

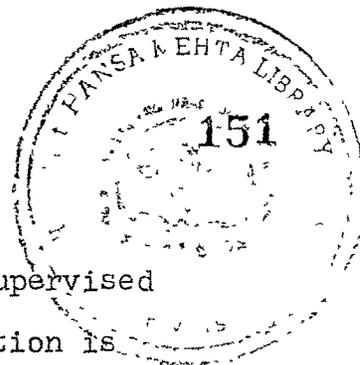
CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA4.1 Introduction

This chapter is devoted to the cause of analysis and interpretation of data collected for the research. For the convenience of analysis and interpretation, this chapter is divided into four sections. The first section deals with the review of the existing administrative aspect of PTIs. The second section deals with the organizational aspects of PTIs. The third with the instructional programme and the fourth deals with the evaluation aspects of PTIs.

4.2 Administrative Aspects of PTIs4.2.1 Existing posts and vacant posts in PTIs

There are 54 Government PTIs in the country which are responsible for training of primary school teachers. 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. Directorate of Primary Education is responsible for policy making and administration of all PTIs. Martial Law Committee Report (1983) ascertains that the Directorate itself is not organised properly to perform its functions smoothly. It appears from the existing organization that the Directorate has faced both organizational and functional anomaly. The Directorate has no proper linkage with the services from the beginning to the end in primary education. And as a result the whole primary education as well as PTIs get administrative and communicative setback and facing debacle. Due to the administrative setback in the Directorate of Primary Education 80% posts of Superintendents and 50% post of Asstt. Superintendents and 30% posts of instructors lying vacant. The vacant posts of PTIs are shown in Figure 4.1.

Figure 4.1 Vacant Posts of PTIs

Sr.No.	Name of the post	Vacant post in %
1.	Superintendent	80%
2.	Asstt.Superintendent	50%
3.	Instructors general	30%
4.	Instructors Science	30%
5.	Instructor Agriculture	10%
6.	Instructor Physical Education	10%
7.	Instructor Art & Craft	10%

4.2.2 Administrative Reorganization

As PTIs get administrative setback and as a result it remains as a minor institute in the country. It cannot serve the primary education as it would to be. Bangladesh Education Commission (1974) suggested that PTIs should be regarded as College. The pay scale of teachers should be equivalent to that of college teachers at government arts and science colleges.

Now the posts of instructors are so blockade that a PTI instructor has little chance to serve in the post of Superintendent of his own PTI or in any higher post of primary education though they have wide and vast experience in respective field. This blockade system should come to an end as quick as possible and let these people contribute in a wider scale in primary teacher training and primary education as well. It is for the administrative vitality as well as training vitality, primary teacher education services need to be pulled upward and include in the Cadre Service and ensure a better supply in the higher post of primary education.

UNDP expert Dr. Ali Ahmed (1989) rightly observes that the administrative reorganization suggested will require that ultimately the whole 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.

4.2.3 Academic Qualifications of Instructors

Quality and prestige of PTI greatly depends upon the ability and sincerity of instructors. As instructors are the majority in number of total 14 posts of teaching staff in each PTI. Of them 12 posts for instructors including 8 posts for general instructors and each one post for Science, Agriculture, Physical and Art & Craft instructors and the rest one for Superintendent and another for Asstt. Superintendent. A Physical Instructor does not take any class in the regular academic programme of PTI. He imparts physical training to the trainees and look after their games and sports activities. All categories of instructors can move upto the post of Superintendent by promotion.

It is speculated that PTIs have not yet been able to raise upto the level of quality product to prepare competent hands for teaching in primary schools. One of the main reasons of their inefficiency is inherent in the

fact that the teacher 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 academic qualifications of instructors are shown in Figure 4.2.

Figure 4.2 Academic Qualifications of Instructors

Sr.No.	Posts	Graduate	Graduate & trained	Post-Graduate & trained
1.	General instructors	-	8%	60%
2.	Science instructors	-	-	8%
3.	Agriculture instructors	-	-	8 %
4.	Physical instructors	8 %	-	-
5.	Art & Craft instructors	8 %	-	-
Total percentage		16 %	8 %	76 %

It is observed from the figure 4.2 that only 16 % instructors are graduate, 8 % graduate and trained and 76 % post-graduate and trained. While the Bangladesh Education Commission 1974 recommended that This educational qualification is not at all satisfactory. This should be raised to graduation with B.Ed. and a master degree in training or in school subjects.

Teachers of colleges and universities are encouraged to take higher education either in deputation or in study

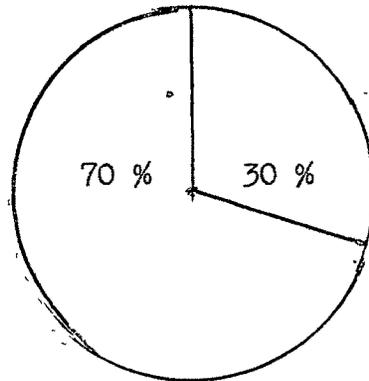
leave. In the same way instructors of PTIs should have provision in the service rules for self-development through higher study and continuing education. The Fourth Five year plan (1990-95) pointed out the total picture of teacher education in Bangladesh and suggested that "Teacher training and orientation has been a weaker area in university education in Bangladesh. The Ministry of Education / University Grants Commission should undertake adequate initiatives and endeavours for exchange programmes, teaching/research assistantships and fellowships with leading universities of the world through the international philanthropic organizations engaged to advance education.

4.2.4 Orientation and In-service Training of Teaching Staff

A trained and qualified teacher can provide good teaching even when curricula and materials are not upto standard, where as an unqualified and untrained one will fail even with the best curricula and text-book. Bangladesh Education Commission Report (1974) rightly emphasizes that the role of a properly qualified teacher in our national life is of immense importance. The qualitative tone of an education system is determined by the professional competence of the teachers. In our country we have yet to

fully realise that teaching is a profession and it requires training as much as any other profession. In fact any other investment in the field of education will be of little value if appropriate measures are not taken for improving the standard of teacher. As a basic preparatory measure in our total effort to popularise and expand education in our country, the greatest stress has to be laid on increasing the number of properly qualified teachers. It must be remembered that as the teacher is concerned with building the personality of the pupil, the former must not only acquire the required amount of knowledge but also a special ability in teaching in relation to the pupils' mental inclination. Above all the teacher must have all the appropriate personal qualities required to built up the pupils as responsible citizen of the country through the particular medium of his instruction. At the same time we must remember that it is difficult to attract competent persons to teaching if there is no security of job and if mental satisfaction of the teachers is not properly catered for. Besides, the modern principles and methods followed in teacher-training in the developed countries of the world have to be adopted to our particular educational needs.

Figure 4.3 Instructors' Orientation



It is shown in Figure 4.3 that 70 % of instructors got orientation in their respective subjects and the rest 30 % have not yet oriented. As PTI instructors get professional training from the secondary teachers' training colleges that offer no course in primary education. Therefore PTI instructors have to do very little with teaching of children of primary school. Hence the instructors of PTIs should have orientation and in-service training. It is National Academy for Primary Education (NAPE) that imparts in-service training to the PTI staff and other field level officers engaged in primary education. NAPE is dedicated to the cause of primary education and training specially for qualitative improvement of the system.

4.2.5 Job Satisfaction of Instructors

Job satisfaction of instructors includes their salaries and emoluments, promotions, work-load, facilities for

recreation, co-curricular activities, academic atmosphere, physical facilities like residential accommodation, library facilities etc. The favourable conditions of works will enable the incumbents to function at their highest level of efficiency.

In present survey it is found that 80 % of instructors were not happy with the existing working conditions, and 20 % percent reported their satisfaction. At the time of taking interview .with them the instructors expressed their views regarding the job satisfaction in PTIs, as follows:

The main sorrow was the salaries and emoluments what they got from the government were not satisfactory at all. They were not getting equal salaries as that of government college teachers. As a result they were serving in the minor posts of college teachers. The Education Commission (1974) supported their pay-scale to be equivalent to that college teachers at government arts and science colleges. The instructors do not get their due promotion to the next higher posts regularly, though they possessed requisite qualification and experience in the relevant fields. The instructors have to work in the same post upto 20/25 years without promotion. Some of them go retirement without promotion. Physical facilities such as residential

accommodation, staff-room accommodation, class-room accommodation, library facilities, teaching aids and equipments are not adequate in the institute. Most of the instructors are not provided with adequate seating space as well as facilities for personal reading room and even residential accommodation. Non-teaching staff was not sufficient in the institute. Some of the instructors expressed their displeasure about the administration of PTIs.

It is also important to note that a large number of the experts of teacher education (Figure 4.12) too expressed their dissatisfaction regarding the existing job satisfaction of PTIs.

4.2.6 Entry Qualifications of Trainees

It is important to know the entry qualifications of trainees into PTIs as well as primary schools. At present two separate standards are to be maintained for appointment at primary schools and admission into PTIs. It is that for female candidate 10 years of schooling (secondary school passed) and for male candidates 12 years of schooling (Higher secondary passed) is determined as the minimum requisite qualification.

At present century knowledge tends to grow rapidly and as a result the curricula of primary schools are being

enriched with many subjects. If the primary school teachers are to perform their job satisfactorily, they will have to be given a much higher level of general education and professional training. Now-a-days it is important to supply high quality of recruits to the training profession and giving them with the best possible professional preparation and creating satisfactory condition of works in which they can function effectively.

In present survey the trainees of PTIs and the experts of teacher education opine significantly in Figure 4.9 and Figure 4.12 respectively in favour of raising 12 years of schooling both for male and female in Bangladesh. Double standards of educational qualification for male and female is impediment to progress of teacher training as well as school teaching in primary education. The 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.

4.2.7 Distribution of Trainees According to Sex

Recently the recruitment policy for primary school teachers has been changed, that stated, male and female teacher ratio would be 40:60. It is speculated that women can teach at primary school with motherly affection and as a result drop-out rate would be less, and girls student

would get assurance finding women as their teacher. Now the question of availability of female teachers arise in a country like Bangladesh where literacy rate is 24 % and women literacy rate is one third of the total literate.

In regard to the recruitment of female teachers at primary schools, a well known paper 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 grades needs at least five teachers to keep it running. We need on an average 6400 x 5 teachers that is 3,20,000 for 64 thousand villages in Bangladesh, of them 60 % would be 1,92,000. To believe that as many female teachers would be available for employment seems to nurse an illusion.

4.3 Organizational Aspects of PTIs

4.3.1 Physical Facilities of PTIs

The physical facilities of PTIs consists of residential and hostel accommodation, staff-room, class-room, library facilities etc. Proper physical facilities are essential for implementation of any educational programme. To what extent the PTIs of Bangladesh have the physical facilities has been discussed here.

In all PTIs there is no separate staff-rooms. The instructors sit in common-room together which deprived them of their privacy and hindered their day-to-day working. Absence of such minimum facilities like one's own private cabin or room leaves no scope for innovative ideas to emerge. It definitely retards one's professional growth and development.

Data regarding the extent of satisfaction of the teaching staff of PTIs in respect to physical facilities like staff quarter, hostel accommodation, staff room, accommodation, and class room accommodation are presented in Figure 4.4.

Figure 4.4 : Data regarding the physical facilities and the extent of satisfaction of teaching staff of PTIs, N = 80

Physical facilities	To great extent	To some extent	Not at all
1. Accommodation of teaching staff	-	-	80(100%)
2. Accommodation of male hostel	80(100%)	-	-
3. Accommodation of female hostel	80(100%)	-	-
4. Staffroom accommodation	-	60(75%)	20(25%)
5. Classroom accommodation	60(75%)	20(25%)	-

The residential accommodation for teaching-staff is extremely important as that ensures their working efficiency. If the teaching staff reside at staff quarter, during emergency they easily contact and they too devote more time for academic and administrative work as they can save time. The absence of such facilities are likely to cause inconvenience in the smooth functioning of the work. Actually PTIs have no staff quarter except the Superintendents. In each PTI there is one quarter for Superintendent only. Therefore the PTI staff resides at inconvenience in separate places. Sometime PTI staff reside other government quarters. Near about 90 % instructors of PTIs reported that the residential accommodation facilities were not available.

In all academic institution hostel is a place that helps the trainees developing their norms and values, principles and ideologies that are necessary for life. When the trainees live together they share things each other and acquire knowledge and information through academic dialogue. Values like tolerance, team spirit, fraternity, patriotism etc. develop in this time. It is quite satisfaction that PTIs are residential for trainees only and 100 percent male and female trainees get seats in the hostel. The trainees also gave verdict 90% percent in favour of satisfaction in hostel accommodation.

4.3.2 Library Facilities of PTIs

Library is like the heart of an educational institution. Library is called the store-house of knowledge. There is a library in every PTI. The number of books in the Library and the number of trainees in PTIs are shown in Figure.4.5.

Figure 4.5 Library Facilities in PTIs

Name of PTI	No.of Books	No.of Trainees	Trainee-Book Ratio
Chittagong	2000	200	1:10
Cox's Bazar	1575	75	1:21
Comilla	1215	100	1:12
Faridpur	1976	125	1:17
Jamalpur	1630	80	1:20
Magura	1050	50	1:21
Manikgonj	1368	75	1:17
Monshigonj	1701	200	1:9
Mymensingh	2526	175	1:14
Tangail	1835	125	1:14

The Figure 4.5 shows that PTI library has not enough books. They have a few books on teacher education. Bengali medium books on teacher education are not available. Recently Bangla Academy begins to publish books on teacher education.

In PTIs there is one post of Librarian but maximum posts of Librarian in all PTIs are vacant. As a result the Library is run with the help of an instructor-in-charge. An instructor-in-charge could not devote his full time to run the library as he had other responsibilities too.

While talking with the instructors during the interview, it was found that teachers (80.5 %) were not satisfied with the library facilities of PTIs. They are dissatisfied over the non-availability of reference books, teachers' guide and books of latest edition. They were not satisfied with the reading room facilities.

While taking interviews with the trainees, about 60% trainees expressed that libraries could fulfil their needs to some extent. They expressed that in absence of a trained Librarian they could not use library properly.

4.4 Academic Aspects of PTIs

4.4.1 Course components of PTIs

PTI curriculum oncludes both padagogical as well school subjects. Psychology, Principles of Education and Methodologies of School subjects are taught as padagogical subjects. School subjects are those which are taught at primary schools like Mother Tongue, Mathematics, English,

Environmental Studies, Science, Physical Education, Religion, Arts and Craft and Institute Records. Trainees are to pass in all these subjects that carry 800 marks and practise-teaching that carries remaining 200 marks. Distribution of marks of PTI curriculum are shown in Figure 1.5.

According to the recommendations of Bangladesh Education Commission 1974 the Government of Bangladesh formed a Committee (1975) known as National Curriculum and Syllabus Committee. This committee prepared the present curriculum for primary teachers training and submitted to the government in 1978 for approval. This new curriculum and syllabus was introduced in all PTIs from 1980-81. About 13 years have already been passed since the introduction of the curriculum. During this long period remarkable changes have been occurred in many fields like the policies of the government, economic, social and political condition of the country. On the other hand, in this dynamic world much development has also been made in the field of knowledge and science. Under the circumstances it is essential to modify and develop the primary teacher training curriculum to meet the demand of the day, time and upto day life. PTI Superintendents also supported greatly (70%) in the present research to modify the curriculum.

Development of curriculum is a dynamic process. Framing and modifying curricula is not an easy task. Now-a-days nothing is more important than teaching the value education in all level and the teaching of value should come into curriculum. The gradual erosion of values, in the society highlights the need to make education a forceful tool for the cultivation of social and moral values. Therefore value education will have to be made an integral part of curriculum. The content of value education will have to be drawn from various sources, viz. social norms, national goals, ethical consideration and religious views. Specially value education should come under the purview of social study subjects as well as Religion.

The main function of the curriculum is to perpetuate culture, heritage and history of the society. Instead, social study subjects contain digression, reversions and incoherent topics with far-fetched objects joining together and as a result impedes vivacity of normal spirit. The assigned duty before us for good citizenry of our coming generation developing life spirit along with courage and valour of the bold sons of the soil, undaunted by fear and death, love of freedom and struggle against the foreign rules, sacrifice and martyrdom, loyalty and magnanimity and the high respect for their women etc - dawn from

century past should illuminate our literature and social study subjects. Current as well as past historical and political events should be focussed in our textbooks, not superseding the past by the present, with due solemnity, respecting, developing and encouraging each other.

Our social and political degradation, our poverty and illiteracy can be traced directly to this mental and social degradation. If the country has to raise the past glory again, we must create a new type of society. A national system of education which should pave the way for such a society must accept this fundamental view of life but the present system of education works exactly the opposite direction with disastrous consequences.

Whereas more than eighty percent of our population is agricultural and another ten percent industrial, it is a crime to make education mere literacy and to make our youths unfit for manual works in after life. Our youths should not be so taught as to despise labour. It is sad that our youths look upon manual labour with disfavour. Liberal education assumes the shape of flood in the country creates social, economical and political unrest hastens natural positive check. It is important to bring the present imbalanced education system into balance setting up vocational and technical institutions side by side.

Education Commission (1974) stated that the curriculum and syllabus prepared several decades ago are, with slight modification, still prevalent in our schools and colleges. This sort of conservative, traditional, conventional and low-quality material cannot be of any help in devising an education system of a quality appropriate to a progressive country.

Dr. Millat (1985) in his Curriculum Development points out that education of schools and colleges makes our youths morally uncruple and curse of the society. Colonial system of education is still in force with slight laughteros changes.

During the last 50 years the curriculum of different level have been revised from time to time and each revision has made them bulkier than before. As a result curriculum has become massive and figurative in style, overloaded with subjects chiefly of an informative nature. It is now necessary to systematically prepare and analyse a suitable curriculum and to eliminate all the redundant and inert information included in them as well as to incorporate several essential matters that have been left out at present with a view to making them more meaningfull to learners at the particular stage of their development.

4.4.2 Methods of Teaching

Methods of teaching have their own strength and limitation with respect to different situations. No single method is good in teaching-learning. Here an attempt has been made to find out the nature of methods and procedures of teaching generally followed in PTIs at Figure 4.6.

Figure 4.6 : Data regarding the methods of teaching followed by instructors N = 80

Name of Method	Frequency	Percentage
Lecture Method	20	25 %
Demonstration Method	15	18 %
Discussion Method	60	75 %
Activity Method	40	50 %
Project Method	15	18 %
Field Trips	10	12 %
Team Teaching	10	12 %
Exhibition Method	5	6 %

The instructors of PTIs follow the traditional methods like lecture, demonstration, discussion, activity, project field trip, team teaching and exhibition methods in their day-to-day life teaching but discussion method dominates (75 %) the most. It has been found that near about 81 %

percent instructors encouraged their trainees to ask questions in the classroom regularly and created problem solving situations and gave chance to learn through discussion method.

Lesson plan is the only way that helps the instructor utilizing his time in the classroom. About 80 percent instructors more or less generally prepared their lesson note in advance. This helped them using the teaching aids properly and carrying out their practical works systematically.

Home assignment is the complement to classroom instructions. It is found that most of the instructors of PTIs (60 %) gave home assignment to the trainees regularly and also examined the same regularly. This finding was supported when 80 percent of the trainees reported that they were given home assignments.

It was found that 55 percent instructors took remedial measures for the backward learners, and took special^{care} for them. Instructor also gave graded marks for them in their assignment.

4.4.3 Practice-Teaching in PTIs

Practice makes a man perfect. The old concept of the 'born teacher' is fast dying out. Now-a-days a teacher

is being trained for his professional skills. Practice-teaching is the most vital part of teacher education.

In the survey it was found that the Superintendents (100 %) arranged practice-teaching for a period of 3 months. Instructors exhibited demonstration class before the trainees and criticism class followed for good understanding of the sequence of teaching. Now-a-days it is inevitable for student-teacher to practise teaching through simulation and micro-teaching under the guidance and supervision of the subject-teacher for a period of 15 days in different subjects with approved lesson-plan. This practice enables the trainee-teacher to practice at school with confidence.

While talking to Superintendents of PTIs, they inform me that supervision of practice-teaching is haphazard and unreliable. There is no organized form of feedback regarding the performance of trainee-teacher in the classroom. The suggestions offered by the Supervisions are mostly subjective and based on general impressions, the defects are not actually pinpointed. Hence some more effective techniques or approach should be adopted for shaping the student-teacher before sending him practice-teaching.

4.4.4 Duration and size of the Course

The duration of PTI course is one year. Every session starts with 1st July and ends with 30th June. The Sargent

Plan (1944) recommended that the duration of the training course would be two years. Afterward this view was supported by different commission set by the government on a number of occasions. The existing one-year course is not sufficient to prepare competent and capable teachers. To fulfil the present demand one year course has been extended to another one-year from 1988-89, adding a separate course namely higher certificate course. The present certificate course is professional training for school teachers as beginners' course and the higher certificate course is for Headmaster of primary schools as administrative and management training.

The trainees have supported to open higher certificate course in all PTIs. (Figure 4.9) as now higher certificate course is functioning only four divisional PTIs namely Dhaka, Chittagon, Rajshahi and Khulna. While talking to Superintendent and instructors in interview schedule they have full support for opening higher certificate course in all PTIs.

One difficulty arises from continuation of higher certificate course. In present system the recruitment for primary school has to be from among untrained teacher as the nonavailability of trained teachers in the market. The failure to admit freshman to training institute leads to

the recruitment of untrained teachers. Now the Headmaster are reluctant to undergo higher certificate course leaving their wife and children unfed and unclad in the house remote area. This problem might be overcome.

Bangladesh government declared compulsory primary education in 1991 which leads to a phenomenal expansion of primary education. According to the statistics given by BANBEIS (1992) there are 189218 teachers are working at primary schools all over the country and the number soon will be increased upto 2 lakh by 2000 A.D. Ultimately there will be a pressure on PTIs for training the untrained teachers. How a nation estimate its annual demand for trained teachers for the next 10 to 15 years and plan the expansion of its training facilities? According to the Figure 1.7 it appears that the minimum annual requirements of primary school teachers for Bangladesh would be 22000 and the maximum would be 55000 depending upon the target to be reached and pupil teacher ratio to be adopted. In addition to 8000 teacher are required for replacement due to promotion, retirement and death at the rate of 4 % of the existing number of teachers.

At the time of taking interview the investigator came to know from Superintendents, instructors and trainees that PTIs felt excessive pressure of trainees. Generally a PTI hardly arrange two classrooms for training purpose but obliged to

expedite backlog of untrained teachers. They were bound to admit more than 200 trainees. It was difficult for an instructor to take a big class. Sometimes they compelled to use loud speaker in the classroom for mere audition purpose of the trainees. In a big class a long lecture might be possible in liberal education what is quite impossible in teacher education.

Now in PTIs and outsider of PTIs, desire to have optimum size of teacher training institution. The optimum size means PTI should not be too big nor too small. If such a size can be determined 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 PTI should be of four classes, two classes of certificate course and two classes of higher certificate course. The admission might be restricted upto 50 for each class.

4.4.5 Instructional Materials

Quality of instruction greatly depends upon the use of teaching aids and equipments. Teaching aids motivate and develop great amount of learners' interest. It makes learning more durable and reduce more verbal learning and promotes conceptual thinking.

In the survey the investigator found that teaching equipments like overhead projector, film projector, slide projector, singer machine, weigh instrument and tape recorder were available at each PTI that UNICEF supplied during the last decade. Instructors 85 percent in number informed the investigator that they used the equipments in the teaching-learning situation as per their needs. UNICEF also supplied wall maps, wall charts, globes and coloured TV for each PTI.

The common instructional materials that are used in PTIs include textbooks, chalkboard and writing materials. The materials used by instructors are procured by PTIs and those used by trainees are purchased by themselves. The textbooks are supplied to the PTI trainees free of costs at the expense of UNICEF under the compulsory primary education project in Bangladesh.

According to the PTI curriculum Handbook the trainees have 20 percent of practical works in each subject. They have to prepare improvised teaching aids from locally low-cost available materials. Trainees have to prepare improvised teaching aids on both pedagogical and school subjects. The pedagogical subjects are child psychology, principles of Education, and school subjects are those like Mother Tongue, Mathematics, English, Environmental Study, Science

Physical Education, Religion and Art & Craft. A list of teaching aids on different subjects of PTIs prepared by PTI trainees are given in the Figure 4.7.

Figure 4.7 Lists of Subjectwise Instructional Materials of PTIs

Name of Subject	Name of teaching Aids
<u>Child Psychology</u>	(1) Charts of sayings (2) Development of Child before birth (3) Limbs of child (4) Child observation (5) Mother and Child (6) Child (7) Picture, (8) Model.
<u>Principles of Education</u>	(1) Charts of sayings (2) Model of School (3) Cumulative records (4) Handworks (5) Bamboo works (6) Cane works (7) paper model (8) Cloth chart (9) Montesory aids (10) Project (11) Chart (12) Model
<u>Mother Tongue</u>	(1) Letter card (2) Word card (3) Sentence card (4) Flanel board (5) Model book (6) Model of fruits (7) Model of flower (8) Model of Vehicle (9) Model of globe (10) Model of plants (11) Earthen model

(12) Wooden model (13) Chart
 (14) Picture (15) Photo (16) Real
 things (17) plants (18) Maps.

Mathematics

(1) Abacus (2) Fishing rod (3) Wall
 key & Test board (4) Geo board
 (5) Local time pointer (6) Histo-
 rical chart (7) Picture (8) Chart
 (9) Model

English

(1) Match stick drawing (2) Picture
 on Lesson (3) Clay Model (4) Subst-
 itution Box (5) Look, say and read
 box (6) Flash cards (7) Alphabet
 charts (8) Wordcard (9) Picture
 chart (10) Toys.

Environmental Study

(1) Map (2) Chart (3) Model
 (4) Picture (5) Globe (6) District
 map (7) Thana map (8) Population
 map (9) Population pyramid

Science

(1) Earthen model (2) Wooden Model
 (3) Paper Model (4) Bamboo Model
 (5) Cane Model (6) Aquarium
 (7) Flask (8) Glass (9) Saw (10)
 Torch (11) Picture (12) Chart (13)
 Model (14) Map (15) Globe (16) Real
 thing.

<u>Physical Education</u>	(1) Slides (2) See saw (3) Bars (4) Merry-go-round (5) Swing (6) Football (7) Volleyball (8) Ring (9) Skipping rope (10) Jute rope (11) Chart.
<u>Art & Craft</u>	(1) Art paper (2) Crayon (3) Coloured pencil (4) Brass (5) Drawing (6) Rainboo works (7) Cane works (8) Earthen things (9) Drawing paper works (10) Hardboard works (11) Fibre works (12) Soft handle works (13) Painting (14) Picture
<u>Musical Instrument</u>	(1) Band (2) Harmonium (3) Tablas (4) Flute (5) Tambourine
<u>Electronic Equipment</u>	(1) Projector (2) Slides (3) Films (4) Tape recorder (5) Transistor radio.

This is the list supplied by PTI instructors in the questionnaire applied to them. Superintendents, instructors and trainees alike agreed that there is adequacy of teaching aids in PTIs. Actually PTIs may be called a laboratory of teaching aids of primary education. Importance should be given on preservation of teaching aids and equipments.

Last of all instructional materials facilitates the teaching-learning process. In a classroom the use of instructional materials not only captures the attention of learners but helps clarify ideas and concepts. Thus the importance of instructional materials has repeatedly been emphasized in the educational process.

4.4.6 Cocurricular Activities in PTIs

Now-a-days the cocurricular activities have become part and parcel of education. The cocurricular activities give learners physical strength, mental refreshness and develop personality and attitude. The cocurricular activities such as sports and games, cultural functions, study tour, excursion, exhibition, field trips and social services in PTIs are needful for the development of balanced personality physical fitness and mental soundness.

Bangladesh Education Commission (1974) mentioned the aims of physical training as follows:

- 1) To create a healthy and strong personality.
- 2) To develop the learners body and mind through sports and games and physical training.
- 3) To develop the learners' mental alertness, tolerance, sense of fair play and leadership quality.
- 4) To remove selfishness from the learners' mind and to discourage disorderly conduct by habituating fully to the rule of law.

- 5) To give necessary training to secure his physical safety.

PTI curriculum (1988) recommended the following sports and games and physical exercises for PTI trainees:

- 1) Physical exercises : Running, Jumping, Rolling, Skipping, Climbing, Spring jump, maintaining balance, boxing etc.
- 2) Games: Different collective games
- 3) Dancing: Jhumur, bratachari and saotaly dances.
- 4) Swimming: Different kinds of individual or competitive swimming.

Superintendents have provided data regarding co-curricular activities of PTIs as shown in Figure 4.8.

Figure 4.8 Co-curricular Activities done in PTIs

Name of items	Responses in percentage
Outdoor games	100 %
Indoor games	100 %
Scout/Guide	10 %
Social Services	100 %
Art & Painting	90 %
Handicraft	90 %
Funfair	40 %

continues

Debate	100 %
Gardening	100 %
Cultural functions	100 %

As per the information provided by the Superintendents it was found that 50 % PTIs had the facilities for football for the trainees and facilities for volleyball were available in all PTIs, but no PTI provided facilities for basket ball and cricket. Indoor games are limited to chess and carrom only. No doubt PTIs are lagging far behind in sports and games. PTIs have no gymnasium and swimming pool. PTIs that located in the heart of the city sometime have no suitable playground for want of land.

Learners possess practical knowledge through observing and visiting places. These broaden their outlook and grow their interest in the subject-matters of the textbooks. PTIs donot arrange study tour for the trainees regularly but they arrange picnic annually. PTIs observes cultural function occassionally and publish magazine every year. PTIs seldom arrange excursion but they never display exhibition on art and painting, and handicraft or any others.

A large number of trainees expressed that cocurricular activities held in PTIs to some extent only. It is clear that

PTIs are lagging far behind in their performance of co-curricular activities. The shortage of scope and the lack of interest in trainees and instructors are the main reason behind the irregularity of cocurricular activities in PTIs.

It is sports and games that keep sound mind in sound body. PTIs should have suitable scope and provision in respect of co-curricular activities including physical exercise and sports and games. A thoughtfully conceived cocurricular activities is necessary to guide them in the right direction.

4.4.7 Perception of the Trainees

Findings in the previous pages regarding trainees' perception about hostel accommodation, library facilities, home assignment, size of the course, instructional materials and cocurricular activities of PTIs showed positive marks. Here the general perception of the trainees about PTIs was quite significant in the chi-square value by 1 percent (6.64) level. Though the trainees joined PTIs with minimum qualification, the questionnaire applied on them expressed that their views towards teacher education and PTIs were positive and significant. The trainees perception on general aspects of PTIs was shown in Figure 4.9.

Figure 4.9 Perception of Trainees regarding PTIs

Question Items	χ^2 - value, Significant/non-significant by 1 percent level
1 This course will help to be a good teacher	$\chi^2=162(s)$
2 The present course is difficult to pursue	$\chi^2=32 (s)$
3 The academic atmosphere in PTIs is congenial	$\chi^2=98 (s)$
4 You get enough opportunity to develop your career in PTI	$\chi^2=128 (s)$
5 Teachers of PTI are sympathetic and friendly	$\chi^2=112.5 (s)$
6 The teachers explain the subject matter in the class lucidly	$\chi^2=144.5 (s)$
7 Teachers keep the trainees always busy in a meaningful ways	$\chi^2=128 (s)$
8 There is partiality in the internal marking system in PTIs	$\chi^2 = 8 (s)$
9 Qualification of male and female teachers should be 12 years of schooling	$\chi^2 = 98 (s)$
10 Higher Certificate Course should be introduced in all PTIs	$\chi^2 = 18 (s)$

Figure 4.9 revealed that the present course would help the trainees for their professional development to a great extent, though they expressed that the course was difficult to pursue to a little bit. There were some pedagogical subjects seemed to them difficult due to the nature of the course. Both the sex male and female equally desired that the minimum qualification of admission should be 12 years (Higher Secondary) of schooling. Trainees were in favour of introduction of higher

certificate course in all PTIs. They also thought that in PTIs teacher-trainee relation was excellent and there was no partiality in internal marking system.

4.5 Evaluation Aspects of PTIs

4.5.1 Internal and External Evaluation

PTIs are specially designed for training the teachers of primary schools. They offer one year certificate course for the untrained teachers. The course starts on 1st July and ends on 30th June every year. There exist two types of evaluations for evaluating the achievements of the trainees. Internal evaluation is done by PTIs and external evaluation is done by Board. Bangladesh Certificate-in-Education Board is responsible for conducting examinations, and publishing results of all PTIs. In total 1000 marks are allotted for PTI curriculum as shown in Figure 1.5. Of them fifty per cent marks are allotted for internal evaluation and the rest fifty percent for external evaluation. Internal evaluation as well as external evaluation remain the yardstick in the training. Evaluation follows from the subjectmatter of the syllabus that has two broad dimensions viz methods and contents. Method has been called the heart of the teacher training but in recent years internal as well as external evaluations remain stagnant on contents giving less stress on methods that undermines the whole system of evaluation.

While interviewing the Superintendents of PTIs they informed the investigator that weightage should be sixty-fourty on methods and contents respectively in all kinds of evaluation in PTIs. Superintendents also suggested the following weightage in the questionnaire in case of types of tests and modes of evaluation for assessing the achievements of the trainees as shown in Figure 4.10.

Figure 4.10 Weightage on types of tests and modes of evaluation shown in percentage

Types of tests	Weightage in percentage	Modes of evaluation
Essay type	50 %	Written examination
Short answer type	30 %	Practice & Practical
Objective type	20 %	Oral examination

The Figure 4.10 revealed the weightage on marks in terms of percentage on essay type test 50%, short answer type test 30 % and objective type test 20 % for internal as well as external written examinations and marks on practice & practicals 30 % and oral examination 20% remain aloof from written examination. Internal evaluation is gaining momentum all over the world. Let internal as well as external evaluations work as per their own way without

interfering one another.

These are the sub-rules for the course laid down by
Bangladesh Certificate-in-Education Board -

- 1) The course shall extend over one academic or calendar year (1st July to 30th June). The examination shall ordinarily be held at the end of each academic year.
- 2) The trainees have to pay examination fees fixed by the Board
- 3) The trainees have to attend atleast 80% of the total classes.
- 4) Every candidate shall be required to submit sixty lessons which have been approved by the subject teacher.
- 5) Internal evaluation shall be done on two terminal examinations. Distribution of marks shall ^{be} 50% in each term.
- 6) The standard for a pass shall be 35% in each theoretical subject and 40 % in practical subject including practice-teaching and 40 % in aggregate.
- 7) The course shall consist of two parts : Internal evaluation and External evaluation. The trainees have to pass in each evaluation separately.
- 8) Candidates obtaining 60 % and 40 % of the total marks shall be placed in the 1st class and 2nd class respectively.

- 9) Marks of proficiency may be awarded to any candidate who has obtained 80 % marks in any subject. Letters will be affixed to the names in the list indicating such marks of proficiency.
- 10) Each successful candidate shall receive a degree which will show the class in which he had been placed.
- 11) Provisional certificate will be given as per need of the successful candidate, submitting TK 30 in government 35 miscellaneous account and the same procedure will be followed for corrigendum of the awarded certificates.
- 12) Tabulation sheets will be sent to all PTIs after publishing the result.
- 13) A candidate who fails not more than two subjects shall be allowed to reappear at the supplementary examination in the next year. If he/she fails again will be allowed to appear for the next two consecutive years for all external subjects only.
- 14) Unsuccessful candidates and who obtained less than aggregate marks have chance to appear at three consecutive years only.
- 15) A candidate fails in internal evaluation he must have to appear at internal as well as external examinations and he/she has chance for three consecutive years.
- 16) A candidate passes in all subjects but in aggregate he/she fails by 5 marks, Board will consider him/her with the marks and declare 2nd class.

- 17) A candidate who fails by 5 marks in 1/2 subjects but passes in aggregate number, Board may consider his/her case and declare 2nd class. Two chances like aggregate number/two subjects chance at a time might not be allowed.
- 18) A candidate who obtained 597 marks, Board may declare him/her 1st class adding 3 marks.
- 19) Superintendents of PTIs must send descriptive roll of regular as well as irregular candidates. No candidate will get chance of admission after descriptive roll is sent.
- 20) Candidates who have passed in the internal 1st terminal examination shall be allowed to submit final examination fees to Board.
- 21) Candidates may apply through Superintendents of PTIs for duplicate certificate to Board after submitting necessary records, in that case Board may issue a duplicate certificate in favour of the candidate.
- 22) Candidate who expels in the examination may reappear at three consecutive years after the duration of expelled period.
- 23) Candidate may apply for re-examining his script within one month after submitting necessary fees.
- 24) Residence in the hostel attached to each PTI is compulsory for all trainees.
- 25) Candidates shall not be allowed to attend any other course or servicing anywhere.

1 26) Candidate who is found after careful observation by Superintendents of PTIs not likely to profit by the courses of studies, may be required to leave PTI and the hostel when decided. He/she will however be forewarned and a reasonable period will be allowed for improvement.

4.5.2 Institute Records

A subject what is known as Institute Records in PTI curriculum remain an insignificant position for its evaluation. It is the combination of some papers and it carries 100 marks. It includes (i) Physical Education (ii) Art & Craft (iii) Regularity and behaviour (iv) Use of Library (v) Cultural activities (vi) Literary activities (vii) Social⁴ work. It lies under internal evaluation of PTIs. The distribution of marks of the components of Institute Records are shown in Figure 4.11.

Figure 4.11 Distribution of marks in Institute Records

Name of components	Allotted marks
Physical Education	25
Art and Craft	25
Regularity and behaviour	10
Use of library	10
Cultural Activities	10

continues

Literary Activities	10
Social Work	10
<hr/>	
Total	100
<hr/>	

Subed Ali et al (1986) in country paper on contemporary problems of primary education in SAARC countries wrote that there is an Institute Records in the curriculum of PTIs. Two important subjects like (a) physical education and (b) Art & Craft and some allied items (c) Cultural activities (d) Literary activities (e) Use of library (f) Social Welfare and (g) Regularity and behaviour are included in the records. Physical education and Art & Craft are very important in primary school and they are no longer cocurricular subjects. Importance should be given on both the subjects through proper distribution of marks. It is so happening that a trainee without practising physical education and Art and Craft, can pass the Institute records. Physical and Art & Craft Instructors cannot work with full responsibility in their respective subjects as the curriculum does not support them and as a result the teacher training in Physical Education and Art & Craft in primary education become weak and shallow.

In the recommendation they suggest that necessity of Institute records cannot be overlooked but proper priority should be given on physical education and Art & Craft

through the distribution of marks. Teacher of the respective subjects might be allowed to take proper responsibility in the subjects. The two subjects should cover the total marks of Institute Records and each will carry 50 marks and the rest should be omitted from the Records as it is needless to mark for these items like (i) Regularity and Behaviour (ii) Use of Library (iii) Cultural activities (iv) Literary activities and (v) Social work.

In support of their view they argued that -

- 1) If a trainee remains absent for 15 days at a time or remain present less than 80 percent of total classes, his/her admission will be treated as cancelled. Therefore marks for regularity is absurd and indiscriminate and behaviour is a vague term for which marks cannot be reserved.
- 2) Trainees will read books by his own accord or interest. A teacher can create interest in his/her telling the reference books but not giving him/her marks. Alloting marks for reading books is nothing but abuse of marks.
- 3) Alloting marks for cultural activities is alright and it should be practical in physical education and literary subjects but not in Institute Records.
- 4) Trainees will practise literary works in library. Maintaining Institute Records is not necessary for the purpose.

- 5) Social service and studentship go together. Social service is an humble and honorary service and allotting marks in this regard is not justified.

Superintendents of PTIs supported the necessity of modification of Institute Records. They opined 70% in favour of modification and necessary changes.

4.5.3 Problems of PTIs

Four main dimensions of PTIs have been discussed in the previous chapters. These are administrative aspects, organizational aspects, academic aspects and evaluation systems of PTIs. One more problem is yet to be discussed that engulfs the all dimensions. It is the isolation of primary teacher education and services from the main spring of education in the country.

At present the primary teacher education and services of primary education remain isolated from the higher education and higher service respectively in Bangladesh. Now it is important to unlock the blockade system of primary teacher education and make a linkage with higher education and services. The present PTI course does not allow a candidate to study further from the course. The course has no linkage with other higher courses. If the PTI course should have a link with higher education, better result

might be expected. If there is linkage candidate of better calibre might have come in the profession.

Now it is hoped that higher certificate course is opened at four divisional PTIs. B.Ed in primary education may start soon. 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. The certificate course is on professional training for primary school teachers. The higher certificate course is for head teachers of primary schools as administrative training. B.Ed (primary) is for those who work at different strata of primary education. Those who are more ambitious can study M.Ed (primary) after B.Ed. (primary). So there should be drawn linkage one after another.

Teacher education in Bangladesh is weak and as a result Bangladesh badly needs education experts who can give proper direction in the field of education. If the door of teacher education is not made wide and broad, the scarcity of education technocrats will not cease to an end.

4.5.4 Opinions of Experts Regarding the Status of Primary Teachers' Training

The investigator interviewed 25 experts who included teacher-educators and government officers working in primary

education. Discussions were held with them on the various aspects of primary teacher education in Bangladesh. In this regard a special opinionnaire was designed consisting of 25 items for administering upon them. A copy of the opinionnaire was added in the Appendix. The opinionnaire for the experts was constructed by the investgator on Likert's five-point scale such as strongly agree (SA), Agree (A), Undecided (UD) Disagree (D) and Strongly disagree (SD). The respondents were asked to rate each of the statements in the opinionnaire according to their significance. The total scores of responses measured by χ^2 value through 1 percent level (13.28) were presented in Figure 4.12.

Figure 4.12 Opinions of Experts regarding the status of PTIs

Sr.No.	Statements	χ^2 value in 1 percent level (13.28)
1	Existing teachers' training at PTIs is satisfactory.	$\chi^2 = 25.2$ (s)
2	Standard of primary teachers' training should be improved.	$\chi^2 = 45.2$ (s)
3	Existing working conditions of the teacher of PTIs are satisfactory	$\chi^2 = 11$ (NS)
4	PTIs are producing fairly skilled teacher professionals for primary schools	$\chi^2 = 24.4$ (s)
5	In-service training should be improved for the instructors of PTIs	$\chi^2 = 32.8$ (s)
6	National seminar on primary teachers training should be held at least once a year	$\chi^2 = 19.6$ (s)

- 7 The present duration of primary teacher training should be extended from one year to two years $x^2 = 24.8 (s)$
- 8 B.Ed (primary) should be opened on experimental basis at four PTIs $x^2 = 22.2(s)$
- 9 One PTI should be established at each district head quarter where there is no PTI $x^2 = 6 (NS)$
- 10 The status and emoluments of instructors should be improved $x^2 = 28.2(s)$
- 11 The curriculum of PTI should be reviewed and modified at least every five years to meet the changing needs of the society. $x^2 = 23.2(s)$
- 12 There should be proper facilities for self-development and continuing education of teaching staff of PTIs. $x^2 = 25 (s)$
- 13 Innovative methods like Form teaching Micro-teaching should be introduced in PTIs. $x^2 = 25.4 (s)$
- 14 Personnel working at different level of primary education should have orientation $x^2 = 16.6 (s)$
- 15 Teaching staff of PTIs should be sent abroad for training in primary education $x^2 = 22.8 (s)$
- 16 Recruitment qualification for primary school teachers should be raised in view of changing needs of the society $x^2 = 24.4 (s)$
- 17 If the primary school teachers get better training from PTIs, the quality of primary teaching and learning would be improved $x^2 = 19.6(s)$
- 18 Teacher is not born but made through proper training $x^2 = 26.8 (s)$
- 19 Teacher education is not only teaching the teachers how to teach but to carry message of knowledge and skills for them and for their student. $x^2 = 23.6 (s)$

- | | | |
|----|--|------------------|
| 20 | A qualified and trained teacher can provide good teaching even when curricula and materials are not upto standard. | $x^2 = 23 (s)$ |
| 21 | There should be inservice/refresher training for primary school teachers of PTIs every five years interval. | $x^2 = 26.4 (s)$ |
| 22 | Campus environment of PTIs should be attractive and improved. | $x^2 = 26.4 (s)$ |
| 23 | Cocurricular activities and physical training in PTIs should be given more emphasis | $x^2 = 22.6 (s)$ |
| 24 | Result of Certificate course should be published within three months of examination | $x^2 = 22.6 (s)$ |
| 25 | The relation between the teachers and the trainees in PTIs would be more warm and friendly. | $x^2 = 20 (s)$ |

There were 25 statements in the opinionnaire administered on experts. Some of the statements which obtained maximum scores are discussed here. Statement no.(2) Standard of primary teachers training should^{be} improved, obtained the highest scores. During the informal discussion, some experts opined that PTIs have not yet been able to produce competent hands for teaching in primary schools. Therefore they have to develop their competency in teaching-learning situation to the highest level.

The second highest scores lie in the statement no.(5) In-service training should be improved for the instructors of PTIs. While talking to the experts they are of opinion that in-service training/ refresher training for instructors should

be arranged every five years so that they continue to be familiar with new method and ideas in primary education.

The statement No.(10) that obtained the third position in terms of scores is that the status and emoluments of instructors should be improved. It is widely recognised that instructors of PTIs are serving in the minor posts and are not getting equal salary as that of college teachers. It is important to raise the status and emoluments of PTI instructors.

Statement No.18 got the fourth highest scores in the opinionnaire. The statement is "teacher is not born but made through proper training". The qualitative education is determined by the professional competence of the teachers. It is more important to supply high quality of recruits to the teaching profession and give them best professional training create satisfactory conditions of works that they can function effectively. Teaching is a profession that requires training as much as any other profession.

The data collected for the research study have been analysed and interpreted here. As per analysis and interpretation, there follow findings and conclusions in the next chapter.

REFERENCES

1. National Academy for Primary Education (NAPE) A Study of Primary Training Institutes in Bangladesh, Mymensingh, 1981.
2. Institute of Education and Research (IER), An Evaluation of the Curriculum of Teacher Programmes in Bangladesh Dhaka, 1976.
3. NIEAER and UNESCO, A Survey of Teacher Education in Bangladesh, Dhaka, 1986.
4. National Council of Educational Research and Training (NCERT), The Indian Year Book of Education, Second Year Book, New Delhi 1964.
5. Bangladesh Bureau of Educational Information and Statistics (BANBEIS) Primary Education in Bangladesh, Dhaka, 1987.
6. Chowdhury, Abdul Aziz, Primary School Teachers and Teaching (Article) Bangladesh Observer March, 1988.
7. Ali Ahmed (Dr.), Administrative Vitality for Primary Education Officers, (Article) Bangladesh Observer, Dhaka, December 1989.
8. Ministry of Education, Bangladesh Education Commission Report, Dhaka, 1974.
9. Planning Commission, The Fourth Five Year Plan. Govt. of Bangladesh, Dhaka, 1990.