcha and the remainder semi-pucca.

Many of the semi-pucca schools have earth floors and lack doors or windows making them totally insecure. Many rural schools are in a deplorable condition, the walls are full of holes, cattle and goats wander in and out, there is no electricity and in rainy weather the rains sweep into schools. The Katcha constructions need constant repair if they are not to deteriorate due to the tropical weather conditions. The severe storms experienced in the coastal areas and the tornado type winds which sometimes accompany the spring rains often reduce all but pucca buildings to ruin.

The majority of schools do not have separate class rooms. A few woven bamboo screens are used as partitions and although this means that a large space is available easily when needed, it makes the average primary classroom a noisy and difficult place in which to concentrate. Usually, if there are at least two

proper rooms, two classes will meet in each room. They will face teachers who stand at opposite ends of the classroom, and invisible division marking the boundary between the two groups of children. World Bank aided schools are semi-pucca but they have no scheme of partitions. At a time three or more classes sit together at opposite direction of each class and make imaginary fences among the classes.

The best schools in the rural areas are all located along the main roads. A typical good pucca school situated by a main highway will have concrete floors, window shutters, doors verandha, and separate rooms for each class. Such a school as this will have enough furniture for all the staff and students and a small room for the Headmaster. As distance from the main road increases, so the conditions of the schools usually deteriorate.

Primary schools are supposed to accommodate 200 pupils each. Most of them cannot accommodate that number. They do not have enough space or seats let alone the other necessary requirements for a minimum level of education. It is estimated that only 50 per cent of all students who go to primary school can be given seating accommodation consists of low benches, 5 or 6 children squashing together on it. Their desk will be a high bench.

Inadequate size, construction and seating capacity are not the only deficiencies. A recent survey found the following: basic furniture such as desks and cupboards are unknown in 50 percent and 73 per cent respectively of all rural schools, playgrounds average 0.28 acres in the rural areas, 0.15 in the urban, moreover 42 per cent of all urban schools have no playground. Twenty five per cent of all schools have no blackboard, 77 percent have no latrines and 7 per cent have no water supply.

Even the statistics unwittingly paint a better picture than the reality. A 'desk' for the teacher is usually a small rickety table, a black-board may be 3x4 feet in size and so worn that there is no 'black' left, in effect the teacher writes on the bare wood. The provision for toilet facilities is so primitive that the hedgerow makes a more agreeable spot. As the majority of schools are insecure to leave any piece of equipment such as a chart or piece of chalk or book overnight is to find it gone the next day.

In the large urban areas primary schools are usually better than those of the rural areas. They are more likely to be pucca and secure but the lack of playground facilities is a disadvantage for the urban child whose living condition will be cramped and lacking in garden or play space.

Thus the majority of primary schools lack even the most basic amenities necessary for a primary education. The overcrowded, noisy, dirty conditions must be as disheartening to the

young children as to their teachers. No wonder that 50 percent of them drop out by the end of the first year.

A part from other inadequacies, the single most distressing fact is that the schools have such a poor accommodation capacity with 87 per cent unable to accommodate more than 150 students. The large dropout by the end of class I probably contributes to making the seating capacity bearable for the rest of the students.

Universal Primary Education in Bangladesh: The constitution of Bangladesh which was framed in 1972 provides some broad guidelines for compulsory universal primary education in the country. Under the "Fundamental Principles of state Policy", in the constitution, it is laid down that "The state shall adopt effective measures for the purpose of:

- a) Establishing a uniform, mass-oriented and universal system of education to all children to such stages as may be determined by law;
- b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;
- c) removing illiteracy within such time as may be determined by law. "

The universalization of primary education (UPE) and the eradication of illiteracy are two of the basic goals of the government's perspective Development plan for the period

1980-2000 A.D. Upto 1980, development of primary education was unco-ordinated and seriously hindered by financial and other constraints. The Second Five Year Plan (1980-85) marked the beginning of the perspective plan for UPE. The Government included the development of primary education as a priority goal for the Second Five Year Plan period. Primary education development allocation reached more than 46% of the total allocations for the education sector. Third Five Year Plan (1985-90) aimed at to enroll 70% of the primary age group population by 1990 in order to UPE might be achieved by the close of the century.

In spite of all efforts, it was not possible to reach the goal due to socio-economic problems of the country. There is no doubt that the economic backwardness and the extreme poverty which we inherited from the past have aggravated by illiteracy. At the moment, about one half of all school-age children are not attending school and those who attend do not continue for long. The drop-out rate is alarmingly high, particularly at primary stage, and this is due to family poverty and lack of educated family environment, among other reasons. However, the government have proclaimed a compulsory primary education on January 1990 but without proper arrangement of teachers and educational institutions, to say the least. Anyway, rapid universal literacy and transition to a scientific base of education of the young generation is the most urgent need to which the nation must address itself.

"The Daily Ittefaq" in its editorial dated 31.10.89 made those observation regarding slow progress of primary education in the country. "Education for all by 2000 A.D. a slogan is heard, but in real life such an activity is not seen, rather opposite picture is noticed day-to-day life. In a high level meeting it is reviewed that there is a swift decrease of school going children and the rate of drop-puts in rural areas is about 50 percent and it is a despair for the educationally backward nation. There is no scope to see the declining trend of school goers slightly. Whereas eradication of illiteracy is a big problem and speeding education is a duty, therefore the sharp declining tendency of school children is a cause of great anxiety".

It is difficult to gather correct statistics. This is due partly to the size of the system, partly to a thinly spread and over-worked administration and partly to the widely acknowledged practice of inflating records.

"The Bangladesh Observer" in its editorial dated 5.11.89 wrote about the monitoring system and slow progress of primary education in the country. "The proposal to make primary education compulsory may not have the desired effect if the government is unable to set up simultaneously an efficient monitoring system or is unable to remove the basic social causes which creates the drop-outs to begin with.

According to the figures of 1987 a total 1107500 children in the ratio of (boys and girls) 56.39:43.61 were enrolled in

the 44205 primary schools estimated to be 6.1% of the total number of school age children between the ages of 6-10 years. These figures indicate that almost 8 million children are not enrolled at all, but missing from the statistics are the number who never complete the first five years of schooling which runs the gamut of primary education. Of the increasing number of drop-outs each year the majority are girls".

Compulsory primary education without proper monitoring system functioning in the procedure will not be effective, and achieving the goal in a stipulated period may not be possible. A sound monitoring system enables to know the drawbacks as well as progress of the situation and help taking proper remedial measures in time. The Directorate of primary Education (DPE) has a Monitoring and Evaluation Cell but their monitorings and evaluations done in the last decade got little chance to reach open air due to some obvious reasons and one of them is lack of proper physical facilities to preserve them. Setting up a library in the Directorate of Primary Education is more essential than the need of a Hospital. The Directorate should have a library to preserve the past and present developments of primary education, national and international along with all evaluations done either by government officials or by the aid giving agencies to disseminate the right information at the right moment and in the right way to the right person. Dissemination of knowledge as well as information is considered indispensable for progress in all fields.

If one takes a look backward, one finds that not a single country had universal primary education 120 years ago. It had not even been made compulsory. If one looks back 100 years one finds numerous countries coming to grips with the issue and many which had made attendance at primary school for a certain number of years the law of the land. The nearer one approaches to the decade of the 1980s, the more numerous are the countries adopting universal primary education.

This a remarkable happening, that within the space of less than 100 years, primary education had become accepted and universalized over almost two-thirds of the globe. Many people alive today in the advanced nations had illiterate great grand parents, and grandparents who became literate only because the law demanded it. In the developing world many national leaders in all fields come from homes where their mother, and certainly their grand-mother, was illiterate.

For untold generations before this time illiteracy was the norm and there was no need or demand to do anything about it. In today's world it is a curse, a scourge as much to be eliminated as smallpox. Generations ago the mass of the people did not require literacy although much trouble, historically, might have been avoided if the masses of the people had been literate. Today economic survival and growth depend on intelligent choices, on the wise application of science and technology and a democratic polity on the participation of all people in political and economic activities.

To be literate should be an accepted human right. Man's mind, his ability to rationalize, synthesize and create, is

what separates him from the animal. Literacy does not bring about these abilities, all of which may be carried out brilliantly by an illiterate individual. Literacy enhances them, extending communication by the printed work and formula. Literacy is a tool extending man's awareness, it confers access to knowledge, giving the opportunity for wider experiences and greater creativity.

Bangladesh remains largely illiterate with 70 per cent male illiteracy and 87 per cent female illiteracy. Despite the schools and the teachers and despite long valued traditions of literacy in both Muslim and Hindu cultures, the mass of people in Bangladesh today remain illiterate. The easiest way to create a literate nation is to educate all the children, year by year, so that as they grow up they grow into literate adults. In addition by attending regular schools, they learn about their national history and culture, and they learn aspects of science and mathematics useful to their lives. During childhood the child learns best, his mind is curious and alert to all around him, he learns easily as he is free from the cares and worries of adult life.

The primary school is the first step in a process which is becoming increasingly important as the twentieth century draws to a close. One hundred years ago skills needed for life were learnt by observing and copying until the necessary expertise had been acquired which would enable the continuance of that tradition. Today life is changing so fast and there are so many new skills to acquire that

the family unit can no longer continue its educational function. The school system has taken over and greatly enlarged upon the family unit. This happened in Europe over an extended period of time. Early in the nineteenth century, the first steps were taken to encourage the establishment of school. Universalization of primary education came towards the end of the nineteenth century.

The result of those educational endeavours is clear and Bangladesh too is realizing the importance of primary education and the potential it holds for individual and national development. It is an absolute necessity for every country to provide its small children with primary education. It is worth repeating some of the rationales which should be underpinning Bangladesh's drive for universal primary education.

One obvious reason is economic, the nation needs leaders, trained scientists, teachers, administrators, entrepreneurs, writers etc. A second reason is social. The child will receive some socialisation during his years of attendance at school which should benefit both him and the community. An oft-quoted popular reason to support educational development is religious and cultural. The most important reason is hardly articulated it is that Bangladesh is part of a world now in the last quarter of the twentieth century, unless it moves fully into it and as fast as possible, it is going to remain in its present position of poverty stricken backwardness. The three main problems increasing food supply, controlling population growth, and providing employment opportunities - seem so overwhelming that primary education has been forgotten and neglected. All

educational development efforts over the past 30 years were concentrated at the college and university levels.

Education is the life-blood of the late twentieth century. In so far as the people's potentialities remain untapped, thus for Bangladesh stays backward for it is people who make nations. Even the richest resource is no use unless individuals can use it and that, in today's world, needs education of which the most important step is to attend a primary school.

The people are a neglected resource. The greatest resource Bangladesh has is its people, yet there are not enough primary schools to accommodate all the children should they, by some over-night miracle, decide to go to school. Illiteracy is an anomaly in this day and age. Illiterate people will remain ever backward and exploited, if not by their own compatriots then by outside so long as their brains go idle and undisciplined.

Unless the nation puts priority into education, and that means starting with the first step, the primary grades, Bangladesh is never going to become a literate nation and participate effectively in the twentieth century world. It will remain on the hand out side, the lower side, it will have decisions made for it, for it will not have the collective intelligence, initiative and discipline to make them for itself.

Unfortunately, with the exception of a few elite city schools primary education in Bangladesh is just about where Europe was 100 years ago. This includes rote repetition of subject matter, numerous unnecessary examinations, over-crowded class-rooms,

often hungry and ill-clad students grasping for something they cannot articulate but which brings them back day by day to the crowded dark classrooms.

This description fits the majority of primary schools in Bangladesh. This image is out-of-time with our times. Worse still, so few of these who strive for education ever complete enough years to become literate. They drop out discouraged or failed at the hurdle of yearly examinations which begin in kindergarten level.

Yet primary education remains the easiest and cheapest way that is available to produce a literate nation. However, simultaneously with the universalization of education will have to come improvement in schools, curricula and teacher training.

The main issues which need addressing are those of social class inequity, sexual inequity, expenditure between levels, differences in literacy between areas and sexes, unequal provision for education. Other issues are those of inefficiency within the educational system itself - enrolment and dropout, repetition and examinations. The question of community participation in the educational schemes needs careful examinations, as contrasted with the usual total reliance on Government assistance.

In Bangladesh, there is a general realisation that without development in education the attitude of the people towards life and work can hardly be changed and accordingly there is a general demand for liquidation of illiteracy and for education based on science, technology and production and vocational requirement of the country. But there exists a crisis in

laying down the principles on the basis of which the nation has to be educated. Recognition of these issues is the first step in solving the problem. From that policy implications may be drawn, then long term planning and realistic development programme.

Financial Aspects of Educational Policy: Throughout the Pakistan era primary education has received least money and colleges and universities have been taken the major allocation of funds. This continued throughout the Bangladesh First Five<sup>ys</sup> Plan period 1973-78 and the two year plan period 1978-80. Additionally elite secondary boarding schools, the Cadet Colleges receive massive infusions of money which benefit the professional classes and a marginal section of male poor scholars.

Figure 1.3 Poor Allocation to Primary education

Five Year Plan	Year	Amount Tk. in crore	Percentage of allocation
First Five Year Plan	1973-78	57.722	17.91%
Second Five Year Plan	1980-85	415	41%
Third Five Year Plan	1985-90	538	44.1%

Only during the Second Five Year Plan 1980-85 a new trend has been obserable, a desire to give priority to the majority of the children through universal primary education and this trend is continuing in the Third Five Year Plan 1985-90. For the first time some aid giving internal agencies like World Bank alongwith Asian Development Bank (ADB), Swedish International

Development Agency (S I D A), UNICEF AND UNDP came forward financing and giving consultancy for proper implementation of UPE for the teeming millions in Bangladesh during the Second and third Five Year Plans 1980-1990. They also showed keen interest for financing in the Fourth Five Year Plan 1990-95. For the first time also the allocation of funds during the last two Five Year Plan (1980-90) the primary education sector exceeds that to the Colleges and Universities. Thus the 1980s marked new trend in education.

### 1.3. Development of Primary Teacher Training in Bangladesh:

History of teacher training in the sub-continent is not older than a century past. In the beginning of the nineteenth century primary education in the country was provided almost exclusively in the indigenous schools. Teachers had no special training in methods. At that time there was no training institute in the country and even the concept of teacher education was not accepted. Professional training for teachers had been recognised for the first time in 1854 Wood's Despatch and importance was given on the training of the teachers and as a result training institutes and training schools were established at different parts of India and foundation of a normal school at Dhaka in 1857 was its direct outcome. Later in 1869 and in 1882, two more normal schools were set up at Comilla and Rangpur respectively. In 1881-82 there were 106 training schools for primary school teachers all over India. These were not high standard by any means, but they showed considerable progress since 1854.

There were two types of teacher training institutes in Bengal for primary school teachers upto 1950. They were previously known as Guru Training Schools and Moallem Training Schools. These institutes were of low standard - the eligibility for admission was middle school passed. These low standard teacher training institutes at this level were gradually abolished and Primary Training Institutes (PTIs) were set up in 1951 to improve the standard of primary school teachers in erstwhile East Pakistan now Bangladesh and the minimum qualification was matriculation passed.

Figure 1.4 Teacher Training Institutions in Bangladesh

Type	Number
Primary Training Institutes	54
Teachers' Training College	10
Technical Teachers' Training College	1
Institute of Education and Research	1

Source: BANBEIS, 1988.

Now teachers are trained at various institutes but Primary Training Institutes (PTIs) are specially designed for training teachers at primary level. There are 54 Government PTIs in the country with an enrolment capacity of 8000 (150 each) every year. They offer one year certificate course to the serving untrained teachers. The course starts on 1st July and ends on 30th June every year. There holds practice teaching for a period of two months at the latter part of the course. All the PTIs are residential and there exists co-education. The head of the institute is known as

Superintendent who is assisted by an Assistant Superintendent. They are responsible for Carrying out the training and for all administrative duties. Below them rank the instructors who actually train the trainees. The teachers of the Experimental Schools attached to each PTI are supervised by the PTI staff.

The present curriculum which was revised and came into effect in the PTIs from 1980 includes both pedagogical as well as general subjects. Child Psychology, Principles and Education and methodologies of school subjects are taught as pedagogical subjects. General subjects studies are those which are taught at primary schools like Mother Tongue, Mathematics, English Environmental Studies, Science, Physical Education, Religion and Art and Craft. Trainees have to pass in all subjects including practice-teaching that carry 1000 marks in total. The curriculum is well illustrated in the PTI Curriculum Handbook and all the PTI staff received UNICEF arranged in-service training on the new curriculum in 1980.

Figure 1.5 Distribution of marks in curriculum

Subject	Theory	Practice	Total
Child Psychology	80	20	100
Principles of Education	80	20	100
Mother Tongue	80	20	100
English	60	15	75
Mathematics	60	15	75
Environmental Studies	80	20	100
Science	80	20	100

(Figure continues next page)

Subject	Theory	Practice	Total
Religion	50	X	50
Institute Records	20	80	100
Practice Teaching	X	200	200
Total	590	410	1000

As early as 1944, the Sargent Plan recommended that the duration of the training course should be two years. This recommendation has been repeatedly made by the different Education Commission set up by the Government on a number of occasions. The existing one-year training course is not sufficient to prepare competent and capable teachers who will immensely benefit by fresher ideas about the modern development in the education of young children. The duration of present primary training courses in UK, USA, USSR, Sweden, India and Cuba are 2, 4, 3, 2 and 5 years respectively. In pursuance of the present demand, one year course has been extended to two years technically from 1988-89, adding two separate courses namely certificate course and Higher Certificate Course, each for one year duration. Certificate Course is a professional training for school teachers as beginners' course but Higher Certificate Course is for Head Teacher and Assistant Head Teacher as per design of the course that covers educational administration, management and community relation.

Some difficulties arise from continuation of the two-year course. Firstly, the difficulty is the teacher themselves, In present system the most of the new recruitment for primary school

has to be from among untrained teachers as the trained teachers available in the market are so few. The untrained teachers are reluctant to undergo two years training leaving their wife and children unfed and unclad in the house remote area. Secondly, the failure to admit freshmen to training institutes leads to the recruitment of untrained teachers. These difficulties may be overcome by instituting an adequate number of scholarships and stipends for training of untrained teachers and creating scope for promotion and increased salary for trained teachers that they come and join training eagerly. Pre-service training for freshmen is necessary for proper availability of training teachers for primary schools.

According to the statistics given in the Curriculum Handbook (1981) total number of teachers in 36615 government primary schools 154000, of these 106000 were trained and 48000 were untrained. At that time there were 47 PTIs with annual enrolment capacity of 9400 as per 200 seats each PTI. Due to retirement and death of primary school teachers, 4400 new appointments are necessary every year. As per statistic shown in the Handbook of PTI curriculum the huge backlog of untrained teachers put under the programme of training ( $9400 - 4400 = 5000$ ,  $48000 \div 5000 = 10$ ) within 10 years of duration. Actually within the last ten years (1981-90) in acute shortage of accommodation and teaching staff what happens in the name of teacher training was regretful. Teachers have been sent for training at PTIs with high expectation but as training requirements were not fulfilled in such a condition of shortage of staff, over-crowded class and other

shortcomings, remained incomplete and half-done. The un-recognised schools also cause a particular problem for when they become recognised, all their staff automatically qualify to become teachers too, regardless of whether they are trained or untrained. This may create detrimental to quality teaching at primary level.

Figure 1.6 Number of teachers by status of training

Year	Total Teachers	Trained Teachers	Trained Teachers %
1950	66821	32600	49 %
1960	78462	52400	67 %
1970	113700	67000	59 %
1980	186378	137920	74 %
1985	190000	174000	92 %

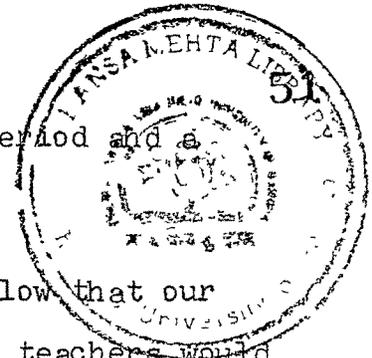
Source : BANBEIS, 1987

The clearance of the existing backlog of untrained teachers is only a temporary solution of the problem and unless steps are taken simultaneously to expand training facilities to the extent necessary, the backlog will accumulate again.

How will a nation estimate its annual demand for trained teachers during the next 10 to 15 years and plan the expansion of its training facilities? A high level statistical survey suggest that this may be done on two assumptions:

- 1) the number of teachers required for replacement due to promotion, retirement and death, may be taken at 4% of the existing number; and
- 2) the number of teacher required for new enrolment should be estimated on the basis of the additional enrolment

expected in primary schools during the period and a teacher pupil ratio of 1:45.



It thus appears from the figure given below that our 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. Assuming a pupil-teacher ratio of 45:1, it appears that our annual requirement of teachers will vary between 26000 and 44000 during the Fourth and Fifth Five Year Plans (1990-2000 A.D). In addition to 8000 teachers are required for replacement due to promotion, retirement and death, at the rate of 4% of the existing numbers of teachers.

Figure 1.7 - Total number of additional teachers required by 1990-2000 A.D. in thousand

Assumption about enrolment by 1990-2000 A.D.	Total number of additional teachers required during 1990-2000 A.D. on the basis of pupil teacher ratios of			Annual requirement of additional teachers during 1990-2000 A.D. on the basis of pupil-teacher ratio of		
	40:1	45:1	50:1	40:1	45:1	50:1
1	2	3	4	5	6	7
I. 70% age-group-6-10	325	266	220	32	26	22
II. 80% age-group-6-10	400	333	280	40	33	28
III. 90% age-group-6-10	475	400	340	47	40	34
IV. 100% age-group-6-10	550	466	400	55	46	40

In the context of 100 percent of female teachers at primary school "Bangladesh Observer" dated 11 July 1990 in its editorial

pointed out a statistics on total number of primary schools and availability of female teachers' depending on total number of villages in the country." Assuming that a primary school with its five forms or classes needs at least five teachers to keep it going we need on an average  $64000 \times 5$  teachers, that is 32,0000 for the 64 thousand villages in Bangladesh. To believe that as many female teachers would be available for employment seems to nurse an illusion".

An important problem is to decide the optimum size for a teacher training institution. The optimum size implies that institution should neither be too big no 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. The optimum size of a training institution should be of four classes, two classes of certificate course (1st Year) and two classes of Higher Certificate Course (2nd Year) preferably of 40 to 50 trainees each. Admission is to be restricted minimum upto 40 trainees but in no circumstances should the enrolment of 50 be exceeded. Supervision and criticism of practice lessons would not be effective with an enrolment of more than 50. A training institute having two courses namely certificate course and Higher Certificate Course with less than four classes is rather costly and that an institution with more than 200 trainees becomes rather bulky. The four-class unit institution will be considered as both manageable and economical.

The instructors of PTIs received professional training from the secondary teachers' training colleges which offer no course in primary education and had very little to do with teaching of children of primary school-age. Hence the instructors of PTIs and supervisors of schools do not have good educational back-ground for training the primary teachers. Therefore, it is important to operate higher training like B.Ed. (Primary) for the personnel working at different levels at primary education.

Sometimes it is speculated that PTIs have not yet been able to raise up to the level of quality product to prepare competent hands for teaching in primary schools according to the modern concept of teaching-learning methods and principles. One of the main reasons of their inefficiency is inherent in the fact that the teachers who are **engaged** in training the primary teachers are themselves not specialised and adequately trained for the very business for which they are employed.

The method of teacher training is defective and not up to the mark. In a class of nearly hundred trainees, the instructors usually have to follow lecture method as the only way of teaching. Shortage of classroom, shortage of teaching staff and the old type of syllabus are responsible for it. Generally a PTI hardly arrange two classrooms for training purpose but obliged to expedite backlog of untrained teachers enrolling 200 trainees, even sometimes more in each session dividing them into two sections as 100 in each. It is difficult for an instructor

to perform in a big class of 100 trainees. Sometime it was heard that some PTIs were compelled to use loud speaker in the classroom for mere audition purpose of the trainees. In a big class a long lecture may be possible in liberal education what is quite impossible in teaching education. It may be mentioned here that liberal education of college and university differ greatly from teacher education in their procedure. A teacher educator has to perform lot of activities in the form of practicals and practice-teaching either in the class or outside the class. Therefore, number of trainees at each section should not be exceeding 50 any way for qualitative improvement of training.

As regards evaluation internal as well as external evaluation remain the yardstick of success in the training. Evaluation follows from the subject matter of the syllabus that has two broad dimensions of methods and contents. Method has been called the heart of the teacher training but in recent years external evaluations remain stagnant on contents giving less stress on methods that undermines the whole system of evaluation. Weightage should be sixty-forty on methods and contents respectively in all kinds of evaluation in the PTIs. Internal evaluation is gaining momentum all over the world. Let both internal as well as external evaluations work according to their own way without any interference or supremacy by one upon another. A subject what is known as Institute Records remain an insignificant position. It should be divided into equal halves, one is physical education and the other

Art and Craft and the lesser portions should be discarded from the Records or merged with the respective subjects.

Practice-teaching is the most vital part of teacher education when the student-teacher gain practical experience in classroom teaching. In a short period of 10 weeks of teaching experience does not provide necessary opportunities to be well-acquainted with the knowledge of teaching techniques. Actually supervision of practice-teaching is haphazard and mostly unreliable. There is no organised form of feedback regarding the performance of the student teachers in the classroom. The suggestions offered by the teacher educators are mostly subjective and based on general impressions; the defects are not actually pinpointed. Hence some more effective technique or approach should be adopted for shaping the student teacher equipped with technical know-how before sending him battle field of practice-teaching. First, demonstration classes by subject-teachers are to be exhibited before the student-teachers and criticism class will follow for proper understanding and making aware of sequence of teaching. Secondly, it is inevitable for student-teacher to practise teaching through micro-teaching under the guidance and supervision of the subject-teacher for a period of 15 days in different subjects with approved lesson plans. This practice will enable the student-teacher to be well fortified for taking class with confidence in practising schools. Just as a driver will not give his first lessons to a learner on a high way where there is continuous flow of traffic, so also a teacher-trainee should not be exposed to a real situation even in the beginning.

He should teach in a less risky situation where mistakes may be made without damage to pupils and to himself. The complex act of teaching should be broken down into simple components making the task more manageable. Only one particular skill is attempted and developed during micro-teaching session. How to teach is considered more important than what to teach. Micro-teaching not only offers a helpful setting for an inexperienced teacher to acquire new skills but is also equally helpful to more experienced teachers to refine the skills they already possess. It is useful in pre-service as well as in-service training of teachers.

Directorate of Primary Education put ten primary schools around each PTI under the academic supervision of PTIs that they can grow as cooperating schools and able to supervise and guide the student-teachers whole-time during practice-teaching. Directorate should give further instruction for staff development of these (10x52) 520 schools upto the mark through in-service training as they can work as cooperating school under PTIs.

Primary teacher education and services remain blockade and isolated from the higher education and higher services respectively. It is the responsibility of the day to unlock the blockade of primary teacher education and services and make a linkage with higher education and services. Firstly, a candidate (a primary school teacher) passing Higher Secondary School (12 years of schooling) gets admission into PTI at Certificate Course duration of one year but this course does not allow a candidate to study further keeping the course active and alive. If the Certificate Course should have an intermediary link with higher education

better result might be expected and candidate with better calibre might have come in the services of primary education to ensure a continuous supply of teachers with higher and better qualification to enter the profession. There is a high hope visible nearer for opening the blockage of primary teacher education that there starts Higher Certificate Course at four divisional PTIs and B.Ed. (Primary) will start soon as expected and now it is important to draw linkage with one another and unlock the deadlock of years. B.Ed. Primary will require 15 years of schooling equivalent to as that of B.Ed. Secondary. Certificate Course is exclusively on professional training for primary school teachers, Higher Certificate Course is for Head Teacher on educational administration, management and community relation and B.Ed. Primary is necessary for the personnel working at higher stage in primary education above primary schools or for those who desire to set promotion at higher levels. Each course is designed such a way to suit the genius of the people serving at different stata of primary education. Those who are more ambitious can study M.Ed. Primary after completing B.Ed. Primary. Actually there may be necessary opening for Deptt. of Primary Education, Deptt. of Secondary Education, Deptt. of Educational Administration etc. under the Faculty of Education even at the training institute level as that of liberal education. Bangladesh badly needs educational experts and if the door of education is not make wide and broad, the scarcity of educational technocrats (educationist) will not cease to an end.

Figure 1.8 Prospect of teacher education in Bangladesh

Schooling years	16	M.Ed. Primary	Higher Post	21	Ages of student
		" Secondary			
	15	B.Ed. Primary	Officer level	20	
		" Secondary			
	14	Higher Certificate	Head Teacher Pry. School	19	
13	Certificate Course	Asst. Teacher Pry. School	18		
12	HSC	Entry qualification Pry. School	17		

Teachers of College and University are encouraged to take higher education either in deputation or in study leave. In the same way primary school teachers, trainers and supervisors should have provision in the Service Rules for self-development through higher study and continuing education. Maintaining double standards for appointment at primary schools and admission into PTIs, 10 years of schooling for females and 12 years of schooling for males bears no good for the country but this practice makes an impediment to progress of teacher training as well as school teaching in primary education. Requisite qualification for recruitment of teachers for primary schools should be 12 years of schooling both in case of male and female for qualitative improvement of primary education.

Secondly, with a view to achieving the goal of UPE with exclusive responsibility, a new Directorate of Primary Education (D PE) has been established in 1982 and earlier National Academy for Primary Education (NAPE) has been floated in 1978 but a proper arrangement of services in primary education have not been done

from top to bottom and as a result a great vacuum exists there. Martial Law Committee Report (1983) ascertains that the Directorate itself is not organised properly to perform its function smoothly. It appears from the existing organization that the Directorate has faced both organizational and functional anomaly. In the other words, the primary Directorate has a grand head with a vast tail but pedestrain middle has no proper linkage with the service from the beginning to the end. Though the college teachers from the Directorate of Secondary and Higher Education have been deputed there to fill in the vacuum for running the Directorate and the NAPE, but they have to maintain their service link with colleges and after sometime they return to colleges again, and as a result they cannot think the Primary Directorate and the NAPE of their own and keep themselves alien and aloof from the lower strata of primary education that affects achieving the UPE goal and primary education seriously.

Dr.Ali Ahmed (1989) rightly observes that the reorganization suggested will require that ultimately the primary education services should be Cadre Service and the College teachers who will join the Head Office or the field office should give option to this cadre and should not be allowed to go back to colleges creating void detrimental to the smooth and efficient functioning required for the development of primary education. Again it is for administrative vitality as well as for training vitality, primary education services need to be pulled upward and include in the Cadre Service and ensure a better supply in the higher posts of primary education. Now some posts are so blockade that a PTI instructor or an upazila education officer has little

chance to serve in the higher posts of primary education though they have wise and vast experience in the respective field. This blockade system should come to an end as quick as possible and let these people contribute in wider scale in primary teacher training and primary education as well and help achieving the goal of UPE.

This deadlock cannot continue longer, as that causes suffering to the whole nation, a separate cadre, naming as BCS Primary Education should be introduced parallel to BCS General Education under the Ministry of Education. It is not unlikely to find two cadres of services under the same Ministry if one searches to get instance from the Ministry of Health and Population.

Dr. Ali Ahmed further points out that the physical facilities for the Directorate of Primary Education even are not satisfactory. The existing accommodation is not suitable for efficient functioning. It is too congested. It is not also properly equipped. It is a part of the building where the Directorate of Secondary and Higher Education and the Directorate of Technical Education function. The personnel of the three Directorates and the outsiders who have to come here for official business make the building so crowded that it becomes sometimes difficult to move. Directorate of primary Education occupies only 4th floor of the Education Bhavan and accommodates only Administrative Branch, but other two branches namely Training Branch and Planning Branch make separate from the main Bhavan and shifted them at a distance place at 129, Kala Bagan and 22/1 Topkhana Road, Dhaka in a high-rented house (Tk. 50 thousand per month) respectively. As a result primary teacher training may the whole primary education gets

administrative and communicative setback and facing debacle.

In Second Five Year Plan (1980-85) there was a budget of 60 lakh taka for the Construction of a new Bhavan for the Directorate of Primary Education and a suitable site had been selected and land had been acquired for the purpose but it was unfortunate that no Directorate Bhavan had been constructed in the Second and Third Five Year Plans. Procedures of penny wise and pound-foolish, overlooking all sorts of facilities and speedy file processing, and spending large sum of money for rent purpose of houses used as offices for functioning of the Directorate instead of being economical after constructing a Directorate Bhavan causes a great anxiety and nuisance for the people serving in primary education.

#### 1.4 Role of National Academy for Primary Education in Bangladesh

Establishment of National Academy for Primary Education (NAPE) is a landmark in the history of Primary Education and primary teacher education in Bangladesh. It has been setup on July, 1978 at Mynonsingh town about 120 kilometres to the north of Dhaka. NAPE is an apex institute dedicated to the cause of primary education specially for qualitative improvement of the system. Since the inception of NAPE, it has been imparting training to the primary teacher trainers, primary school supervisors and other field level officers, organising workshop on primary education, undertaking action research projects, preparing teaching-learning materials and monitoring the formal and non-formal primary education. NAPE provides services to other national level organisations for primary education within the primary education net-work. Academy serves as a father

institute for improving the quality of primary teacher training in the PTIs, providing in service training for field level staff and orientation courses for other personnel concerned with primary education.

Academy maintains essential links between the curriculum development and other activities of the allied institutes and the PTIs, the Inspectorate and the whole primary school system, and provides a forum for the examination and discussion of all the varied problem of primary education. More than that the Academy acts as nerve centre for the development of not only primary education but also, in due course, non-formal education by providing the much needed professional training of PTI staff, field level staff and also experimental school teachers and all those involved in organising teacher training programme.

Primary education is already a massive and expensive undertaking with more than 44200 schools, 190,000 teachers and a reported enrolment in excess of 8920292. The statistics are impressive, the reality less than satisfactory. Most of the schools are housed in derelict structures, a good number of teachers have received no professional training at all and the rest very little, the attendance rates at school are low, and the drop out rate is high these latter characteristics being due largely to the irrelevance of the curriculum and the poor quality of teaching in schools which is in turn a reflection of the poor quality of training given to teachers and of supervision made by the administrative offices at primary level.

Development of education has two dimensions-qualitative expansion and quantitative improvement. Quality of education mainly depends on quality of instruction which rests on qualified teachers, particularly at the primary level. Before the establishment of NAPE there was no institution for imparting in-service training to the primary school teachers, educators, education officers in Bangladesh.

It is also becoming increasingly clear in Bangladesh and elsewhere in the developing world that the traditional formal system of education cannot cope with the total learning needs of the whole community. The Five Year Plan and the report of the Educational Commission have both stressed the need for expanded programme on non-formal education and although it is not clear yet what form these programmes should take or how they should be organised, it is apparent that (a) close link and complementary must be established between primary education and the non-formal programmes which aim at providing learning opportunities for certain groups outside structural formal system. (b) The primary schools, situated as they are in almost every village, are in a unique position to act as centres not only for non-formal education programmes but also for all development activities within the communities they serve.

Academy is adhered with the nation building task of implementation of compulsory primary education through modified activities as specified below:

- i) Academy maintains links on curriculum development with different agencies.

- ii) Academy acts as a nerve-centre for the development of primary education, primary teacher education and non-formal education.
- iii) Academy provides professional training to the teacher educators in the PTIs, administrators and supervisors in the district and upazila level.
- iv) Academy is responsible for developing primary and PTI curriculum, textbooks and innovative instructional materials for teacher training programme.
- v) Academy undertakes action research in different problems of primary education, primary curriculum, textbooks and non-formal education.
- vi) Academy conducts the Certificate-in-Education (C-Ed) Examination of the PTIs.
- vii) Academy organises seminars, conferences, workshop, short term courses to cater to the specific needs of various groups of primary and non-formal education personnel on the approval of the Board of Governors and on the instruction of Ministry of Education and Directorate of Primary Education and other aid giving agencies.
- viii) Academy undertakes follow up of training activities, imparted to the teacher educators and supervisors through its regular Mobile Team Programme to collect necessary feedback for improving and monitoring the training programme.

- ix) Academy organises primary education week on national basis when academy Awards and prizes are given to the best primary school teachers, best child artists, best PTI and to the teacher trainees for preparation of best low-cost teaching learning materials with local resources.
- x) Academy arranges the publication of the theme papers, research and other important papers presented in the seminars, workshops etc. to disseminate innovative ideas and concepts to the teacher educators, field supervisors and other personnel involved in primary education. The publication also serve as supplementary reading materials to all interested in primary education.
- xi) Moreover, Academy undertakes Enrichment Programme through which Academy staff members are attached to specialised education service centres of the country and abroad for a specific period of time and selected PTI staff members school supervisors and primary school teachers are attached to the Academy for a specific period of time to enrich their professional expertise.
- xii) Academy collects and maintains educational statistics and professional information in respect of developments of primary education in Bangladesh and abroad.
- xiii) Academy is designed to help the process of universalisation of primary education in the country.

Academy started functioning with a poor assets from defunct college of educations, Mymansingh, from its very beginning in 1978. At present it has achieved a substantive progress both in physical facilities and in academic aspects. Dr.Labiba Salah, an UNESCO advisor was attached to the Academy at its earlier period. Afterward Prof.Khan Alauddin as a Director worked hard with full devotion and sincerity for the wellbeing of the Academy and as a result Academy blooms with present status with proper office space, classrooms, auditorium separate hostels for men and women, residential houses and a modern guest house and under his proper guidance and initiative NAPE organised a remarkable workshop on Contemporary Problems of Primary Education in SAARC Countries.

National institutes in the country and elsewhere in the developing world are controlled by the Government through the respective ministry directly but in case of NAPE it is Directorate of Primary Education, a parallel institute that propels the wheels of Academy and as a result its status is undermining as a second category of institute whereas same type of institutes like National Institute of Educational Administration, Extension and Research (NIEAER), National Curriculum and Textbook Board (NCTB), Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Bangladesh Institute of Distance Education (BIDE), Bangladesh Academy for Rural Development (BARD), Bangla Academy, Shilpa Kala Academy and others remain under the control of respective ministry directly or in the form of autonomous body. It is a national duty

setting the Academy under the Ministry of Education for playing greater role unhampered by any interference from any parallel institute for nation building activities and realisation of compulsory primary education for the cause of the nation. Let the Academy work without any intermediary interference from any knock and corner, without fear, with the head is held high, with free knowledge and wisdom, free from narrowness and superstition under the Ministry of Education Government of Bangladesh.

#### 1.5 Rational of the study.

The main purpose of this research study in teacher education is to contribute, in whatever a small way possible, to the improvement of primary teachers' training in Bangladesh. The present researcher, who himself is engaged in the field of teacher education, has chosen the present study which will be helpful in understanding, the strength and weakness of different aspects of primary teacher education in Bangladesh and in offering some suggestions for its improvement.

In Bangladesh, it has been observed that, of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are the most significant. Nothing is more important than securing supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of works in which they can function effectively. In

view of the rapid expansion of primary education and in view of the urgent need to raise the standards to the highest level and to keep them continually improving, these problems have acquired importance and urgency.

Teacher education is not only teaching the teachers how to teach but to kindle his own initiative, to keep it alive, to develop a purpose and form a positive attitude towards the profession. Thus a teacher training programme has to get and carry message of knowledge, ability, skills, attitude and development of personality, first for themselves and then for their students.

There are 54 Primary Training Institutes (PTIs) in Bangladesh with an enrolment of 8000 trainees every year. Primary School teachers as well as outsiders get training from the institutes for a period of one year duration. The course starts on 1st July and ends on 30th June every year. There holds practice-teaching for a period of three months at the latter part of the course. All of the PTIs are residential and there exists co-education. The head of the institutes is known as Superintendent and teachers are known as Instructors. The curriculum of PTIs contains text-books and teaching methodologies for primary schools. School subjects like Mother Tongue (Bangla), Mathematics, English, Social Studies, Science, Physical Education, Art and Craft and Religion, and Education subjects like Principles of Education and Child Psychology are taught in PTIs. Directorate of Primary Education is responsible for policy making and

and administration of all PTIs and C-IN-Ed Examination Board is responsible for conducting examination and publishing results of all PTIs. For better understanding it may be told in precise that primary training is for primary schools as B.Ed. training is for secondary schools and there is no major difference in procedures between the two.

"The methods of training in the PTIs are largely conventional and the institutions have not been under pressure to employ innovatory approaches. The curriculum is typically rather academic in orientation and in some respects, without the needed practical relevance. In addition, formal evaluation procedures are open to question and there is no provision for deliberate and sustained follow-up of the trainees" - (UNESCO 1982). Measures are to be taken for the improvement of the teachers' training programme through the revision of teacher training curricula to make it more task oriented, minimum qualification for entry in the teacher training institutes upto 12 years of schooling both in case of male and female, provision for self-development and continuing education for the teachers, improving teaching methodology and evaluation system and raising the duration of teacher training courses upto two years.

Teachers are now considered as the main spring of all educational innovations in every country. It is obvious that the future of a nation depends upon the quality of the present teachers (Lulla & Singh). We cannot improve the quality of education in our schools without improving the quality of teachers in them. Teaching can improve its professional status

only by improving its effectiveness by raising the level of students achievement and deepening their engagement with learning.

With the rapid expansion of school education and with phenomenal rise in pupil enrolments in Bangladesh, the demand for teachers has greatly increased. A large number of teacher trainees come, more out of necessity and availability of jobs, rather than love or interest or aptitude for teaching. Further "in many PTIs, the necessary facilities, in terms of accommodation, library and teaching aids are far from satisfactory" (UNESCO 1982) and the teacher educators are also less dedicated than needed. As a consequence, the standards have gone down. It is estimated that the present position of primary teachers' training in Bangladesh is far from happy, especially if it is evaluated in the light of the new challenges in primary education. Even in advanced countries of the world, teacher education has been criticised to meet the needs of modern society. Bangladesh, being a developing country, it is not an exception. "Substantial measure for the betterment of primary teachers training have not been considered even after seventeen years of independence except reforming the curriculum. Teaching learning process, the curriculum and system of evaluation bear the testimony of backwardness of early fifties and as a result primary training institutes fail to meet the present requirement of primary education" (NAPE 1986). Curriculum of primary teachers training programme have been reformed earlier but mere changes in curriculum are not enough to bring out qualitative improvement in primary training.

Teacher training and orientation has been a weak area in university education in Bangladesh. The Ministry of Education / University Grants Commission should undertake adequate initiative and endeavours for exchange programmes, teaching / research assistantships and fellowships with the leading universities of the world through the international philanthropic organizations engaged to advance education (The Fourth Five Year Plan, 1990-95). It depicts the present situation of teacher-education in Bangladesh.

In present situation, it is important to study the effectiveness of the existing primary teachers' training in Bangladesh. Therefore an investigation into the primary teachers training programme in Bangladesh would be of great value because it will help to undertake an action for the improvement of the quality of primary teachers' training programme.

The resources for the execution of the primary teachers' training include teaching-learning materials, curriculum, methodology of teaching, text-books, reference books, practice teaching programme, assignments, practicals and evaluation system alongwith physical facilities. The quality of teachers' training programme depends upon adequacy of these materials and facilities. Now the question is, to what extent these materials and facilities are available and used effectively

in Primary Training Institutes in Bangladesh. The question is of vital importance in determining the effectiveness for teacher training programme in the country. The present investigation 'A Study of Primary Teachers' Training in Bangladesh' is an attempt to answer certain questions relating to primary teachers training programme in Bangladesh.

Some of the questions are : What is the admission criteria at Primary Training Institutes in Bangladesh ? What are the attitudes of the trainees towards the learning materials of the curriculum? What are the problems faced by the administrators in implementing the programme in institutes? What methods do teachers apply in teaching-learning situations during training? The present study is conducted with a view to answering some of these questions which can be presented in terms of some specific objectives.

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