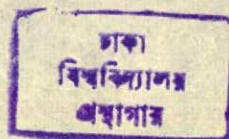


AN EVALUATION OF THE TEACHER EDUCATION PROGRAMME
OF THE TEACHERS' TRAINING COLLEGE, DACCA

A Dissertation
Presented to
the Faculty of the Institute of Education
and Research, The University of Dacca

384854

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education



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on

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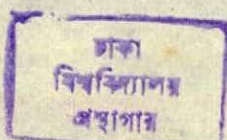
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ABSTRACT

Begum, Lutfau Nessa. "An Evaluation of the Teacher Education Programme of the Teachers' Training College, Dacca." Unpublished Doctor of Education dissertation, Institute of Education and Research, Dacca, 1972.

The Problem

The problem of the study was to evaluate the teacher education programme of the Teachers' Training College, Dacca.

Methods of the Study

Questionnaire method was used to collect pertinent data necessary for the study.

Sources of the Data

Two populations were chosen for the purpose of the study. Population I consisted of the Principal and the teaching staff of the Teachers' Training College, Dacca. Population II consisted of the teachers who graduated from the Teachers' Training College, Dacca, during a period of fifteen years (1955-70) and who were working in different secondary schools of Dacca city. These two populations were chosen due to their direct association with the teacher education programme of the Teachers'

Training College, Dacca. The sample sizes for Population I and Population II were sixteen and 180 respectively.

Questionnaire

Two questionnaires were prepared for two types of populations. Each questionnaire had two parts. The first part of the questionnaire was different for the two populations but the second part of the questionnaire was the same for both the populations. The first part of the questionnaire for Population I and Population II consisted of three types of questions: (1) simple yes-no or alternate response type, (2) multiple-option, one-response type and (3) multiple-option, multiple-response type. The second part of the questionnaire was designed on a five-point scale for responses.

Statistical Procedures

The collected data were statistically analyzed and interpreted. The chi-square tests (χ^2) were computed to determine the significance of the responses.

Hypotheses

Each item of the second part of the questionnaire was tested by three null hypotheses. A null hypothesis was rejected when the calculated chi-square value appeared

statistically significant at the .05 level of significance.

Conclusions

1. Some changes should be made in the curriculum of the teacher education programme of the Teachers' Training College, Dacca.
2. Hostel accomodation, stipends and scholarships were provided to the students.
3. The present duration of teacher education programme of the Teachers' Training College, Dacca, should be increased from ten months to one year.
4. Lecture method was the familiar method of teaching used by the teachers of the college.
5. A predominant majority of the graduates had teaching experience before enrolling at the training college.
6. Assignment load at the college was regarded heavy.
7. Practice-teaching was the graduates' major concern in the training college.
8. The personal relationship between the teachers and the students was "formal but friendly."

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CHAPTER I

I. INTRODUCTION

Education is indispensable for the progress of a country and for the working of democracy. Illiteracy is a great hurdle which blocks and delays economic and social progress.

... the most serious impediment to the economic progress of a nation is the ignorance of its people. It has been found that there exists a strong correlation between the educational standards and the economic wealth of a nation... (23, p. 18.)

The progress of a country suffers and the nation risks its entire future if the young learners are not educated on proper lines. The education of the young learners, in turn, depends upon the quality of teachers who directly or indirectly mould the character and shape their future career. "If the education of teachers is poorly accomplished, then the teachers, on the average, will do an inferior job. If the teachers do poorly the children must suffer." (3, p. 23.)

Even after twenty-four years of independence from the British colonial rule, the quality of education in Bangladesh, known as East Pakistan till March 26, 1971, has been poor. High rates of failures at all

levels of public examinations as well as a large number of drop-outs reflect the weaknesses inherent in the education imparted to the learners. The weaknesses can be attributed, in part, to the educational system inherited from the British, whose main aim was to produce clerks and government officers with a view to strengthening their colonial rule in this country without any regard to the social and economic needs of an independent developing nation. (23, p. 1.) It has been rightly said:

... A colossal waste of national resources has obviously taken place and one of the reasons for it has been that we have failed to adapt our educational policies to the changed requirements of an independent nation ... (23, p. 22.)

But no system of education is better than its teachers who work it. Despite having palatial buildings, a sound curriculum and a well-equipped library, the system of education cannot rise above its teachers. On the other hand, if the teachers are well-educated and well-trained, they can overcome many problems related to education. Hence, a country like Bangladesh needs a greater number of well-trained teachers to liquidate illiteracy and to accelerate the rate of her socio-economic development.

The acute shortage of trained teachers and teachers of science and technical subjects is one of the

primary causes of "low efficiency" of education. (36, p. 89.) In 1963 the percentage of untrained secondary school teachers in Bangladesh was seventy-nine, this percentage of untrained secondary school teachers was the highest among several Asian countries. In Burma, this proportion was 14 per cent; in India 35 per cent; and in Thailand 36 per cent (10, p. 50.) In Bangladesh this proportion decreased from 79 per cent to 68 per cent in 1966-67. (37, p. 14.) But probably due to establishment of more new schools, the proportion of untrained secondary school teachers in Bangladesh was as high as 80 per cent in 1970. (21, p. 157.) The estimated number of secondary schools in Bangladesh in 1969-70 was 4000, (33, p.7.) but due to shortage of trained teachers, the plan of introducing diversification in courses of study, as recommended by the Commission on National Education could cover only a very limited number of secondary schools in Bangladesh.

It would appear that the teacher education programme in Bangladesh could not probably meet the requirements of secondary education. A thorough evaluation of the existing teacher education programme is, therefore, needed to determine the extent to which the programme meets the requirements for secondary

education and also to suggest measures for its improvement.

II. STATEMENT OF THE PROBLEM

The problem of the study was to evaluate the teacher education programme at the secondary level in Bangladesh. It was specifically meant for determining the extent to which the teacher education programme of the Teachers' Training College, Dacca, fits in with the existing curriculum of the secondary schools of Bangladesh. More specifically, answers to the following questions were sought:

1. Are the procedures for selection of students in the teacher education programme in the Teachers' Training College, Dacca, adequate?
2. How effective is the curriculum of the Teachers' Training College, Dacca, in preparing teachers for secondary schools of Bangladesh?
3. Does the curriculum of the Teachers' Training College, Dacca, meet the requirements of the secondary schools of Bangladesh?

III. NEED FOR THE STUDY

The importance of the teacher education programme can hardly be overemphasized. Though effectiveness of classroom teaching depends on many factors such as teachers, syllabi, textbooks, educational equipment, supervision, cooperation of parents and the like, yet teachers constitute the most important factor. It has been stated by D'souza and Chatterjee:

... The standard of work of the teachers determines the height to which any scheme of Public Education can rise. Elaborate blueprints, modern school palaces, the best of equipment, the newest of the "New Media," or of the most "progressive" of methods, will remain dead and fossils unless the right type of teacher breathes life and spirit into them, giving their bones flesh and blood ... (5, pp. 2-3.)

Overall improvement in secondary education is not possible unless the teachers are trained. The annual out-put of the five teachers' training colleges in Bangladesh was 1000 trained teachers and that of the Institute of Education and Research, Dacca, approximately 100. (37, p. 22.) Without considering the requirements for an increased number of teachers over the years, it would be at least eighteen years before the existing underqualified and untrained teachers working at the secondary schools of Bangladesh were replaced by trained one. (24, p. 105.)

Improvement and expansion of the educational system rests mainly on the quality of teachers and number of teachers. In order to strengthen the structure of educational system, teacher education must receive top priority. More graduate teachers of science subjects, industrial arts, agriculture and home economics are needed in the secondary schools of Bangladesh. In order to raise the academic standard of the teacher training programme, the physical facilities of the teacher training institutions should be improved, and the curriculum should be renovated and modernized. The syllabi of the Bachelor of Education degree programme should be re-examined with a view to keeping abreast of the latest knowledge in professional and academic disciplines. (20, pp. 194-97.)

The Commission on National Education recommended that the courses should be so designed that after completing secondary education most of the students are able to enter a vocation in order to be an earning member of the society. In view of this recommendation a large number of courses were proposed to be introduced in the curriculum of the secondary schools. It was believed that the introduction of these courses could bring about a significant overall change in the field of

education. For a successful introduction of this programme in the secondary schools in Bangladesh, there was obviously a great need for trained teachers to teach the relevant subjects efficiently. However, in Bangladesh only a small number of the well-equipped secondary schools have so far been able to introduce the programme with some success. The process of introducing the programme in other schools appears to be very slow. The existing curricula for teacher education in the country do not include the arrangement for training of teachers in those specialized subject areas and no attempt has yet been made for any substantial change in the corresponding teacher education programme for secondary education. In this connection Selim has reported: "The curricula of the training colleges have remained very much the same since independence, except a few changes here and there from time to time." (37, p.57.)

Another criticism against the curricula of the teacher education programme is that they are divorced from the realities of life in this society. It is often observed that despite completing their courses in the training colleges successfully the trainees fail to succeed in their practical life. A large majority of them often join the teaching profession as a last resort.

or as a stop-gap arrangement; when a better job comes their way, they leave their teaching job without caring for the damage likely to be caused to the students under their charge.

In this age of science and technology when Bangladesh has to compete with other countries of the world, there seems to be further considerations in favour of introducing some modifications in the existing curricula of the teachers' training colleges. New techniques and methods of teaching are emerging; with every new discovery, new approaches are being evolved; and the knowledge explosion and theories of learning have been widening human understanding. All these factors necessitate revision of the curricula of the teachers' training colleges.

Textbooks used in the teachers' training colleges are mostly written in English by foreign authors and imported from abroad. The books have been written keeping in view the conditions in foreign countries, which are often different from those in Bangladesh. This creates confusion among the trainees of these colleges mainly because the ideas conveyed by those textbooks have little bearing upon their situation.

Education, being a discipline in social science,

is unlike a discipline in natural sciences; for a social science is not likely to yield as precise and reliable evidence and results as those in natural sciences. It should be constantly evaluated and course contents should be modified continually to keep pace with the changing needs of society. In this connection reference may be made to a research study in which the teachers of the teachers' training colleges were requested to point out how often the curricula of the teachers' training colleges should be reviewed and revised. Sixty-three per cent recommended that it should be reviewed every five years. (7, p. 128.)

In view of the great importance attached to the quality of teacher education programme, it is worthwhile to examine the programmes of the teachers' training colleges in Bangladesh. A study undertaken to evaluate teacher education programme in its different aspects will throw light on the adequacy of the programme itself and also indicate the ways and means of removing the short-comings, if any, and of effecting necessary improvement.

IV. DELIMITATIONS OF THE STUDY

1. The study was delimited to the existing

B.Ed. programme of the Teachers' Training College, Dacca.

2. The study was further delimited to the teachers who graduated from the Teachers' Training College, Dacca, during a period of fifteen years (1955-70) and who were working in secondary schools in the city of Dacca.

CHAPTER II

REVIEW OF RELATED LITERATURE

A good number of research studies were conducted abroad in the field of teacher education at the secondary level. In Bangladesh the Research Services Centre of the Institute of Education and Research conducted a comprehensive research project, which included an intensive investigation of different aspects of the existing teacher education programmes in the country in relation to the needs of the schools. The outcome of this investigation has been incorporated in the publication, The Education in East Pakistan Research Project, edited by Mazharul Haque and Robert W. Schmedding. The National Commission on Manpower and Education carried on an extensive study in this area. The research report is yet to be published. A number of other individuals also conducted valuable studies concerning the teacher education programmes in the country. Still there are wider fields to explore. Studies conducted in Bangladesh and other countries which are directly related to the present one have been reviewed and the outcome of the review is reported in

this chapter.

Studies Conducted in Bangladesh and Pakistan

Ishrat Mustafa conducted a research study entitled, "An Evaluation of the Curriculum of the Primary Training Institutes in East Pakistan." A questionnaire was used to collect the data. Three kinds of populations were used in this study. Population I, Population II, and Population III were the superintendents of the Primary Training Institutes, the instructors of the same institutes and the selected graduates for the same institutes respectively. The sample sizes for population I, II, and III were thirty-nine, 149 and 300 respectively. The questionnaire was designed on a five-point scale for response and included sixty-nine close-ended statements with one open-ended item for general comment. The major findings of the study were the following: (a) The present primary institute curriculum was unsatisfactory and needed to be revised. (b) The present primary training institute curriculum was vaguely written so the instructors could not follow it. (c) The facilities provided for the practice teaching of the institute trainees were unsatisfactory. (d) The present primary institute curriculum was not being implemented satisfactorily due to lack of suitable

textbooks. (e) The present system of examination at the primary training institutes was unsatisfactory. (f) The objective type of tests were not suitable for every subject in the curriculum of the primary training institutes. (g) The course outline on science as well as religious education was satisfactory. (h) Mere writing of lesson plans was insufficient preparation for effective teaching of a subject in a primary school. (25, pp. 30-32, 166-122.)

Quidwai undertook a study to determine the extent to which the training colleges in Bangladesh prepare graduate teachers up to the expectations of the headmasters of secondary schools. This study was based on two assumptions; first, all objectives of education, including teacher education, should be derived from the needs of society; second, the headmasters of secondary schools are the leaders in their respective communities and should know the needs of society. Data were collected through two types of questionnaires. The items of the questionnaires were taken from the accepted practices in modern education. One questionnaire was sent to the headmasters and the other to the trained teachers. Both the questionnaires were sent by post. On the basis of the collected data, the following conclusions were

drawn: the study indicated that there is a significant difference in two of the major areas between what is expected by headmasters and what is taught in the training colleges. The headmasters put more emphasis on the areas of (a) understanding the purpose and objectives of education, and (b) knowing the importance of professional growth. There appears to be a significant difference between what is expected by headmasters and what is taught in the training colleges on various sub-areas. The headmasters laid more stress on the sub-areas of: (a) growth of the individual, (b) preparation of the worker, (c) development of patriotism, (d) knowledge of students' work experience and vocational interests, (e) proper classroom preparation, (f) knowledge of individual differences, (g) enthusiasm for his subject, (h) improvement of the curriculum, (i) maintenance of the proper sequence in the curriculum, (j) development of democratic behaviour through classroom activities, (k) ability to plan the year's work, (l) taking part in the selection of educational goals, (m) proper control and guidance of extra-curricular activities, and (n) continued growth in methods and ideas in education. The training colleges put great emphasis on only one sub-area viz., correlating the subjects. According to accepted practices in modern

education, items of the questionnaire were selected. Headmasters were found to be far short of expectation supposing that these practices are valid measures in major areas. (26, pp. 16-24, 68-77.)

Qayyum conducted a study named "A Study of the Adequacy of Primary Teacher Training Institutions in West Pakistan for Effective Teacher Training." Data were collected through questionnaires. One questionnaire was sent to the heads of the primary teacher training institutions to get detailed information regarding the nature and practices of different organizational aspects of these institutions. Another questionnaire was sent to the Assistant District Inspectors of Schools to obtain their views in respect of the efficiency of the teachers trained in the primary teacher training institutions in West Pakistan with a view to making desirable changes in the programme of training offered by these institutions. A brief personal contact with scholars attending the UNESCO regional conference for the training of educators of Asia was made for their suggestions to improve the quality of primary teacher training in West Pakistan. The study indicated that there was an immediate need for the improvement of present organization of primary teacher training institutions of West Pakistan. Training institutions

were not adequately staffed. Selection procedures gave importance only to academic achievements of prospective candidates for teacher training without considering important aspects of personality which helped in predicting the efficiency of prospective teachers. The regional curricula suffered from imbalance between general and professional education. Practice teaching was not given due care. The methods of teaching were very ineffective due to poor staffing and dominance of external examination. Material facilities such as libraries, craftshops and science laboratories were inadequate. (27, pp. 174-84.)

The study conducted by the Research Services Centre, Institute of Education and Research, University of Dacca, reached the following major conclusions concerning teacher education programmes in Bangladesh.

In the rural and semi-urban secondary schools, a large majority of the teachers were young and untrained graduates and under-graduates. The number of secondary teachers with lower academic and professional preparation surpassed that of teachers with higher academic and professional preparation. The number of secondary teachers with degrees in humanities or social sciences was greater than that of secondary teachers with degrees in natural

or physical sciences.

Headmasters of secondary schools were requested to ascertain the problems they encounter regarding their teachers. "Teachers are not well-trained" was the modal response. The second most frequent response was, "Teachers do not continue on the job but resign and move away after a short period of work in this school." An overwhelming majority of headmasters and 31 per cent of secondary school teachers stated that they had formal training. Secondary school teachers recommended that the following subjects should be included in the teacher training institutions, (a) teaching methods, (b) principles of education, (c) history of education, (d) educational psychology, (e) hygiene, and (f) curriculum. Headmasters emphasized upon: (a) principles of education, (b) teaching methods, (c) history of education, (d) educational psychology, (e) hygiene, and (f) school administration.

The study indicated that only about 22 per cent of secondary teachers who had been teaching English, Bengali, Physics, chemistry, history and geography were actually trained in teaching those subjects. The percentages corresponding to other subjects were below 20. Only 23 per cent trained secondary English teachers

actually taught English. The corresponding percentages for Bengali, general science and social studies were between 18 and 20, whereas the percentages for the remaining secondary school subjects were less than those. The findings reveal that a large majority of secondary teachers who had been teaching various subjects are not trained in those subjects.

Again, a large majority of the teachers who had the training for teaching particular school subjects did not find the scope to actually teach those subjects. This means that there is a great wastage of trained manpower in spite of the great dearth of such personnel. In respect of methods used by the teachers, the study showed that secondary teachers use the methods in the classroom which they learnt in the teacher training institutions, but they have no clear idea regarding the utility of either demonstration or project methods.

Trained teachers were solicited to express their views about possible revision of teacher training programme by identifying one of the three probable responses. A large majority of all categories of trained teachers suggested that the teacher training programme should be revised somewhat. Trained teachers and teachers of teacher training institutions were asked to

indicate whether the current system of teacher training was preparing good teachers. A higher percentage of teachers of teacher training institutions than secondary teachers and a higher percentage of secondary teachers than primary teachers reported that the current programme of teacher training in this country was not preparing good teachers.

On the basis of the findings the following conclusions were made in order to improve teacher training programme; (a) The existing examination system should be improved. (b) Trainees should prepare instructional materials. (c) Each trainee should at least complete a minor piece of research. (d) The same curriculum should be followed for the same type of teacher training institutions. (e) The study also indicated that in teacher training too much emphasis is given on 'method' and too little on 'content'. (f) One year seems to be insufficient to train teachers adequately.

Teachers were asked to comment on the arrangements of practice-teaching. Eighty-four per cent of respondents recommended that more frequent visits by supervisors were needed; 56 per cent recommended that those procedures which could be applied in the typical

school situation should be used in practice-teaching; 51 per cent agreed with the statement that practice-teaching should be started at the end of the session and that it is difficult to provide all the trainees for practice-teaching all at once in local schools. Fifty-seven per cent suggested that the methods of evaluating practice-teaching were not adequate and satisfying and so they required improvement.

A large majority of teachers of secondary schools and teachers of teacher training institutions suggested that agriculture, educational administration and secondary school curriculum should have a place in the curriculum of teacher training programme.

Teachers of teacher training institutions were requested to point out how often the curriculum of teacher training institutions should be reviewed and revised. Sixty-three per cent recommended that this should be done once "every five years." Teachers of teacher training institutions were solicited to identify statements they favoured concerning revising and reviewing of curriculum of teacher training. Between 31 and 82 per cent respondents identified the following statements: (1) Teacher training practices followed in other countries should be critically examined before any

review of the curriculum is attempted. (2) A survey of needs for curriculum change should be conducted before any review. (3) The existing curricula should be reviewed thoroughly. (4) A team of people consisting of principals and superintendents should take the responsibility for reviewing the curriculum.

Teachers of teacher training institutions were asked to report whether the trainees were interested in research work. Fifty-four per cent of respondents stated that they were interested in doing so. Teachers of teacher training institutions were requested to elicit their views regarding the kind of trainees they get for their programmes. Sixty-nine per cent of the respondents reported, "Most are of average intelligence" and 24 per cent of the respondents stated, "Most are below average in intelligence." It, therefore, appears that average and below average students join the teacher training programme.

Concerning textbooks used by trainees in the teacher training programme, the following conclusions were drawn: (1) textbooks should be given free to all trainees, (2) textbooks which are available in the market are poor in quality and written by foreign authors, (3) textbooks are not relevant to local problems, and

(4) textbooks should be reviewed periodically. The training programme of the teacher training institutions suffers because of these defects of textbooks. (7, pp. 466-486.)

Studies Conducted in Foreign Countries

Cadenhead conducted a study to ascertain and to analyze expressed and observed professional abilities and difficulties of elementary and secondary school teachers and also to interpret the outcome in terms of implications with a view to improving teacher education programme at Lagrange College. The study included eighty-two teachers of elementary and secondary schools who graduated from Lagrange College during the period 1958-62 and sixty elementary and secondary principals of schools where these teachers served during the period 1962-63. Questionnaires were sent to the teachers and principals for securing information. The Mann Whitney U Test was used to test the significance of difference between expressed and observed competencies of teachers who worked during the period 1962-63 and expressed competencies of all the elementary and secondary school teachers who were included in this study. The Chi-square test was used to measure the significance of difference between expressed and observed difficulties of those who

served during the 1962-63 school year and expressed difficulties of all the elementary and secondary school teachers who were included in this study. The study showed that the assessment of the principals about teacher competence was higher than self-appraisal by the teachers. Teachers were more capable in some areas than in others. Teachers faced a lot of difficulties, but the most difficult thing was the actual process of teaching. For the development and growth of the expressed competencies, practice teaching was regarded as valuable experience. Re-evaluation of educational courses at Lagrange College with emphasis given on providing more actual experiences related to teaching was needed. (28, p. 3989.)

Chester conducted a study with a view to determining the adequacy of the four-year elementary teacher education programme at Southern Oregon College. The opinions of teacher graduates, their principals and selected members of the college faculty were sought in this respect. The following questions were taken into consideration: (a) How much did the required courses and experiences in the training programme help the graduates to develop their competence as teachers? (b) How adequately did graduates believe that student

teaching assisted them in learning how to teach elementary school subjects? (c) To what extent did graduates realize that the training programme developed selected teaching competencies and responsibilities? (d) How did principals evaluate the teaching effectiveness of Southern Oregon College graduates as compared to other teachers of comparable preparation and experience? (e) How adequately did graduates think that supervisory personnel and faculty advisors helped them in their professional preparation? (f) How much opportunities did selected college faculty members provide for the student to develop specific teaching competencies in the courses taught?

A questionnaire was used for securing information. Questionnaire was sent only to those who completed the four-year training programme at Southern Oregon College and were working as teachers. The study indicated that the graduates regarded the following professional education experiences to be of greatest value: student teaching, audio-visual aids, methods and materials, science and arithmetic, and human growth and development. They regarded the following courses to be of least value: health education, music methods, educational psychology, foundations of mathematics. They put more emphasis on

the following courses: introductory geography, foundations of speech, foundations of physical and biological science, as these courses, they believed, contributed most to their competence as teachers. They regarded student teaching to be most effective in helping students learn to teach social studies, arithmetic, and reading. They regarded student teaching as least effective in helping students learn to teach writing, health, music and art. Only 10.4 per cent of graduates included in this study attended the four-year elementary teacher education programme. The graduates thought that opportunities were insufficient to have first-hand knowledge with children and to observe children in classroom situations. The graduates were critical of student teaching experience in Lincoln Laboratory School. They were of the opinion that low rating of some courses was due to poor instruction. They were happy for the help they received from supervising teachers and college supervisors. The graduates felt the need for block teaching. Teachers of different categories (primary, intermediate and upper grade teachers) tended to differ significantly regarding the value of their preparation. The Student Oregon Education Association was not regarded effective by members in assisting them to prepare to

teach. The principals gave the graduates high rating, and those rated high by the principals evaluated their preparation more consistently than did those rated low by the principals. (32, pp. 4285-86.)

Hollis conducted a study to ascertain the effectiveness of the teacher education programme at Pfeiffer College and to suggest measures for its improvement. The views of 124 graduates and eighty-two supervisors were sought through questionnaire. The following major findings were reported by him: the majority of the 124 graduates were regarded by themselves and by their eighty-two supervisors to be satisfactory in knowledge and application of general education, professional knowledge and general methods and skills for teaching. The following were areas of weakness as considered most frequently by the graduates: (a) inadequate background in administrative responsibility, (b) deficiencies in oral and written expression, (c) problems in making good human relation, and (d) weakness in the selection and use of instructional materials and aids.

The teacher education programme was successful in the growth of the professional abilities needed by the teachers. In selecting students for teaching careers, more careful screening was needed. The

graduates were regarded by themselves and their supervisors to be satisfactory beginning teachers. (29, p. 1023.)

Miller conducted a survey of the University of Houston graduates from 1958 through 1962 who were teaching in Public Junior High Schools. A questionnaire was used to obtain the graduates' appraisal. The instrument was based on a list of competencies which was considered as indispensable for teaching proficiency. The outcome of the study was based on the responses of 114 graduates who were working in Public Junior High Schools at the time of survey. The following major findings were reported by him: (1) It appeared that in general the graduates considered their pre-service preparation quite adequate to meet the personal and professional needs as Public Junior High School teachers. (2) The graduates put more emphasis on the areas of subject specialization and language arts. (3) The two areas of pre-service education, which stood out as weaknesses in the graduates' appraisal, were the teaching use of audio-visual aids and the supervision of student activities. (4) The inservice help the graduates wanted most was: (a) how to provide for the slow and rapid learners, (b) how to develop better student attitude towards learning, (c) how

to exchange useful teaching techniques with other teachers and (d) how to make better educational use of the home-room. (5) Eighty per cent of the group recommended either a departure from or modification of educating junior high school teachers in the secondary programme. (6) One half of the group desired to retain subject specialization for the prospective teacher. The rest of the group supported either the elimination of subject specialization or broader areas of specialization. (30, p. 1034.)

Norman conducted a study named "An Evaluation of the Teacher Education Program at Parsons College." Data were collected through two questionnaires. One was administered to 228 graduates in teacher education of the sessions of 1950 to 1959 and the other was administered to ninety-six employers of graduates of the teacher education programme at Parsons College. The following findings were reported: (a) Approximately 84 per cent graduates showed in their responses that they were well satisfied with their position. (b) Approximately 60 per cent graduates had completed some graduate work with 17 per cent earning the Master's degree. (c) In rating the performance of graduates of Parsons College 93 per cent of the Administrators' responses

were either "strenth" or "satisfactory." (d) Services and facilities were considered important but adviser conferences, counselling services, reading laboratory, health facilities, recreation, cultural opportunities, orientation, audio-visual instructional aid and curriculum library were inadequate. It appeared that graduates were satisfied with their educational background and considered their major preparation as adequate. (e) Eighteen semester hours or more was thought to be the minimum preparation for teaching a subject area by graduates and administrators alike. The necessity of more practical work and less theory was felt frequently by the graduates. The need for more personal contact among the student-teachers, college supervisors and supervising teachers was indicated by a large number of graduates. The graduates as well as administrators thought that student teaching should be done full time for at least half a semester. (31, pp. 3106-3107.)

The following is the review of teacher education programme by Stinnett and Clarke: Little research has been done during the past decade on the purposes or basic principles of teacher education. A rich harvest of professional opinion was produced by reports of summer conferences of the National Commission on Teacher Education and Professional Standards, year books of the Association

for Student Teaching, and other articles of the Journal of Teacher Education. Bond and Hockett reported an elaborate review of current trends, based on a survey of forty-two institutions which prepare teachers. This analysis dealt separately with the secondary elementary schools and pointed out the extent of these trends on the campuses. Travers and others compared objectives of one hundred teacher education institutions with objectives contained in fifteen published studies done since the national survey of teacher education in 1933. In 1948 Horrocks studied the current trends and issues by analysing responses to fifteen questions in respect of preparation of secondary school teachers. The author's review of historical background of the major contemporary trends and issues was the most important feature of his analysis.

In his report in 1957 Butts analysed relative roles of liberal and professional components in the education of teachers in England, Australia, France, Italy and Ceylon. He found that prospective elementary teachers of these countries received greater preparation in techniques but lesser preparation in subject matter compared to prevailing emphasis in the United States. According to his findings, students of elementary

education tend to come from lower social, economic and intellectual classes. Butts also concluded that prospective secondary school teachers are generally more specialized and less liberally educated than their counterparts in his country.

The research of the past decade indicates that improvement in programmes of teacher education largely depends on methodology of the courses. This emphasis on the methodology of the courses themselves has been corroborated in the 1968 year book of the Association for Student Teaching, improving instruction in professional education, produced cooperatively with the national society of college teachers of education. The year book includes an excellent discussion by Martin, Barnett, Wheeler and Uray on instructional improvement in preparing elementary and secondary school teachers.

Jamrich in his survey report of current practices in general method courses threw light on the area of methodology most comprehensively. He found from replies from 332 institutions that 70 per cent have general method courses in their respective programmes for preparing secondary school teachers. Fifteen of these pointed to the significant change their courses had recently undergone. Method courses in the education

sequence, in most institutions, enjoyed priority over student teaching. Methodology, however, seemed to be orthodox because of commonly used lecture, committee work, readings and discussion. A total of forty-one different textbooks was used in 80 per cent of the courses.

Ruja found that lecture was more useful in preparing for the final examination in psychology but not in philosophy. The discussion did not result in better personal, emotional adjustment or gains in favourable attitude towards the instructor except for better acquaintance with fellow students.

In any phase of education evaluation is an integral part of intelligent planning, and planning would seem to be of peculiar importance in teacher education. Burr and Singer, who surveyed research literature in teacher education for the period 1940-41, concluded that planning occupied an upperhand over evaluation.

Attempts at evaluation of the effectiveness of teacher education programme concerned themselves with appraisal of the programmes of specific institutions. Bond, in his study of one hundred high school teachers in ninety-four California schools, found that only one-third rated highly the contribution of education courses.

to their teaching effectiveness. These teachers however, regarded certain aspects of professional preparations such as effective understanding of the social setting, purposes of the secondary school and process of individual learning as important.

In 1951, when an expanded programme was being planned Queens College began an evaluation of its teacher education programme. Nine evaluation committees were formed for the following areas: objectives; organization and administration; staff personnel; student personnel services, community, and professional services, curriculum, instructional procedures, the student and the teacher product. Criticisms of professional aspects by the public and by faculties of higher education institutions stimulated appraisals of teacher education programme within institutions. Two studies, reappraisal of the existing programme of teacher education, the organization and administration of the programme in Texas Technological College and the role of liberal arts college in teacher education by the faculty of Carlton College, are typical of this type of evaluation. The studies examined beliefs and procedures in teacher education which existed during the decade 1950-60. Drastic increase in school population which overtaxed

available facilities and resources impelled the American people to take critical looks at the education system.

The Texas study concerned itself with two wide areas: (1) To determine the actual position of teacher education at the college, and (2) to suggest future plan for teacher education. Since the conclusions of the study apply to problems on many campuses they are worth taking notice of. The conclusions in short are: (1) goals of teacher education programme must be defined; (2) the programme must be organized with clearcut responsibilities; (3) the programme should concern itself with realistic appraisal of need and institutional resources; (4) the programme should ensure that the experience of the student-teacher is supervised and worked out jointly by the subject-matter department and education department. (38, pp. 1461-1473.)

CHAPTER III

THE METHODS OF THE STUDY

I. INTRODUCTION

The review of related literature in the previous chapter indicated that it was possible to conduct sophisticated studies in this field by adopting the methodology of the descriptive type of research. It revealed that adequate information concerning the nature of teacher education programmes could be gathered by using carefully prepared questionnaires and that the extent of adequacy of such programmes could also be determined by analysis of such information. Hence the researcher decided to conduct a descriptive study using questionnaires as the data-gathering device.

The questionnaires prepared for the purposes of the present study (vide appendices) utilised to collect information involving facts pertaining to the prevailing teacher training programme in the country as well as opinions of people directly concerned with the programme. More specifically, the data-gathering instruments were administered to the principal and the teaching staff of the Teachers' Training College, Dacca, and the graduates

of the Teachers' Training College, Dacca, who have since been serving in various secondary schools of Dacca city. The information thus collected was analysed in order to evaluate the teacher education programme of the Teachers' Training College, Dacca. The findings of the study was used for suggesting ways and means for improvement of the teacher education programme in Bangladesh.

II. SOURCES OF DATA

The data were collected from two types of populations. Population I consisted of the principal and the teaching staff of the Teachers' Training College, Dacca. Population II included the teachers who graduated from the Teachers' Training College, Dacca from 1955 to 1970 and who had since been serving in different secondary schools of Dacca city.

As the persons included in the two types of populations have had practical experience in teacher education programme and were engaged in education, their opinions are likely to be meaningful and valuable. Further, their opinions will be helpful to the educational planners in making desirable changes in different aspects of the teacher education programme.

The names and addresses of the members of

population I and Population II were collected from the office of the Teachers' Training College, Dacca, and from the various secondary schools of Dacca city respectively.

The preliminary survey revealed that as defined above Population I consisted of the principal and fifteen teachers of the Teachers' Training College, Dacca, and Population II consisted of 204 graduates of that college who were then serving different schools in Dacca city. The relevant data-gathering instruments were administered to the members of these two populations. Of Population I the principal and fifteen teachers of the Teachers' Training College, Dacca, duly returned the questionnaire. But of Population II 180 respondents returned the questionnaire.

III. THE QUESTIONNAIRES

In order to get information and seek opinions from the respondents, two questionnaires were prepared for the two types of populations. Each questionnaire had two parts. The first part of the questionnaire contained three types of questions, namely: (1) simple yes-no or alternate response type, (2) multiple-option, one-response type and (3) multiple-option, multiple-response type.

The first part of the questionnaire for Population I consisted of twenty-nine items. These dealt with different aspects of the teacher education programme of the Teachers' Training College, Dacca. The first part of the questionnaire for Population II consisted of twenty-three items which dealt with personal information and opinions of the graduates of the Teachers' Training College, Dacca, about the teacher training programme of the same college.

The second part of the questionnaire solicited opinions of the respondents regarding the selection procedures of the students, courses offered, methods of teaching and systems of examination followed in the Teachers' Training College, Dacca. This part of the questionnaire included twenty-seven items and was the same for the two populations.

The second part of the questionnaire was so designed as to provide the following choices: "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." The collected data were analysed by using the following scheme of assigning weightage to the responses. Five points were allotted for answering "Strongly Agree," four points were allotted for answering "Agree," three points for answering "Undecided," two

points for answering "Disagree," and one point for answering "Strongly Disagree."

IV. ADMINISTRATION OF THE QUESTIONNAIRES

The researcher personally distributed the questionnaires to the principal and the teaching staff of the Teachers' Training College, Dacca, and to the teachers who graduated from the Teachers' Training College, Dacca, and have been working in various secondary schools of Dacca city.

The respondents were given a period of one week for filling out the questionnaires and the researcher personally collected the questionnaires from the respondents within the following week. Strict confidentiality was maintained so that the respondents could give their views freely and frankly. A forwarding letter from the Director of the Institute of Education and Research, University of Dacca, was attached to each questionnaire indicating the purpose of the study and requesting the respondents to provide all possible help and assistance in this respect.

V. STATISTICAL ANALYSIS AND INTERPRETATION OF THE DATA

For the purpose of proper analysis and

interpretation of the data collected, certain statistical approaches as described below were adopted. The methods of analysis were selected keeping in view the nature of the study and the data-gathering devices.

In order to determine the predominant opinions of different groups of respondents, their percentage and frequency distributions in respect of a variety of choices in items for both parts of the questionnaire were presented in the form of tables and the contents were analysed and interpreted.

Factual or numerical information gathered through some of the items in the questionnaire, were presented in the form of averages for each population of respondents and inter-population comparisons were also made on the basis of these averages.

The responses to the items in the second part of the questionnaire were presented in the form of frequency distributions under a five-point rating scale. In order to determine the overall response of each population to each item in this part of the questionnaire a weighted average rating was computed for each and these indexes were used to compare the expressed opinions of the different populations of respondents. The following

criteria for evaluation of the weighted average rating for each item were used:

(1) An item having weighted average rating from 3.50 to 5.00 was considered as a positive item.

(2) An item having weighted average rating from 2.50 to 3.49 was considered as a neutral item.

(3) An item having weighted average rating of less than 2.50 was considered as a negative item.

Besides, in order to test the significance of the following statistical hypotheses involving frequency distributions of responses to each item of the second part of the questionnaire, appropriate Chi-Square tests with corresponding degrees of freedom at the .05 level of significance were used.

The following hypotheses were tested:

Null Hypothesis I

The responses of Population I to each item of the questionnaire are not different from what might be expected if the responses were made by chance.

Null Hypothesis II

The responses of Population II to each item of the questionnaire are not different from what might be expected if the responses were made by chance.

Null Hypothesis III

The responses of the two populations to each item of the second part of the questionnaire are independent of one another.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS OF THE STUDY

Introduction

The data collected for the study, their analysis and interpretation have been presented in this chapter. For the purposes of this study two data gathering instruments, a questionnaire for the teachers of the Teachers' Training College, Dacca, and another questionnaire for a sample of graduates of that college, were used. These two questionnaires dealt with various aspects of the teacher education programme of the college and had a common part meant for both types of respondents.

Information gathered through the questionnaires were summarized and subjected to appropriate statistical analysis in order to find answers to the questions raised in this study. The criteria set up for evaluation of the derived statistics were used according to the methods given in the previous chapter.

The data collected through the common part of the questionnaire were analyzed to test the significance of the following three hypotheses: (1) The responses of

Population I to each item of the questionnaire are not different from what might be expected if the responses were made by chance. (2) The responses of Population II to each item of the questionnaire are not different from what might be expected if the responses were made by chance. (3) The responses of the two populations to each item of the second part of the questionnaire are independent of one another.

The teachers of the Teachers' Training College, Dacca, were asked to state how far the curriculum of the teacher education programme of their college should be changed. The data on this are presented in Table 1.

TABLE 1

DATA ON THE CURRICULUM OF THE TEACHER EDUCATION
PROGRAMME OF THE TEACHERS' TRAINING
COLLEGE, DACCA

Statement of condition	Frequency of opinion	Percentage
It should remain as it is	0	0
It should be changed somewhat	14	93
It should be totally changed	1	7
Total	15	100

Approximately 93 per cent of the respondents favoured the statement that it should be changed somewhat. Only 7 per cent of them suggested for total revision. None was in favour of retaining the curriculum as it was. It appears from the table that some changes should be made in the curriculum of the Teachers' Training College, Dacca.

The teachers were asked to describe the criteria for selection of students followed in the Teachers' Training College, Dacca. The data on this are shown in Table 2.

TABLE 2

CRITERIA FOR SELECTION OF STUDENTS IN THE
TEACHERS' TRAINING COLLEGE, DACCA

No. of opinion	Academic qualifications	Admission Test	Interview	Divisions and Classes	Personality Test	Interest Inventory	Aptitude Test	Appearance	Health	Recommendation of influential person/ persons	Others (Government deputation)
15	10	15	9	6	2	0	1	3	5	0	1
Per-67 cent	100	60	40	13	0	7	20	33	0	7	

In selecting students, 100 per cent of the respondents emphasized the importance "admission test." Approximately 67 per cent of them mentioned "academic qualifications" also, 60 per cent of them preferred "interview" as well, 40 per cent of them opined also in favour of "divisions and classes"; 33 per cent cited health as one of the criteria for admission. Twenty per cent of them suggested "appearance," 13 per cent of them stated "personality test," and 7 per cent of them preferred "Government deputation" and "aptitude test" as other criteria for admission. None reported for "recommendation of influential person/persons," and "interest inventory." The researcher presumes that the respondents did not give their opinion truthfully in this respect of the criterion "recommendation of influential person/persons" because in every walk of life greater importance is given on this criterion everywhere in this country. Interest inventory is one of the most important criteria for selection of students in foreign countries. Although no one has suggested interest inventory as a criterion for selection of students in the Teachers' Training College, Dacca, in the opinion of the researcher, this should be included in the Teachers' Training College, Dacca, for better result.

The teachers of the Teachers' Training College, Dacca, were asked to describe the facilities they provide for the students. The data on this are furnished in Table 3.

TABLE 3
DATA ON FACILITIES PROVIDED TO THE STUDENTS

Statement of condition	Frequency of opinion	Percentage
Scholarship	13	87
Stipend	15	100
Hostal accomodation	15	100

Hundred per cent of the respondents reported "stipend" and "hostel accomodation" and 87 per cent of them mentioned "scholarship" as well. None reported any other facilities.

The teachers were asked to determine the extent of facilities provided to the students of different categories. The extent of facilities were described here as "Many," "Some," "Few," and "None." The data on this are presented in Table 4.

An analysis of the data indicates that the responses of the teachers in the case of students from

TABLE 4

AVERAGE RATINGS OF THE RESPONDENTS' OPINION ABOUT
THE EXTENT OF FACILITIES PROVIDED TO THE
STUDENTS OF DIFFERENT CATEGORIES

Students of different categories	Many	Per cent	Some	Per cent	Few	Per cent	None	Per cent	Average rating
Students from foreign countries	2	13	1	7	3	20	6	40	.92
Students from rural areas	8	53	3	20	0	0	3	20	2.14
Students from urban areas	5	33	3	20	0	0	5	33	1.61
Students from backward areas	4	27	2	13	1	7	5	33	1.42
Students belonging to the minority communities	4	27	4	27	1	7	3	20	1.75

*Note - Rating criteria

3 for "Many"

2 for "Some"

1 for "Few"

0 for "None"

foreign countries fall between "few" and "none." The average rating was .92. The average ratings of students from rural, urban, backward areas and the students

belonging to the minority communities were 2.14, 1.61, 1.42 and 1.75 respectively. More specifically responses fall between "many and some," "some and few," "some and few" and "some and few" respectively. A uniformity of opinion was found in the case of students from urban and backward areas and students belonging to the minority communities.

Some set objectives of teacher education programme were given and the teachers of the Teachers' Training College, Dacca, were asked among these objectives which were and which should be the objectives of teacher education programme of this college. The data are presented in Table 5.

Table 5 shows that in reply to the question "what are the objectives of the teacher education programme of the Teachers' Training College, Dacca?" 100 per cent of the respondents mentioned that the objectives of teacher education was "to make the students acquainted with modern methods and techniques of teaching"; 80 per cent of them stated that their objective was "to prepare teachers for secondary schools"; 67 per cent of them reported for acquainting teachers with theories of learning, child psychology and adolescent psychology, and 53 per cent of the respondents were in favour of developing

TABLE 5
THE OBJECTIVES OF THE TEACHER EDUCATION PROGRAMME OF THE
TEACHERS' TRAINING COLLEGE, DACCA

Objectives of teacher education programme	:	To prepare teachers for second-ary schools with modern methods and techniques of teaching	:	To make the teachers acquainted with theories of learning, child psychology and adolescent psychology	:	To acquaint teachers with some attitude towards the teaching profession	:	To develop others	
What are the objectives of teacher education programme?	No. of opinion	12	:	15	:	10	:	8	0
	Per cent	80	:	100	:	67	:	53	0
What should be the objectives of teacher education programme?	No. of opinion	13	:	14	:	11	:	13	1
	Per cent	87	:	93	:	73	:	87	7

a wholesome attitude towards the teaching profession. In reply to the question "what should be the objectives of teacher education programme of the Teachers' Training College, Dacca?" 93 per cent of the respondents reported that their objective should be "to make the teachers acquainted with modern methods and techniques of teaching"; 87 per cent of them suggested that the objectives of teacher education should be "to prepare teachers for secondary schools" and "to develop a wholesome attitude towards the teaching profession"; 73 per cent of them recommended that their objective should be "to acquaint teachers with theories of learning, child psychology and adolescent psychology." No significant difference was found between what are and what should be the objectives of teacher education programme of the Teachers' Training College, Dacca. A uniformity of opinion was observed in questions 5 and 6. Majority of the respondents reported alike.

The teachers of the Teachers' Training College, Dacca, were asked to assess the selection procedures of their college. The data are shown in Table 6.

An analysis of the data reveals that 60 per cent of the respondents described the selection procedures as "scientific"; 26 per cent of them mentioned these

TABLE 6
DATA ON THE EXISTING SELECTION PROCEDURES
OF THE TRAINING COLLEGE

Statement of condition	Frequency of opinion	Percentage
Very scientific	1	7
Scientific	9	60
Somewhat scientific	4	26
Not scientific at all	0	0
No response	1	7
Total	15	100

as "somewhat scientific"; 7 per cent of them stated these as "very scientific"; None chose "not scientific at all."

The teachers were asked to state what should be the duration of teacher education programme under the present educational set up. The data are furnished in Table 7.

An analysis of the responses shows that 53 per cent of the respondents was in favour of "one year"; 27 per cent of them suggested "two years"; 20 per cent preferred "nine months." As 53 per cent of the respondents indicated their choice in favour of one-year

TABLE 7

DURATION OF TEACHER EDUCATION PROGRAMME

Statement of condition	Frequency of opinion	Percentage
Six months	0	0
Nine months	3	20
One year	8	53
Two years or more	4	27
Total	15	100

course, the present duration of teacher education programme may be increased from ten months to one year.

The teachers were asked to express their opinion regarding the courses of study in their college. The data are presented in Table 8.

Of the respondents 60 per cent described it as difficult and 7 per cent stated it "very difficult," 26 per cent regarded it "easy." Hence, the courses of study appear to be difficult as majority of the respondents reported "difficult."

The teachers were asked to evaluate the quality of teacher preparation in their college. A similar

TABLE 8

PERCENTAGE OF OPINIONS ABOUT THE COURSES OF STUDY
IN THE TEACHERS' TRAINING COLLEGE, DACCA

Statement of condition	Frequency of opinion	Percentage
Very difficult	1	7
Difficult	9	60
Easy	4	26
No response	1	7
Total	15	100

question was also put to the graduates of the same college. The data are shown in Table 9.

An analysis of the data indicates that 67 per cent of the teachers and 49 per cent of the trained graduates evaluated the quality of teacher preparation as "good"; 20 per cent of the teachers and 11 per cent of the trained graduates rated it as "excellent"; 13 per cent of the teachers and 32 per cent of the trained graduates estimated it as "fair." None of the teachers and a very negligible percentage (8 per cent) of the trained graduates described it as "poor." On the whole, it appears that the quality of teacher preparation is good.

TABLE 9

STATEMENT ON THE QUALITY OF TEACHER PREPARATION

Population I			Population II		
Statement of condi- tion	Frequen- cy of : opinion :	Percent- age	Statement of condi- tion	Frequen- cy of : opinion :	Percent- age
Excellent :	3	: 20	Excellent:	20	: 11
Good :	10	: 67	Good :	88	: 49
Fair :	2	: 13	Fair :	58	: 32
Poor :	0	: 0	Poor :	14	: 8
Total :			Total :		
15			180		
: 100			: 100		

The teachers were asked to identify the area/ areas in which their college prepares teachers. The relevant data are presented in Table 10.

Hundred per cent of the respondents reported that they prepared teachers in "Humanities" and "Science"; 93 per cent and 13 per cent of them stated that they prepared teachers in "Home Economics" and "Industrial Arts" respectively. Seven per cent opined in favour of preparing teachers in "Business Education" and "Music." It is apparent from the table that generally teachers are prepared in "Humanities," "Science" and "Home Economics." Although only 13 per cent and 7 per cent reported "Industrial Arts" and "Business Education" respectively

TABLE 10

DATA ON THE AREA/AREAS IN WHICH TEACHERS ARE PREPARED

Statement of areas	: Frequency of opinion	: Percentage:
Humanities	: 15	: 100 :
Science	: 15	: 100 :
Industrial Arts	: 2	: 13 :
Business Education	: 1	: 7 :
Home Economics	: 14	: 93 :
Agriculture	: 0	: 0 :
Others(Music)	: 1	: 7 :
	: :	: :

it seems that the respondents had no clear idea about the programme of their college.

The teachers were asked to describe the methods of teaching they generally used in the classroom. The data are furnished in Table 11.

An analysis of the data indicates that 100 per cent of the respondents used "lecture method"; 87 per cent employed "discussion method"; 80 per cent used "Demonstration method"; 47 per cent applied "laboratory method," and only 20 per cent used "project method" and "problem-solving method." It appears from the table that "lecture method" is the most familiar method of

TABLE 11
METHODS OF TEACHING USED

Name of different methods :	Frequency of opinion :	Percentage :	:
Lecture method	15	100	:
Project method	3	20	:
Discussion method	13	87	:
Demonstration method	12	80	:
Laboratory method	7	47	:
Problem-solving method	3	20	:
Others	0	0	:

teaching as it was used by all the respondents. The following were the methods of teaching according to the order of preference: (1) Lecture, (2) Discussion, (3) Demonstration, (4) Laboratory, (5) Project method and problem-solving method.

The teachers were asked to mark one of the three listed examination practices and type of questions they generally followed for evaluation of their students. The purpose of these questions was to assess the prevailing examination system of the Teachers' Training College, Dacca. The data are presented in Table 12.

TABLE 12

THE TYPE OF EXAMINATION FOR EVALUATION OF TRAINEES
AND THE TYPE OF QUESTIONS TO BE
ASKED IN THE EXAMINATION

The type of examination for evaluation of students				The type of questions to be asked in the examina- tion			
Statement of condi- tion	Frequen- cy of :opinion :	Percent- age	:	Statement of condi- tion	Frequen- cy of :opinion :	Percent- age	:
Entirely internal	0	:	0	Essay type	2	:	13
Entirely external	0	:	0	Objective type	0	:	0
Both inter- nal and external	15	:	100	A combi- nation of essay and objective	13	:	87
Total	15	:	100	Total	15	:	100

The table shows that 100 per cent of the respondents chose the option "both internal and external"; 87 per cent of them selected the option "a combination of essay and objective types"; and 13 per cent of them selected the choice "essay type." It appears from the table that almost all the respondents were in favour of both internal and external examination and a combination of essay and objective type of questions in the examination.

Some general objectives of examination were provided and teachers were asked to identify among these what are and should be the objectives of examination. The data are shown in Table 13.

TABLE 13
THE OBJECTIVES OF EXAMINATION CONDUCTED

Objectives of examination	:To test pupil's acquisition and integration of knowledge:	:To know how much a student has learned the subject matter of different courses	:To assess a student's intellectual development and ability	:To test a pupil's over-all proficiency in all subjects	:Others
What are the objectives of examination	f 11 % 73	12 80	9 60	11 73	0
What should be the objectives of examination	f 11 % 73	10 67	10 67	10 67	0

Notes: f for frequency of opinion

% for per cent

An analysis of data indicates that in reply to the question "what are the objectives of examination conducted at the Teachers' Training College, Dacca?" 73 per cent of the respondents agreed with the following statements "to test a pupil's over-all proficiency in all subjects"; and "to test a pupil's acquisition and integration of knowledge"; 80 per cent and 60 per cent of them chose the following statements respectively, (1) "to know how much a student has learned the subject matter of different courses," and (2) "to assess a student's intellectual development and ability." In reply to the question "what should be the objectives of examination conducted at the Teachers' Training College, Dacca," 73 per cent of the respondents reported that objective of examination should be "to test a pupil's acquisition and integration of knowledge," and 67 per cent of them chose the following statements: (1) "to know how much a student has learned the subject matter of different courses," (2) "to assess a student's intellectual development and ability," and (3) "to test a pupil's over-all proficiency in all subjects."

The teachers were asked to describe the area or areas emphasized in evaluation of students. The data are presented in Table 14.

TABLE 14
AREA/AREAS EMPHASIZED IN EVALUATION OF STUDENTS

Different areas	Frequency of opinion	Percentage
Academic achievement	14	93
Skills	10	67
Appearance	4	27
Conduct and behaviour	13	87
Co-curricular activities:	13	87

Ninety-three per cent of the respondents laid emphasis on "academic achievement"; 87 per cent of them were also in favour of "conduct and behaviour" and "co-curricular activities"; 67 per cent of them gave importance to "skills" as well and only 27 per cent of them stressed "appearance."

The teachers were asked to state how often the curriculum of their college is and should be evaluated. The data are furnished on Table 15.

In reply to the question "How often is the curriculum of the Teachers' Training College, Dacca, evaluated?" 60 per cent of the respondents stated that it was evaluated "every one year"; 7 per cent of them

TABLE 15
FREQUENCY OF EVALUATION OF THE CURRICULUM OF
TEACHERS' TRAINING COLLEGE, DACCA

Evaluation of curriculum	One year	Two years	Three years	Four years	Five years	Six years	Seven years	Eight years	No response
How often is the curriculum evaluated	f: 9	1	1	0	0	0	0	0	4
%: 60	7	7	0	0	0	0	0	0	26
How often should the curriculum be evaluated	f: 6	1	3	0	4	0	0	0	0
%: 40	7	20	0	27	0	0	0	0	0

reported "every two years" and another 7 per cent mentioned "every three years." In reply to the question "How often should the curriculum of the Teachers' Training College, Dacca, be evaluated?" 40 per cent of the respondents recommended that it should be evaluated "every one year"; 27 per cent of them proposed "every five years"; 20 per cent of them further recommended "every three years" and only 7 per cent of the respondents stated that evaluation of curriculum should be made "every two years."

The teachers were asked to express their opinion concerning the introduction of Bengali as the medium of instruction in the Teachers' Training College, Dacca. The data on this are shown in Table 16.

TABLE 16

OPINION REGARDING INTRODUCTION OF BENGALI AS MEDIUM
OF INSTRUCTION IN THE TEACHERS' TRAINING
COLLEGE, DACCA

	: Frequency of opinion		: Percentage	
Yes	:	14	:	93
No	:	1	:	7
Total	:	15	:	100

In reply to the question whether Bengali should be introduced as the medium of instruction in the Teachers' Training College, Dacca, 93 per cent of the respondents gave an affirmative answer. Only 7 per cent of them indicated a negative answer which seems insignificant.

The teachers were asked to describe the co-curricular activities of their students. The data are presented in Table 17.

TABLE 17

DATA CONCERNING STUDENTS' PARTICIPATION IN VARIOUS
CO-CURRICULAR ACTIVITIES

Co-curricular activities :	Frequency of opinion	Percentage	:
Games and sports	13	87	:
Dramas and debates	14	93	:
Extempore speech	10	67	:
Picnics	14	93	:
Study tour and excursion	13	87	:
Social work	4	27	:
Adult education	10	67	:
Workshops	4	27	:
Seminars	9	60	:
Others	0	0	:

An analysis of the data discloses the following: Ninety-three per cent of the respondents stated that students participated in "dramas and debates" and "picnics"; 87 per cent of the respondents also reported "games and sports"; and "study tour and excursion," 67 per cent of them mentioned "extempore speech" and "adult education" as well"; 60 per cent of them reported, "seminars" and only 27 per cent of them stated that students also took part in "workshops" and "social work." It appears from the table that students participated in all sorts of co-curricular activities more or less.

The teachers were asked to mention the year in which they underwent the B.Ed. training. The purpose of this question was to ascertain the percentage of trained graduates of Teachers' Training College, Dacca, who graduated from 1955 to 1970 and who have been teaching in various secondary schools of Dacca city. The data on this are furnished in Table 18.

It may be calculated that the percentage of the respondents teaching in different schools of Dacca city having passed their B.T./B.Ed. from the Teachers' Training College, Dacca, from 1955 to 1962 was between 1 and 6; and that of teachers passing in 1970 from the same college was 14 (per cent.) The percentage of the

TABLE 18

THE DISTRIBUTION OF TEACHERS WHO GRADUATED FROM THE
TEACHERS' TRAINING COLLEGE, DACCA IN
DIFFERENT YEARS FROM 1955 TO 1970

Year	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	No response	Total
N	1	3	3	3	3	5	9	11	19	8	13	10	13	21	17	26	2	120

*N for number of respondents

respondents who passed in 1963, 1964, 1965, 1966, 1967, 1968 and 1969 was 11, 4, 10, 6, 7, 12 and 8 respectively.

The teachers were asked to mention their age when they first entered into the Teachers' Training College, Dacca. The data are summarized in Table 19.

Sixty-six per cent of the respondents was "between twenty-one and thirty years" of age, 25 per cent of them was between the age range of "thirty-one and forty years." Seven per cent of the respondents enrolled at the age of "twenty years or below"; and only 2 per cent belonged to the age group "forty-one and above" of age. More specifically, it appears that the bulk of the trainees of the Teachers' Training College, Dacca, was "between twenty-one and thirty years" of age. Percentage

TABLE 19

PERCENTAGE OF AGE OF THE GRADUATES OF TEACHERS'
TRAINING COLLEGE, DACCA

Students' age	:	No. of trainees	:	Percentage
Twenty years or below	:	12	:	7
Between twenty-one and thirty years	:	119	:	66
Between thirty-one and forty years	:	45	:	25
Forty-one and above	:	4	:	2
Total	:	180	:	100

of the respondents at "twenty years or below" as well as more than forty years was rare.

The graduates of the Teachers' Training College, Dacca, were asked to report their teaching experience and the extent of that experience before joining the training college. The data are presented in Table 20.

Seventy-eight per cent of the respondents stated that they had teaching experience and 22 per cent of them reported of having no teaching experience. Among the respondents who had teaching experience 5 per cent, 12 per cent, 38 per cent, 8 per cent and 14 per cent reported "less than one year," "one year to two years,"

TABLE 20
YEARS OF TEACHING EXPERIENCE OF THE STUDENTS
BEFORE JOINING THE TEACHERS' TRAINING
COLLEGE, DACCA

Years of teaching experience	No. of students	Percentage
More than eight years	26	14
Six years to eight years	15	8
Three years to five years	69	33
One year to two years	22	12
Less than one year	9	5
Student having no teaching experience at all	39	22

"three years to five years," "six years to eight years," and "more than eight years" respectively. On the whole, it appears that a good majority of the respondents had teaching experience before joining the training college.

The graduates were asked to indicate the examination they passed with divisions and classes at the time of their joining the B.T./B.Ed. programme at the Teachers' Training College, Dacca. The data are presented in Table 21.

An analysis of the responses indicates that in the Matriculation/S.S.C. examination 15 per cent of the

TABLE 21

DIVISIONS AND CLASSES EARNED IN VARIOUS EXAMINATIONS BY 120 TRAINEES
OF THE TEACHERS' TRAINING COLLEGE, DACCA AT THE TIME
OF THEIR ADMISSION FOR B.ED. PROGRAMME

Matric/S.S.C.		Intermediate/ H.S.C.		Bachelor's Degree		Master's Degree	
Divi- sions	Per- cent- age	Divi- sions	Per- cent- age	Divi- sions	Per- cent- age	Divi- sions	Per- cent- age
First : 27	: 15 : First : 10	: 6 : First : 0	: 0 : First : 0	: 0 : First : 0	: 0 : First : 0	: 0 : First : 0	: 0 : First : 0
Second: 110	: 61 : Second: 89	: 49 : Second : 25	: 14 : Second: 10	: 6 : Second: 10	: 6 : Second: 10	: 6 : Second: 10	: 6 : Second: 10
Third : 41	: 23 : Third : 75	: 41 : Third : 143	: 80 : Third : 6	: 3 : Third : 6	: 3 : Third : 6	: 3 : Third : 6	: 3 : Third : 6
Com- part- mental:	: 1 : Com- part- mental:	: 3 : Com- part- mental:	: 12 : Com- part- mental:	: 6 : Com- part- mental:	: 6 : Com- part- mental:	: 6 : Com- part- mental:	: 6 : Com- part- mental:

respondents passed in the first division, 61 per cent in the second division, 23 per cent in the third division and 1 per cent in the compartmental. In the Intermediate examination 6 per cent of the respondents were placed in the first division, 49 per cent in the second division, 41 per cent in the third division and only 3 per cent in the compartmental. In the Bachelor's Degree examinations none passed in the first division, 14 per cent of the respondents passed in the second division, 80 per cent in the third division and 6 per cent in the compartmental. Only sixteen trainees out of 180 had Master's degree. None of them passed in the first class, 6 per cent of the respondents passed in the second class and only 3 per cent secured third class.

It is obvious from the table that most of the teachers enrolled at the training college, Dacca, did average performance in previous examinations as they secured "Second" division in both "Matriculation" and "Intermediate" examinations.

The graduates were asked to state the academic qualification of their fathers. The data are presented in Table 22.

Eight per cent of fathers had no formal education, 16 per cent of them had "primary education," and 27 per cent of them had "some secondary education,"

TABLE 22
ACADEMIC QUALIFICATION OF THE FATHERS OF RESPONDENTS

	No formal education	Primary education	Some secondary education	Matriculation	I.A., I.Sc., I.Com	B.A., B.Sc., B.Com	M.A., M.Sc., M.Com	Others
*N	14	29	49	29	14	29	10	12
%	8	26	27	16	8	16	6	7

*N = number of respondents

per cent of them were matriculates and another 16 per cent of them were graduates. Six per cent of father obtained "Master's degree" and the remaining 7 per cent of them had educational qualifications other than those stated above. On the whole, it appears that most of the fathers (92 per cent) of the respondents were literate.

Ten probable factors were provided to the graduates and they were asked to state which of the listed factors influenced them to enrol at the Teachers' Training College, Dacca. The data are furnished in Table 23.

TABLE 23

RANK ORDER ARRANGEMENT AND PERCENTAGE OF FACTORS
INFLUENCING THE GRADUATES TO ENROL AT THE
TEACHERS' TRAINING COLLEGE, DACCA

Factors influencing the respondents to enroll at the training college	Rank order	Frequency of opinion	Percentage
To acquire proficiency in the methods and techniques in teaching and to acquire professional competency	1	111	62
Interest in the teaching profession	2	101	56
Placement as a teacher in a government school	3	37	21
Recommendations of trained graduates	4	21	12
Scholarships and stipends	5.5	14	8
Friend's advice	5.5	14	8
Having no other alternatives, I enrolled at the Teachers' Training College, Dacca as the last resort	7	11	6
Parents' decision	8	8	4
Just to solve accommodation problem for some time	9	4	2
Just to spend time	10	3	2
Others	11	0	0

An analysis of data indicates that 62 per cent of the respondents reported that they enrolled at the training college, "to acquire proficiency in the methods and techniques in teaching and to acquire professional competency," 56 per cent of them chose the option "interest in teaching profession," 21 per cent of them stated that they joined the training programme because of the fact that would help them for placement as a teacher in a government school, 12 per cent of them selected the choice "recommendations of trained graduates," 8 per cent of them reported "scholarships and stipends." And "friend's advice" led another 8 per cent to enrol at the training college, 6 per cent of them admitted that having no other alternative, they joined the training programme. Four per cent of them mentioned "parents' decision" and 2 per cent of them chose the option "just to solve accomodation problem for sometime" and another 2 per cent "just to spend time." The table further shows that "to acquire proficiency in the methods and techniques in teaching and to acquire professional competency," "interest in teaching profession," and "placement as a teacher in a government school" were the three most preferred factors which influenced the respondents to enrol at the Teachers' Training College, Dacca.

The graduates were asked to describe the extent of their satisfaction about teacher education programme and collection of books in the library of the Teachers' Training College, Dacca. The data are summarized in Table 24.

TABLE 24

EXTENT OF SATISFACTION ABOUT TEACHER EDUCATION
PROGRAMME AND COLLECTION OF BOOKS IN THE
LIBRARY OF THE TEACHERS' TRAINING
COLLEGE, DACCA

Satisfaction regarding teacher education programme			Satisfaction about collection of books		
Extent of satisfac- tion	Frequen- cy of opinion	Percent- age	Extent of satisfac- tion	Frequen- cy of opinion	Percent- age
Highly satisfied	: 23	: 13	Highly satisfied	: 10	: 6
Satisfied	: 86	: 48	Satisfied	: 68	: 38
Somewhat satisfied	: 61	: 34	Somewhat satisfied	: 69	: 38
Not satis- fied at all	: 10	: 5	Not satis- fied at all	: 33	: 18
Total	: 180	: 100	Total	: 180	: 100

In reply to the question "How do you feel about the teacher education programme of the Teachers' Training College, Dacca?" 48 per cent of the respondents were

"Satisfied," 34 per cent of them were "somewhat satisfied" 13 per cent of them were "highly satisfied" and only 5 per cent of them reported that they were "not satisfied at all."

In reply to the question "To what extent were you satisfied with the collection of books in the library of the Teachers' Training College, Dacca?" 76 per cent of the respondents either "satisfied" or "somewhat satisfied"; 18 per cent of them earmarked "not satisfied at all" and only 6 per cent of them stated that they were highly satisfied. On the whole, it appears that the respondents were satisfied about teacher education programme as well as collection of books in the library.

The graduates of the Teachers' Training College, Dacca who had been serving in different secondary high schools of Dacca city were asked to evaluate the quality of teacher education programme as well as the quality of instruction received at the Teachers' Training College, Dacca. The data are shown in Table 25.

In reply to the question "what is your opinion regarding the quality of the teacher education programme followed in the Teachers' Training College, Dacca?" 49 per cent of the respondents reported it as "good," 32 per cent, 11 per cent, and 8 per cent of them rated it

TABLE 25

QUALITY OF TEACHER EDUCATION PROGRAMME AND THE
QUALITY OF INSTRUCTION RECEIVED AT THE
TEACHERS' TRAINING COLLEGE, DACCA

Quality of teacher educa- tion programme			:: quality of instruction :: received		
Statement of condition	Frequen- cy of opinion	Percent- age	Statement of condi- tion	Frequen- cy of opinion	Percent- age
Excellent	: 20	: 11	::Excellent:	18	: 10
Good	: 88	: 49	::Good	: 85	: 47
Fair	: 58	: 32	::Fair	: 68	: 38
Poor	: 14	: 8	::Poor	: 9	: 5
	:	:	::	:	:
Total	: 180	: 100	::Total	: 180	: 100

as "fair," "excellent" and "poor" respectively. In reply to the question "How do you rate the instruction received at the Teachers' Training College, Dacca?" 10 per cent, 47 per cent, 38 per cent and 5 per cent of the respondents rated it as "excellent," "good" "fair" and "poor" respectively. It appears from the table that the respondents who estimated the quality of teacher education programme and the instruction received at the college as "good" were maximum in number.

The graduates were asked to describe the assignment load of their college. The data are presented in Table 26.

TABLE 26

OPINION OF GRADUATES CONCERNING ASSIGNMENT LOAD AT
THE TEACHERS' TRAINING COLLEGE, DACCA

Statement of condition	Frequency of opinion	Percentage
Very heavy	32	18
Heavy	110	61
Light	38	21
Total	180	100

Of the respondents 61 per cent rated it as "heavy," 18 per cent "very heavy," and 21 per cent described it as "light." The findings of the table led to the conclusion that assignment load at the Teachers' Training College, Dacca, was "heavy."

The graduates were asked to give their opinion about the testing, grading and evaluation system of the Teachers' Training College, Dacca. The data were shown in Table 27.

TABLE 27

OPINION OF GRADUATES REGARDING THE TESTING, GRADING
AND EVALUATION SYSTEM OF THE TEACHERS,
TRAINING COLLEGE, DACCA

Statement of condition	Frequency of opinion	Percentage
Very worthwhile	9	5
Worthwhile	63	35
Somewhat worthwhile	87	48
Not at all worthwhile	21	12
Total	180	100

Of the respondents 5 per cent, 35 per cent, and 48 per cent reported in favour of "very worthwhile," "worthwhile," and "somewhat worthwhile" respectively. Only 12 per cent of the respondents stated that the system was "not at all worthwhile."

The graduates were asked to specify the opportunity in using the methods and techniques in the classroom which they learned at the training college. The data were presented in Table 28.

A review of data indicated that 72 per cent of the respondents mentioned "some opportunity," 9 per cent of them stated "adequate opportunity," and 19 per cent

TABLE 28

OPPORTUNITY IN USING THE METHODS AND TECHNIQUES IN
THE CLASSROOM WHICH THE GRADUATES LEARNED AT
THE TEACHERS' TRAINING COLLEGE, DACCA

Statement of condition	: Frequency of opinion	: Percentage:
Adequate opportunity	16	9
Some opportunity	130	72
No opportunity at all	34	19
Total	180	100

of them reported "no opportunity at all." On the whole, it appears that a large majority of the respondents stated that they got some opportunity to use the methods and techniques in the classroom which they learned in the training at the training college, 19 per cent reported that they had no opportunity at all to use those in the classroom. Only 9 per cent of them stated that they had adequate opportunity presumably due to their service in government schools.

The graduates were asked to give their opinion regarding the areas which were their major concern at the training college. The data are shown in Table 29.

TABLE 29

RANK ORDER AND PERCENTAGE OF THE AREAS WHICH WERE
THE MAJOR CONCERN OF THE GRADUATES OF THE
TEACHERS' TRAINING COLLEGE, DACCA

Areas of different categories	Rank order	Frequency of opinion	Percentage
Practice teaching	1	138	77
Academic achievement	2	79	44
Co-curricular activities	3	58	32
Theoretical work	4	50	28
Practical work	5	46	26
Research work	6	44	24

The data furnished in Table 29 showed that 77 per cent of the respondents reported "practice teaching" as their major concern, 44 per cent and 32 per cent of them also emphasized the importance of "academic achievement" and "co-curricular activities" respectively. Twenty-eight per cent and 26 per cent of them stressed "theoretical work" and "practical work" respectively. And only 24 per cent of them also reported "research work" as their major concern at the training college. It is obvious from the table that most of the graduates were much concerned with "practice teaching."

TABLE 30

TYPES OF TESTS TAKEN DURING TRAINING, COMPARISON OF RELATIVE DIFFICULTY BETWEEN ESSAY AND OBJECTIVE TESTS AND OPINION ABOUT THE EFFICACY OF ESSAY AND OBJECTIVE TESTS IN EVALUATING STUDENTS' PROGRESS

Kinds of tests taken during training		::Relative difficulty between:: ::essay and objective tests ::		Efficacy of essay and objective tests	
Different kinds of tests		::Statement:Frequency of cent- :opinion :age		:: Statement of:Frequency of cent- condition :opinion :age	
Exclusive-ly essay tests	50 : 23	::Essay tests 79 : 44 are more : ::difficult :		:: Essay type : 41 : 23 tests are :: more effec- tive than ob- jective tests	
Exclusive-ly objec- tive tests	6 : 3	:: Objective tests 31 : 17 are : :: more diffi- cult :		:: Objective : 42 : 23 type tests are more :: effective than essay type tests	
Both essay and objec- tive tests	124 : 69	::Both are : 70 : 39 equally ::difficult :		:: Both are : 97 : 54 equally :: effective :	
Total	130 : 100	::Total : 130 : 100		:: Total : 130 : 100	

effective than objective type tests" and another 23 per cent of them reported "objective type tests are more effective than essay type tests." It appears from the table that a large majority of the respondents reported that they had to take "both essay and objective tests" during their training period. Forty-four per cent of them stated that essay tests were more difficult and a marginal majority (54 per cent) of the respondents mentioned that both essay and objective type tests were equally effective.

The graduates were asked to state the extent of orientation received when they first enrolled at the training college. The data are presented in Table 31.

TABLE 31

EXTENT OF ORIENTATION RECEIVED FROM THE TEACHER
EDUCATION PROGRAMME OF THE TEACHERS'
TRAINING COLLEGE, DACCA

Statement of condition	: Frequency of opinion	: Percentages:
A great deal of orientation	: 6	: 3
Adequate orientation	: 53	: 29
Some orientation	: 99	: 55
No orientation at all	: 22	: 12

Fifty-five per cent of the respondents reported "some orientation," 29 per cent of them mentioned "adequate orientation," 12 per cent of them opined in favour of "no orientation at all" and only 3 per cent of them stated that they received "a great deal of orientation." It seems from the table that the respondents did not receive adequate orientation at the training college.

The graduates were asked to describe the extent of guidance and counselling services provided to them, extent of their participation in co-curricular activities and the extent to which teacher education programme developed teaching competencies. The data are furnished in Table 32.

A review of the data shows the following: (i) In reply to the question, "To what extent did the Teachers' Training College, Dacca, provide guidance and counselling services for the students?" 66 per cent of the respondents reported "to some extent," 18 per cent and 16 per cent of them mentioned "to a great extent" and "not at all" respectively. (ii) In reply to the question, "To what extent did you participate in various co-curricular activities at the Teachers' Training College, Dacca?" 75 per cent of the respondents described "to some extent," 22 per cent and 3 per cent of them stated "to a great

TABLE 32

DATA ON THE EXTENT OF GUIDANCE AND COUNSELLING SERVICES PROVIDED TO THE STUDENTS', EXTENT OF STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES AND THE EXTENT TO WHICH TEACHER EDUCATION PROGRAMME DEVELOPED TEACHING COMPETENCIES

Extent of guidance and counselling services provided to the students	Frequency of opinion	Percentage of opinion	Statement of condition	Frequency of opinion	Percentage of opinion	Statement of condition	Frequency of opinion	Percentage of opinion
Extent of guidance and counselling services provided to the students	33	18	To a great extent	39	22	To a great extent	54	30
Extent of student participation in co-curricular activities	118	66	To some extent	135	75	To some extent	121	67
Extent of student participation in co-curricular activities	29	16	Not at all	6	3	Not at all	4	2
No response	0	0	No response	0	0	No response	1	1
Total	180	100	Total	180	100	Total	180	100

extent" and "not at all" respectively. (iii) In reply to the question, "To what extent did you feel the programme of the Teachers' Training College, Dacca, developed teaching competencies?" 67 per cent of the respondents stated "to some extent," 30 per cent and 2 per cent of them reported "to a great extent" and "not at all" respectively. It appears that in reply to three questions stated above, a large majority of the respondents specified "to some extent."

The graduates were asked to describe their relationship with their teachers during the training period. The data are shown in Table 33.

TABLE 33

PERSONAL RELATIONSHIP BETWEEN THE TEACHERS AND
THE STUDENTS AT THE TEACHERS' TRAINING
COLLEGE, DACCA

Statement of condition	Frequency of opinion	Percentage
Formal and impersonal	29	16
Formal but friendly	106	59
Informal but impersonal	21	12
Informal and friendly	24	13
Total	180	100

The data furnished in Table 33 shows that 59 per cent of the respondents appreciated that their relationship was "formal but friendly." Sixteen per cent, 13 per cent and 12 per cent of them reported "formal and impersonal," "informal" and friendly" and "informal but impersonal" respectively. On the whole, it appears that personal relationship between the teachers and students' at the training college, Dacca was "formal but friendly."

The teachers and the graduates of the Teachers' Training College, Dacca, were asked to react to the statement, "Teacher education programme of the Teachers' Training College, Dacca, has failed to attract talented people." Responses to this item are presented in Table 34.

The table indicates that 53 per cent of the teachers either disagreed or strongly disagreed with the statement whereas only 34 per cent of the graduates did so.

A comparison between the weighted averages for the two populations also shows that they differed in their opinions. The weighted average for Population I was "negative" (2.33) and that for Population II was "neutral" (3.22).

TABLE 34

OPINION OF RESPONDENTS ON THE POSSIBLE LOW STANDARD OF TEACHER
EDUCATION PROGRAMME OF THE TEACHERS' TRAINING COLLEGE, DACCA

Category of respondents	Type of response					Weighted average	Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree		
Popula- tion I ¹	f : 0	: 4	: 3	: 2	: 6	2.33	6.67
% : 0	: 27	: 20	: 13	: 40	:	:	:
Popula- tion II ²	f : 36	: 58	: 25	: 49	: 12	3.32	37.50*
% : 20	: 32	: 14	: 27	: 7	:	:	:

* Significant at the .05 level

¹Population I - Teachers of the Teachers' Training College, Dacca

²Population II - Graduates of the Teachers' Training College, Dacca

f - frequency of opinion

% - per cent

The Chi-square was used to test the significance of the hypothesis that the responses of the two populations to this item are independent of one another. The chi-square was found to be (21.36) and significant. The hypothesis was, therefore, rejected. The difference between the weighted averages of the responses was significant.

The Chi-square was used to test the significance of the hypothesis that responses of the Population I and those of Population II to this item of the questionnaire are not different from what might be expected if the responses were made by chance. The chi-square for Population I was found to be nonsignificant (6.67) and, therefore, the hypothesis was retained. The chi-square for Population II was found to be significant (37.50) and, therefore, the hypothesis was rejected.

An analysis of the findings lead to the following inferences: (1) Though the marginal majority of the teachers of the Teachers' Training College, Dacca, appears to have disagreed with the statement that the teacher education programme of the college had failed to attract talented people as indicated by a "negative" weighted average of their responses yet the nature of the distribution of the responses as well as the test of the

relevant hypothesis indicates that they are evenly distributed among the sub-groups in respect of various shades of opinions on the issue. (2) The graduates appear to be predominantly either neutral or very moderate in their opinion on the issue. This is borne out by the fact that the weighted average of their responses was "neutral." (3) The two populations differ in respect of their opinion on the issue.

The reactions of teachers and the graduates of the Teachers' Training College, Dacca, to the statement, "Teachers education programme is too theoretical and academic," are furnished in Table 35.

Although a majority (60 per cent) of the teachers of the training college disagreed with the statement, the weighted average of their responses was found to be 2.73 which when evaluated appears to be "neutral." The chi-square test was used to test the hypothesis that the responses of these respondents to the item are not different from what might be expected if the responses were made by chance. The resulting chi-square was found to be 20.67 and significant. Therefore, the hypothesis was rejected.

Although a marginal majority (51 per cent) of the graduates either agreed or strongly agreed with the

TABLE 35

OPINION OF RESPONDENTS ON THE POSSIBLE TOO MUCH ACADEMIC NATURE
OF THE PROGRAMME OF THE TEACHERS' TRAINING COLLEGE, DACCA

Category of respondents	Type of response					Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		
Population I	f : 0	: 5	: 1	: 9	: 0	2.73	20.67*
	% : 0	: 33	: 7	: 60	: 0		
Population II	f : 24	: 69	: 17	: 53	: 12	3.19	73.72*
	% : 13	: 38	: 9	: 32	: 7		

* Significant at the .05 level

statement, weighted average of the responses (3.19) was found to be "neutral," mainly, because of the fact that a large majority (79 per cent) of the respondents were moderate in their responses. The observed chi-square was found to be 73.72 and significant. Hence, the hypothesis that the responses of Population II to the item of the questionnaire are not different from what might be expected if the responses were made by chance was rejected.

A comparison between the two populations was made by testing the hypothesis that their responses to the item are independent of one another. This was done by using the chi-square test. The resulting chi-square was found to be 6.31 and nonsignificant. So the hypothesis was retained.

The results lead to the following inferences: (1) Though a majority of the teachers tend to disagree and a majority of the graduates tend to agree with the statement that teacher education programme is too theoretical and academic, yet a predominant majority of both the groups are moderate in respect of their reaction to the issue. On the whole, both the groups appear to be "neutral." (2) There is no essential difference of opinion between the two populations in regard to this question.

The teachers of the Teachers' Training College, Dacca, and the graduates of the same college were asked to react to the statement, "The courses included in the teacher education programme of the Teachers' Training College, Dacca, are not oriented to the syllabuses of secondary education in Bangladesh." The data on this are presented in Table 36.

A review of the data shows that a marginal majority (53 per cent) of the teachers of the training college either disagreed or strongly disagreed with the statement. The weighted average of their responses was found to be 2.47 which was "negative." The chi-square test was used to test the significance of the hypothesis that the responses of these respondents to this item are not different from what might be expected if the responses were made by chance. The calculated chi-square was found to be 4.67 and nonsignificant. And, therefore, the hypothesis was retained.

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Although a marginal majority (54 per cent) of the graduates either agreed or strongly agreed with the statement, the weighted average (3.35) was found to be "neutral" due to the fact that a large majority (76 per cent) of the respondents were moderate in their responses. The calculated chi-square was found to be 46.94 and

TABLE 36

OPINION OF RESPONDENTS ABOUT POSSIBLE LACK OF RELATIONSHIP
OF COURSES INCLUDED IN THE TEACHERS' TRAINING COLLEGE,
DACCA, WITH THE SYLLABUSES OF SECONDARY
EDUCATION OF BANGLADESH

Category of respondents	Type of response					Weighted average	Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree		
Popula- tion I	f : 0	3	4	5	3	2.47	4.67
	% : 0	20	27	33	20		
Popula- tion II	f : 23	64	26	47	10	3.35	46.94*
	% : 18	36	14	26	6		

*Significant at the .05 level

significant. Hence the hypothesis that the responses of Population II to the item of the questionnaire are not different from what might be expected if the responses were made by chance was rejected.

The chi-square was used to test the significance of the hypothesis that the responses of the two populations to this item are independent of one another. The resulting chi-square was found to be 10.36 and significant. Therefore, the hypothesis was rejected.

On the basis of the findings the following inferences may be made: (1) The teachers of the Teachers' Training College, Dacca, tend to be heterogenous in their opinion regarding the statement that the courses including in the college are not oriented to the syllabuses of the secondary education in Bangladesh even though a marginal majority of them disagreed with the statement. (2) The graduates appear to be moderate in their responses although a marginal majority of them tend to agree with the statement. (3) On this issue there is a large amount of disagreement between the two populations.

The reactions of the teachers and the graduates of the Teachers' Training College, Dacca, to the statement, "The existing procedures of selection for admission

of students are not scientific enough to ensure the selection of suitable students," are summarized in Table 37.

The table shows that an overwhelming majority (80 per cent) of the teachers of the training college disagreed with the statement. The weighted average was found to be 2.20 which was "negative." The chi-square test was used to test the significance of the hypothesis that the responses of Population I to this item of the questionnaire are not different from what might be expected if the responses were made by chance. The observed chi-square was found to be 21.33 and significant. Therefore, the hypothesis was rejected.

On the other hand, 49 per cent of the graduates reported in favour of the statement yet the weighted average of their responses (3.11) was found to be "neutral," mainly because a large majority (85 per cent) of the respondents were moderate in their responses. The chi-square test was applied to test the hypothesis that the responses of Population II to this item are not different from what might be expected if the responses were made by chance. The observed chi-square was found to be 84.67 and significant. Therefore, the hypothesis was rejected.

With a view to comparing the two populations, the

TABLE 37
OPINION OF RESPONDENTS ABOUT THE POSSIBLE UNSCIENTIFIC
PROCEDURES OF SELECTION FOR ADMISSION OF STUDENTS

Category of respondents	Type of response					Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		
Population I	f : 0	2	1	10	2	2.20	21.33*
	% : 0	13	7	67	13		
Population II	f : 15	73	21	58	13	3.11	84.67*
	% : 8	43	12	32	7		

*Significant at the .05 level

chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this statement are independent of one another. The observed chi-square was found to be 9.60 and significant. So, the hypothesis was rejected.

The following inferences may, therefore, be drawn: (1) The teachers appear to disagree with the statement that the existing procedures of selection for admission of students are not scientific enough to ensure the selection of suitable students. (2) The graduates on the other hand tend to be mostly moderate in their opinion on the issue in the sense that a small percentage of them either strongly agree or strongly disagree with the statement. (3) The teachers and the graduates express their mutual difference of opinion on this issue.

The teachers and the graduates of the Teachers' Training College, Dacca, were asked to comment on the statement, "selection procedures are defective because these are based mainly on academic qualifications." The data on this are shown in Table 33.

An analysis of the data indicates that while 74 per cent of the teachers either disagreed or strongly disagreed with the statement, only 47 per cent of the graduates did the same. A comparison between the weighted

TABLE 38
OPINION OF THE RESPONDENTS REGARDING THE POSSIBLE DEFECTIVE
SELECTION PROCEDURES DUE TO OVEREMPHASIS
ON ACADEMIC QUALIFICATION

Category of respondents	Type of response				Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Population I	f : 0	3	1	7	4	
%	0	20	7	47	27	10.00*
Population II	f : 18	60	18	64	20	
%	10	33	10	36	11	62.89*

* Significant at the .05 level

averages for the two populations also shows that they differed in opinion. The weighted average for Population I was "negative" (2.20) and that for Population II was "neutral" (2.96).

The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item are not different from what might be expected if the responses were made by chance. The observed chi-square for Population I was found to be 10.00 and significant and that for Population II was found to be 62.89 and also significant, and the hypothesis was rejected.

A comparison between the two populations was made by using the chi-square for testing the hypothesis that the responses of the two populations to this item of the questionnaire are independent of one another. The chi-square was found to be 7.46 and nonsignificant hence the hypothesis was retained.

The results lead to the following inferences:

- (1) The responding teachers appear to have rejected the statement that the selection procedures are defective because these are based mainly on academic qualifications.
- (2) A very few of the responding graduates tend to express either strong agreement or strong disagreement

with the statement; on the whole, they are neutral on the issue. (3) Although the two responding populations slightly vary in their opinion, it appears that there is no essential difference of opinion between the two.

The teachers and the graduates were asked to react to the statement, "Selection procedures for the admission of students, should be based not only on academic achievement but also on aptitude, interest and ability of the students." The data on this are presented in Table 39.

The table shows that on overwhelming majority (93 per cent) of the teachers and (94 per cent) of the graduates reported in favour of the statement. A comparison between the weighted averages of the responses also shows that the two populations were one in opinion. The weighted average for Population I was positive (4.27) and that for Population II was also positive (4.47).

The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this statement are not different from what might be expected if the responses were made by chance. In both the cases the observed chi-squares were found to be significant (20.64 and 235.39) respectively and the hypothesis was, therefore, rejected.

TABLE 39
 OPINION OF RESPONDENTS REGARDING POSSIBLE EMPHASIS ON APTITUDE, INTEREST
 AND ABILITY OF STUDENTS ALONG WITH THEIR ACADEMIC ACHIEVEMENT
 AT THE TIME OF THEIR ADMISSION

Category of respondents	Type of response				Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Population I	f : 5	9	1	0	0	
	% : 33	60	7	0	0	4.27
						20.67*
Population II	f : 102	67	5	6	0	
	% : 57	37	3	3	0	4.47
						235.39*

* Significant at the .05 level

The chi-square test was used to test the significance of the hypothesis that the responses of the two populations to this item are independent of one another. The chi-square was found to be 4.17 and nonsignificant. So the hypothesis was retained.

The following inferences are the yields of the results obtained: (1) Almost all the teachers and the graduates appear to agree with the statement that the selection procedures for admission of students should be based not only on their academic qualifications but also on aptitude, interest and ability of the students. (2) There is no essential difference of opinion between the two populations.

The teachers and the graduates of the Teachers' Training College, Dacca, were asked to react to the statement, "In selecting students preference should be given to science graduates." Responses to this item have been summarized in Table 40.

The results given in the table indicate that while a large majority (67 per cent) of the teachers of the Teachers' Training College, Dacca, either strongly agreed or agreed with the statement, only a small minority (22 per cent) of the graduates did so. It may also be seen that while for Population I percentage

TABLE 40
OPINION OF RESPONDENTS ON GIVING PREFERENCE TO SCIENCE GRADUATES
IN SELECTING STUDENTS FOR ADMISSION

Category of respondents	Type of response					Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		
Population I	f : 9	1	1	4	0	4.00	13.00*
% :	60	7	7	27	0		
Population II	f : 10	23	23	65	53	2.32	56.22*
% :	6	16	13	36	29		

* Significant at the .05 level

distribution decreases in general from strongly agree to strongly disagree, the trend reverses itself for Population II. A comparison between the weighted averages of the responses computed for the two populations also shows that they differed in their opinions; while the weighted average for Population I was "positive" (4.00), that for Population II was "negative" (2.32).

The information furnished in the table was used for computation of contingency chi-square in order to test the hypothesis that the responses of the two populations to this statement are independent of one another. The chi-square was found to be 63.87 and significant. Hence, the hypothesis was rejected. This test findings corroborate with the findings given above.

The chi-square test was applied to test the significance of the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are not different from what might be expected if the responses were made by chance. In both the cases the observed chi-squares were found to be significant (18.00 and 56.22 respectively).

An analysis of the results lead to the following inferences: (1) The teachers of the Teachers' Training College, Dacca, strongly favour the idea that in selecting

students for the teacher education programme of the college, preference should be given to science graduates but the graduates do not favour this. (2) The extent of disagreement between the two populations in respect of giving preference to science graduates for the programme appears to be wide.

The reactions of the teachers and the graduates of the training college to the statements, "The existing curriculum of the teacher education programme of the Teachers' Training College, Dacca, needs to be revised immediately," are furnished in Table 41.

The table shows that 67 per cent of the teachers either disagreed or strongly disagreed with the statement whereas only 13 per cent of the graduates did so. A comparison of weighted averages for the two populations also shows that they differed in their opinions. The weighted average for Population I was found to be "neutral" (2.60) and that for Population II was "positive" (3.73). The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this statement are not different from what might be expected if the responses were made by chance. In both the cases the resulting chi-squares were found to be significant (15.33

TABLE 41
OPINION OF RESPONDENTS REGARDING THE NEED OF IMMEDIATE REVISION OF
THE CURRICULUM OF THE TEACHERS' TRAINING COLLEGE, DACCA

Category of respondents	Type of response					Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		
Population I	f : 2	1	2	9	1	2.60	15.33*
	% : 13	7	13	60	7		
Population II	f : 43	82	32	13	5	3.78	96.28*
	% : 24	46	18	10	3		

* Significant at the .05 level

and 96.23 respectively). Therefore, the hypothesis was rejected.

A comparison between the two populations was made by testing the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are independent of one another. The resulting chi-square was found to be 31.58 and significant. Hence, the hypothesis was rejected.

An analysis of the results lead to the following inferences: (1) The teachers tend to be mostly moderate in their opinion on the issue in the sense that a very few of them either strongly agree or strongly disagree with the statement. (2) A large majority of the graduates tend to agree with the statement. (3) The difference between the two populations appears to be wide.

The teachers and the graduates of the training college were asked to state their opinions regarding the revision of teacher education programme every 5 or 6 years. The data on this are presented in Table 42.

An analysis of the data indicates that a marginal majority of the teachers (60 per cent) and a large majority of the graduates (86 per cent) either agreed or strongly agreed with the statement. A comparison between

TABLE 42
OPINION OF RESPONDENTS REGARDING REVISION OF TEACHER EDUCATION
CURRICULUM EVERY FIVE OR SIX YEARS

Category of respondents	Type of response				Weighted average	Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree	
Popula- tion I	f : 2	7	1	3	2	
	% : 13	47	7	20	13	7.33
Popula- tion II	f : 48	106	13	8	5	
	% : 27	59	7	4	3	203.23*

* Significant at the .05 level

teacher education programme should be reviewed every five or six years, yet it is a chance distribution. (2) A large majority of the graduates tend to agree with the statement. (3) Although the two responding populations slightly differ in their opinions it appears that there is no essential difference of opinion between them.

The teachers and the graduates of the training college were asked to respond to the statement, "The courses taught in the Teachers' Training College, Dacca, are too extensive and tough to be covered during the time available." Responses to this item are presented in Table 43.

An analysis of the data shows that 66 per cent of the teachers reported in favour of the statement. The corresponding weighted average of their responses was found to be 3.53 which when evaluated appeared to be "positive." The relevant chi-square test was used to test the significance of the hypothesis that their responses to this item are not different from what might be expected if the responses were made by chance. The observed chi-square was found to be 13.33 and significant. And, therefore, the hypothesis was rejected.

On the other hand, 75 per cent of the graduates either agreed or strongly agreed with the statement. The

TABLE 43
OPINION OF RESPONDENTS REGARDING THE NATURE OF COURSES TAUGHT
IN THE TEACHERS' TRAINING COLLEGE, DACCA

Category of respondents	Type of response					Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		
Population I	f : 2	8	1	4	0	3.53	13.33*
	% : 13	53	7	27	0		
Population II	f : 53	81	11	20	14	3.76	102.19*
	% : 30	45	6	11	8		

* Significant at the .05 level

weighted average of their responses was found to be 3.76 and "positive." The relevant chi-square was found to be 102.19 and significant. Hence, the hypothesis that the responses of Population II to this item are not different from what might be expected if the responses were made by chance was rejected.

To make a comparison between the two populations, chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are independent of one another. The resulting chi-square was found to be 4.30 and nonsignificant. Therefore, the hypothesis was retained.

An analysis of the results lead to the following inferences: (1) A large majority of the teachers and the graduates appear to have approved the statement that the courses taught in the Teachers' Training College, Dacca, are too extensive and tough to be covered during the specified time. (2) It appears that there is no essential difference of opinion between the two populations on this issue.

The teachers and the graduates of the Teachers' Training College, Dacca, were asked to react to the statement, "The duration of teacher education programme

of the Teachers' Training College, Dacca, should be increased so that students can complete their courses and learn the methods and techniques of teaching thoroughly." The data on this are furnished in Table 44.

The table indicates that an overwhelming majority (93 per cent) of the teachers and (80 per cent) of the graduates of the Teachers' Training College, Dacca, either agreed or strongly agreed with the statement. The corresponding weighted averages for Population I and Population II were found to be 4.20 and 3.97 respectively and both were "positive."

The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item are not different from what might be expected if the responses were made by chance.

The observed chi-squares for Population I and Population II were found to be 20.67 and 128.06 respectively and significant. Therefore, the hypothesis was rejected.

The chi-square test was also used to test the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are independent of one another. The observed chi-square was

TABLE 44
OPINION OF RESPONDENTS ON EXTENSION OF THE DURATION OF TEACHER
EDUCATION PROGRAMME FOR BETTER RESULT

Category of respondents	Type of response				Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree		
Population I	f : 5	9	0	1	0	
	% : 33	60	0	7	0	
					4.20	20.67*
Population II	f : 67	78	6	20	9	
	% : 37	43	3	11	5	
					3.97	128.06*

* Significant at the .05 level

found to be 2.42 and nonsignificant. Therefore, the hypothesis was retained.

An analysis of the results furnishes the following inferences: (1) Almost all the teachers and a large majority of the graduates appear to recommend the statement that the duration of teacher education programme of the Teachers' Training College, Dacca, should be increased so that the students can complete their courses and learn the methods and techniques of teaching thoroughly. (2) No vital difference of opinion is found between the two populations.

The teachers and the graduates of the Teachers' Training College, Dacca, were asked to state their opinion regarding the statement, "The Teachers' Training College, Dacca, should also prepare teachers for agriculture, commerce, and industrial arts." The responses to this item of the questionnaire are shown in Table 45.

A review of the data indicates that 93 per cent of the teachers and 90 per cent of the graduates either agreed or strongly agreed with the statement. A comparison between the weighted averages of the responses computed for the two populations also shows that they were one in opinion. The weighted average for Population I was "positive" (4.33) and that for Population II was also "positive" (4.39).

TABLE 45
OPINION OF RESPONDENTS REGARDING THE NEED OF PREPARATION OF TEACHERS FOR
AGRICULTURE, COMMERCE AND INDUSTRIAL ARTS

Category of respondents	Type of response					Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		
Population I	f : 7	7	0	1	0	4.33	18.00*
	% : 47	46	0	7	0		
Population II	f : 107	56	5	5	7	4.39	227.89*
	% : 59	31	3	3	4		

* Significant at the .05 level

The chi-square test was also used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item of this questionnaire are not different from what might be expected if the responses were made by chance. The resulting chi-square for Population I and Population II were found to be 18.00 and 227.89 respectively, and significant. Therefore, the hypothesis was rejected.

The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item are independent of one another. The resulting chi-square was found to be 3.69 and nonsignificant. Hence, the hypothesis was retained.

An examination of the results lead to the following inferences: (1) An overwhelming majority of the teachers and the graduates tend to agree with the statement that the Teachers' Training College, Dacca, should also prepare teachers for agriculture, commerce, and industrial arts. (2) It appears that there is no appreciable difference of opinion between the two responding populations.

The teachers and the graduates of the Teachers' Training College, Dacca, were asked to react to the

statement, "The three months' duration of practice-teaching should be increased to ensure teaching efficiency." The data on this are summarized in Table 46.

The table shows that a large majority (60 per cent) of the teachers and the graduates (65 per cent) opined in favour of increasing the duration of practice-teaching. A comparison between the two weighted averages also shows that both the populations responded alike. The weighted average for Population I was found to be "neutral (3.47)". The weighted average for Population II was found to be "positive" (3.50). The chi-square test was used to test the significance of the hypothesis that the responses of the two populations to this item are not different from what might be expected if the responses were made by chance. The calculated chi-square for Population I was found to be 4.67 and nonsignificant. So the hypothesis was retained. The relevant chi-square for Population II was found to be 56.50 and significant. Therefore, the hypothesis was rejected.

A comparison between the two populations was made by testing the hypothesis that the responses of Population I and those of Population II to this item are independent of one another. This was done by using the chi-square test. The calculated chi-square was found

TABLE 46
OPINION OF RESPONDENTS REGARDING EXTENSION OF THE DURATION OF
PRACTICE TEACHING FOR ENSURING TEACHING EFFICIENCY

Category of respondents :	Type of response				Weighted : Chi- : average : square :
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Population I	f : 3	6	2	3	1
% :	20	40	13	20	7
					3.47
					4.67
Population II	f : 48	63	11	32	21
% :	27	33	6	18	12
					3.50
					56.50*

* Significant at the .05 level

to be 1.84 which was smaller than the tabled chi-square value, hence the chi-square was nonsignificant and, therefore, the hypothesis was retained.

The following inferences may, therefore, be drawn: (1) Although a majority of the teachers appear to be predominantly moderate in their responses yet the relevant chi-square indicates that among the responses of the sub-groups, the difference is not so sharp and this is merely a chance distribution. (2) A majority of the graduates tend to agree with the statement. (3) It appears that there is no essential difference between the two responding populations in respect of their opinions.

Information concerning the reactions of the teachers and the graduates of the training college to the statement, "Lesson plans of the student teachers should be examined more carefully by the supervisors," are furnished in Table 47.

The table shows that an overwhelming majority (80 per cent) of the teachers and the 89 per cent of the graduates reported in favour of the statement. The weighted averages for Population I and Population II were found to be 3.93 and 4.29 respectively and both were "positive."

TABLE 47
OPINION OF RESPONDENTS REGARDING THE EFFECTIVENESS OF SUPERVISOR'S
SCRUTINY OF THE LESSON PLANS SUBMITTED
BY THE STUDENT TEACHERS

Category of: respondents	Type of response				Weighted average	Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree	
Popula- tion I	f : 5	7	0	3	0	
	% : 33	47	0	20	0	3.93
Popula- tion II	f : 36	74	9	8	3	
	% : 48	41	5	4	2	4.29
						12.67*
						181.83*

* Significant at the .05 level

The chi-square test was applied to test the significance of the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are not different from what might be expected if the responses were made by chance. In both the cases the resulting chi-squares were found to be 12.67 and 181.83 respectively and significant. Therefore, the hypothesis was rejected.

The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item are independent of one another. The resulting chi-square was found to be 8.59 and nonsignificant. The hypothesis was, therefore, retained.

An analysis of the results lead to the following inferences: (1) A great majority of the teachers and the graduates tend to agree with the statement that lesson plans of the student teachers should be examined more carefully by the supervisors. (2) On the whole, it appears that there is no vital differences of opinion between the two populations.

The teachers and the graduates were asked to respond to the statement, "The supervisors should observe .

class teaching of the student teachers more frequently than they do now." The data on this are given in Table 48.

A review of the data indicates that 80 per cent of the teachers and 87 per cent of the graduates either agreed or strongly agreed with the statement. Percentage distribution of the two populations were similar. The weighted averages for Population I and Population II were found to be 3.93 and 4.14 respectively and both were "positive."

The chi-square was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item are not different from what might be expected if the responses were made by chance. In both the cases the calculated chi-squares were found to be 13.33 and 181.94 respectively and both were significant. Hence, the hypothesis was rejected in each case.

A comparison between the two populations was made by using the chi-square for testing the hypothesis that the responses of the two populations are independent of one another. The calculated chi-square was found to be 1.56 and nonsignificant. Therefore, the hypothesis was retained.

On the basis of the findings, the following inferences may, therefore, be made: (1) The responding

TABLE 48
OPINION OF RESPONDENTS ON THE NECESSITY OF SUPERVISOR'S MORE FREQUENT
OBSERVATION OF CLASS TEACHING OF THE STUDENT TEACHERS

Category of: respondents	Type of response					Weighted Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree	
Popula- tion I	f : 4	8	1	2	0	13.33*
	% : 27	53	7	13	0	3.93
Popula- tion II	f : 63	94	10	11	2	181.94*
	% : 35	52	6	6	1	4.14

* Significant at the .05 level

teachers and the graduates appear to approve the statement that the supervisors should observe the class teaching of the student teachers more frequently than they do now. (2) A uniformity of opinion is found between the two populations.

The teachers and the graduates were asked to react to the statement, "Curriculum should be flexible so that necessary modifications are possible when required." Responses to this statement are presented in Table 49.

The table reveals that an overwhelming majority (93 per cent) of the teachers and the graduates (97 per cent) opined in favour of the statement. A comparison between the weighted averages of the responses computed for the two populations also shows that they were like-minded in their opinions. The weighted averages for Population I and Population II were "positive" (4.20 and 4.42 respectively).

The chi-square was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are not different from what might be expected if the responses were made by chance. The resulting chi-squares for Population I and Population II were significant (20.67

TABLE 49
OPINION OF RESPONDENTS REGARDING RETENTION OF FLEXIBILITY OF CURRICULUM

Category of: respondents	Type of response				Weighted average	Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree	
Popula- tion I	f : 5	9	0	1	0	
	% : 33	60	0	7	0	4.20
						20.67*
Popula- tion II	f : 83	92	3	2	0	
	% : 46	51	2	1	0	4.42
						246.83*

* Significant at the .05 level

and 246.83 respectively). So the hypothesis was rejected.

The chi-square was applied to test the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are independent of one another. The resulting chi-square was found to be 3.75 and nonsignificant. Therefore, the hypothesis was retained.

The results lead to the following inferences: (1) Almost all the teachers and the graduates tend to agree with the statement that curriculum should be flexible so that necessary modifications are possible when required. (2) It appears that there is no significant difference of opinion between the two populations.

The reactions of the teachers and the graduates of the Teachers' Training College, Dacca, to the statement, "More emphasis should be given on co-curricular activities in the Teachers' Training College, Dacca," are summarized in Table 50.

Although a marginal majority (53 per cent) of the teachers either agreed or strongly agreed with the statement, the weighted average of their responses was found to be 3.13 which when evaluated appeared to be "neutral." The chi-square test was used to test the

TABLE 50

OPINION OF RESPONDENTS REGARDING THE POSSIBLE NEED OF ADDITIONAL
EMPHASIS TO BE GIVEN ON CO-CURRICULAR ACTIVITIES

Category of respondents	Type of response					Weighted average	Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree		
Popula- tion I	f	2	6	0	6	1	
	%	13	40	0	40	7	3.13
Popula- tion II	f	29	80	24	38	9	10.67*
	%	16	44	13	21	5	79.50*

* Significant at the .05 level

hypothesis that the responses of these respondents to this item of the questionnaire are not different from what might be expected if the responses were made by chance. The resulting chi-square was found to be 10.67 and significant. Therefore, the hypothesis was rejected.

Although a majority (60 per cent) of the graduates either agreed or strongly agreed with the statement, yet the weighted average of their responses was found to be neutral (3.46) mainly because a large majority of the respondents (78 per cent) were moderate in their responses. The resulting chi-square was found to be 79.50 and significant. Hence, the hypothesis that their responses to this item of the questionnaire are not different from what might be expected if the responses were made by chance was rejected.

A comparison between the two populations was made by testing the hypothesis that their responses to this item are independent of one another. This was done by using the chi-square test. The resulting chi-square was found to be 4.40 and nonsignificant. Therefore, the hypothesis was retained.

The results lead to the following inferences: (1) The responding teachers and the graduates tend to be predominantly moderate in their responses mainly because

a few of them either strongly agree or strongly disagree with the statement. (2) On the average, it appears that there is no essential difference of opinion between the two populations.

The teachers and the graduates of the training college were asked to respond to the statement, "Improved facilities, such as, well-equipped library, science laboratory, guidance centre, craftsroom, common-room, should be provided for the students in the Teachers' Training College, Dacca." The data on this are given in Table 51.

An analysis of the data indicates that a great majority (87 per cent) of the teachers and almost all the graduates (97 per cent) either agreed or strongly agreed with the statement. A comparison between the weighted averages of the responses computed for two populations also shows an agreement of opinion between the two populations. The weighted averages for Population I and Population II were found to be 4.33 and 4.64 respectively and both are "positive."

The chi-square was used to test the significance of the hypothesis that the responses of the two populations to this item are not different from what might be expected if the responses were made by chance. The

TABLE 51
 OPINION OF RESPONDENTS REGARDING THE NECESSITY OF ADDITIONAL IMPROVED
 FACILITIES FOR THE STUDENTS OF THE TEACHERS'
 TRAINING COLLEGE, DACCA

Category of: respondents	Type of response					Weighted Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree	
Popula- tion I	f : 9	4	0	2	0	
	% : 60	27	0	13	0	4.33
						12.67*
Popula- tion II	f : 127	47	3	1	2	
	% : 71	26	2	.55	1	4.64
						339.78*

* Significant at the .05 level

resulting chi-squares for Population I and Population II were found to be 18.67 and 329.78 respectively and significant. Hence, the hypothesis was rejected.

The chi-square test was also used to test the significance of the hypothesis that the responses of the two populations to this item are independent of one another. The resulting chi-square was found to be 15.39 and significant. Therefore, the hypothesis was rejected.

The results lead to the following inferences: (1) A large majority of the responding teachers tend to agree with the statement that improved facilities such as well-equipped library, science laboratory, guidance centre, craftsroom, common-room, should be provided for the students in the Teachers' Training College, Dacca. (2) Almost all the graduates tend to agree with the statement. (3) It seems that the graduates felt a greater need for improvement of the physical facilities and equipment than the responding teachers.

Information concerning the reactions of the teachers and the graduates of the training college to the statement, "Most of the textbooks are outdated and do not meet the needs of the students," are presented in Table 52.

A majority (67 per cent) of the teachers either agreed or strongly agreed with the statement. The weighted

TABLE 52
OPINION OF RESPONDENTS ON THE REPLACEMENT OF THE OUTDATED TEXTBOOKS
TO MEET THE NEEDS OF THE STUDENTS

Category of: respondents	Type of response				Weighted average	Chi- square
	Strongly agree	Agree	Undecided	Dis- agree	Strongly disagree	
Popula- tion I	f : 4	6	1	2	2	
	% : 27	40	7	13	13	5.33
Popula- tion II	f : 69	77	11	19	3	
	% : 38	43	6	11	2	132.58*

* Significant at the .05 level

average of their responses was found to be 3.53 and "positive." The relevant chi-square was found to be 5.33 and nonsignificant. Therefore, the hypothesis that the responses of these respondents to this item of the questionnaire are not different from what might be expected if the responses were made by chance was retained.

On the other hand, 81 per cent of the graduates opined in favour of the statement. The corresponding weighted average of their responses was found to be 4.06 and "positive." The relevant chi-square was significant (132.58). Hence, the hypothesis that the responses of Population II to this item are not different from what might be expected if the responses were made by chance, was rejected.

With a view to comparing the two populations, the chi-square was used to test the hypothesis that the responses of the two populations to this item are independent of one another. The resulting chi-square was found to be 8.41 and nonsignificant. Therefore, the hypothesis was retained.

The following inferences may, therefore, be drawn: (1) Although the responding teachers tend to agree with the statement which is also indicated by the positive weighted average yet the nature of the distribution of

the responses as well as the test of the relevant hypothesis shows that they are evenly distributed among the subgroups on this issue. (2) The responding graduates appear to agree with the statement. (3) Although the two responding populations differ slightly in their opinions, it appears that there is no vital difference of opinion between them.

The teachers and the graduates of the training college were asked to react to the statement, "Most of the textbooks do not reflect the culture and traditions of Bangladesh." The data are furnished in Table 53.

Sixty per cent of the teachers either agreed or strongly agreed with the statement. The corresponding weighted average also shows that the responses were "positive" (3.53). The chi-square was used to test the hypothesis that their responses to this item are not different from what might be expected if the responses were made by chance. The resulting chi-square was found to be 2.67 and nonsignificant. Therefore, the hypothesis was retained.

An overwhelming majority (86 per cent) of the graduates either agreed or strongly agreed with the statement. The corresponding weighted average also indicated that their responses were "positive" (4.21).

TABLE 53

OPINION OF RESPONDENTS REGARDING THE POSSIBLE FAILURE OF THE TEXT-BOOKS TO REFLECT CULTURE AND TRADITIONS OF BANGLADESH

Category of respondents	Type of response					Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		
Population I	f : 5	4	2	2	2	3.53	2.67
	% : 33	27	13	13	13		
Population II	f : 79	75	10	14	1	4.21	159.86**
	% : 44	42	6	8	.55		

* Significant at the .05 level

The chi-square test was used to test the hypothesis that their responses to this item of the questionnaire are not different from what might be expected if the responses were made by chance. The resulting chi-square was found to be 159.86 and significant. And the hypothesis was rejected.

A comparison between the two populations was made for testing the hypothesis that their responses to this item are independent of one another. This was done by using the chi-square test. The resulting chi-square was found to be 17.79 and significant. Therefore, the hypothesis was rejected.

The results lead to the following inferences:

(1) Although a marginal majority of the teachers tend to agree with the statement, the corresponding weighted average indicates that this is merely a chance distribution. (2) An overwhelming majority of the graduates tend to agree with the statement. (3) Though the two responding populations apparently seem to be likeminded yet there is a large amount of disagreement between the two populations on this issue.

The teachers and the graduates of the training college were asked to give their opinion about the statement, "Books prescribed in the Teachers' Training

College, Dacca, are mostly written by foreign authors and these books reflect foreign culture and foreign problems." The data on this are summarized in Table 54.

A large majority (85 per cent) of the teachers and almost all the graduates (92 per cent) reported in favour of the statement. A comparison between the weighted averages for the two populations also shows that they were one in opinion. The weighted averages for Population I and Population II were found to be 3.93 and 4.37 respectively and both were "positive." The chi-square was used to test the significance of the hypothesis that their responses to this item of the questionnaire are not different from what might be expected if the responses were made by chance. The resulting chi-squares for Population I and Population II were found to be 18.33 and 205.72 respectively and significant. Therefore, the hypothesis was rejected.

The chi-square was also used to test the significance of the hypothesis that their responses to this item are independent of one another. The resulting chi-square was found to be 5.99 and nonsignificant and, therefore, the hypothesis was retained.

The findings of the results lead to the following inferences: (1) A great majority of the teachers and

almost all the graduates appear to agree with the statement that the books prescribed in the Teachers' Training College, Dacca, are mostly written by foreign authors and these books reflect foreign culture and foreign problems. On the whole, it appears that there is no essential difference of opinion between them.

The teachers and the graduates were asked to respond to the statement, "Teachers from the Teachers' Training Colleges should be commissioned to write textbooks in national language." Responses to this statement are presented in Table 55.

Eighty-six per cent of the teachers and 91 per cent of the graduates of the training college either agreed or strongly agreed with the statement. A comparison between the weighted averages for the two populations showed an agreement of opinion between them. The weighted averages for Population I and Population II were "positive" (4.07 and 4.32 respectively).

The chi-square test was used to test the hypothesis that the responses of Population I and Population II to this item are not different from what might be expected if the responses were made by chance. The observed chi-squares for Population I and Population II were found

TABLE 55
OPINION OF THE RESPONDENTS CONCERNING COMMISSIONING OF TEACHERS
FOR WRITING TEXTBOOKS IN NATIONAL LANGUAGE

Category of respondents	Type of response				Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Population I	f : 4	8	1	1	0	
	% : 29	57	7	7	0	4.07
						14.33*
Population II	f : 85	79	5	11	0	
	% : 47	44	3	6	0	4.32
						198.11**

* Significant at the .05 level

to be 14.33 and 198.11 respectively and significant. Hence, the hypothesis was rejected.

A comparison between the two populations was made by using the chi-square to test the hypothesis that their responses to this item are independent of one another. The resulting chi-square was found to be 2.35 and nonsignificant. Therefore, the hypothesis was retained.

An analysis of the results lead to the following inferences: (1) The teachers and the graduates tend to agree with the statement that the teachers from the Teachers' Training Colleges should be commissioned to write textbooks in national language. (2) It appears that there is no appreciable difference between the two responding populations in respect of their opinion.

The reactions of the teachers and the graduates of the Teachers' Training College, Dacca, to the statement, "The current methods of teaching of the teacher education programme of the Teachers' Training College, Dacca, should be supplemented by other methods, such as discussion, demonstration, and problem-solving," are shown in Table 56.

Eighty per cent of the teachers and the 91 per cent of the graduates opined in favour of the statement.

TABLE 56
OPINION OF RESPONDENTS ON SUPPLEMENTING CURRENT METHODS
OF TEACHING BY OTHER METHODS

Category of respondents	Type of response				Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Population I	f	3	9	1	1	
	%	20	60	7	7	3.80
						16.00*
Population II	f	69	95	10	4	
	%	33	53	6	2	4.25
						206.28*

* Significant at the .05 level

The weighted averages for Population I and Population II were found to be "positive" (3.80 and 4.25 respectively). The chi-square test was used to test the significance of the hypothesis that the responses of Population I and Population II to this item of the questionnaire are not different from what might be expected if the responses were made by chance. The resulting chi-squares for Population I and Population II were found to be 16.00 and 206.28 respectively and significant. And, therefore, the hypothesis was rejected.

The chi-square test was applied to test the hypothesis that the responses of Population I and those of Population II to this item are independent of one another. The resulting chi-square was found to be 5.30 and nonsignificant. Therefore, the hypothesis was retained.

The results lead to the following inferences: (1) A great majority of the teachers and almost all the graduates tend to agree with the statement that the current methods of teaching of the teacher education programme of the Teachers' Training College, Dacca, should be supplemented by other methods such as discussion, demonstration, problem-solving. (2) It appears, that there is no essential difference of opinion between the two populations.

The teachers and the graduates of the Teachers' Training College, Dacca, were asked to react to the statement, "The current system of evaluation of students' progress should be radically changed." Responses to this statement are presented in Table 57.

A review of the data showed that although 43 per cent of the teachers disagreed with the statement, 93 per cent of the respondents were moderate in their responses. The weighted average was found to be 3.00 and "neutral." The chi-square test was used to test the significance of the hypothesis that the responses of Population I to this item are not different from what might be expected if the responses were made by chance. The resulting chi-square was found to be 7.67 and non-significant and, therefore, the hypothesis was retained.

On the other hand, 67 per cent of the graduates either agreed or strongly agreed with the statement. The weighted average was found to be 3.76 and positive. The chi-square test was applied to test the hypothesis that the responses of Population II to this item are not different from what might be expected if the responses were made by chance. The resulting chi-square was found to be 90.78 and significant. Hence, the hypothesis was rejected.

TABLE 57
OPINION OF RESPONDENTS REGARDING CHANGE OF THE CURRENT
EVALUATION SYSTEM

Category of respondents	Type of response				Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Population I	f	1	4	3	6	0
	%	7	29	21	43	0
						3.00
						7.67
Population II	f	41	79	39	17	4
	%	23	44	22	9	2
						3.76
						90.78*

* Significant at the .05 level

The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item are independent of one another. The resulting chi-square was found to be 5.46 and nonsignificant. Therefore, the hypothesis was retained.

On the basis of the findings, the following inferences may be made: (1) Although a predominant majority of the teachers are moderate in their responses which are also indicated by the corresponding weighted average but the relevant chi-square test shows that this is a chance distribution. (2) A large majority of the graduates tend to agree with the statement. (3) Though the two populations differ slightly in their opinion, it appears that there is no appreciable difference between them.

The teachers and the graduates were asked to react to the statement, "More stipends and scholarships should be provided for the trainees of the Teachers' Training College, Dacca." Responses to this item are shown in Table 58.

A predominant majority (73 per cent) of the teachers and the graduates (88 per cent) of the training college either agreed or strongly agreed with the

TABLE 58
OPINION OF RESPONDENTS ON THE NEED OF MORE STIPENDS AND
SCHOLARSHIPS FOR THE TRAINEES

Category of respondents	Type of response				Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	
Population I	f : 6	5	4	0	0	
% : 40	33	27	0	0		4.13
						10.67*
Population II	f : 97	62	14	6	1	
% : 54	34	8	3	1		4.38
						19.44*

* Significant at the .05 level

statement. The corresponding weighted averages for Population I and Population II were found to be 4.13 and 4.38 respectively and both were "positive." The chi-square test was used to test the significance of the hypothesis that the responses of Population I and those of Population II to this item are not different from what might be expected if the responses were made by chance. The resulting chi-squares for Population I and Population II were found to be 10.67 and 19.44 respectively and both were significant. And, therefore, the hypothesis was rejected.

A comparison between the two populations was made by using the chi-square for testing the hypothesis that the responses of Population I and those of Population II to this item are independent of one another. The resulting chi-square was found to be 7.37 and non-significant. Therefore, the hypothesis was retained.

A review of the data reveals the following inferences: (1) A large majority of the teachers and the graduates tend to agree with the statement that more stipends and scholarships should be provided for the trainees of Teachers' Training College, Dacca. (3) It appears that there is no essential difference of opinion between the two responding populations.

The teachers and the graduates were asked to respond to the statement, "There should be a closer and meaningful contact between the teachers and the students in the Teachers' Training College, Dacca." The data on this are furnished in Table 59.

An overwhelming majority (80 per cent) of the teachers and almost all the graduates (93 per cent) reported in favour of the statement. The corresponding weighted averages for Population I and Population II were found to be "positive" (14.13 and 4.49 respectively). The corresponding chi-squares for Population I and Population II were found to be 10.67 and 246.22 respectively and significant. And the hypothesis that the responses of Population I and those of Population II to this item are not different from what might be expected if the responses were made by chance, was rejected.

A comparison between the two populations was made by testing the hypothesis that their responses to the item are independent of one another. This was done by using the chi-square test. The resulting chi-square was found to be 6.11 and nonsignificant. Therefore, the hypothesis was retained.

The results lead to the following inferences: (1) The teachers and the graduates tend to agree with the

TABLE 59
OPINION OF RESPONDENTS REGARDING CLOSER AND MEANINGFUL RELATIONSHIP
BETWEEN THE TEACHERS AND THE STUDENTS AT THE TRAINING COLLEGE

Category of respondents	Type of response			Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Population I	f : 6	: 6	: 2	: 1	: 0
	% : 40	: 40	: 13	: 7	: 0
				4.13	10.67*
Population II	f : 107	: 62	: 5	: 5	: 1
	% : 59	: 34	: 3	: 3	: 1
				4.49	246.22*

* Significant at the .05 level

statement that there should be a closer and meaningful contact between the teachers and the students in the Teachers' Training College, Dacca. (2) It appears that there is no vital difference of opinion between the two responding populations.

The teachers and the graduates were asked to react to the statement, "Guidance and counselling should be a compulsory subject in the teacher education programme." The data on this are presented in Table 60.

An overwhelming majority (87 per cent) of the teachers and almost all the graduates (94 per cent) either agreed or strongly agreed with the statement. The corresponding weighted averages for Population I and Population II were found to be 4.20 and 4.39 respectively and both were "positive." The relevant chi-squares for Population I and Population II were found to be 14.00 and 217.67 respectively and both were significant. Hence, the hypothesis that the responses of Population I and those of Population II to this item of the questionnaire are not different from what might be expected if the responses were made by chance, was rejected.

A comparison between the two populations was made by testing the hypothesis that their responses to this item are independent of one another. The resulting

TABLE 60

OPINION OF RESPONDENTS CONCERNING THE NEED OF GUIDANCE AND COUNSELLING AS A
COMPULSORY SUBJECT IN THE TEACHER EDUCATION PROGRAMME

Category of respondents	Type of response			Weighted average	Chi-square
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Population I	f : 6	7	1	1	0
	% : 40	47	7	7	0
				4.20	14.00*
Population II	f : 86	82	4	6	0
	% : 48	46	2	3	0
				4.39	217.67*

* Significant at the .05 level

chi-square was found to be 1.66 and nonsignificant. Therefore, the hypothesis was retained.

A review of the results lead to the following inferences: (1) The teachers and the graduates appear to agree with the statement that guidance and counselling should be a compulsory subject in the teacher education programme. (2) No significant difference of opinion is found between the two populations.

The principal of the Teachers' Training College, Dacca, was asked to mention the current intake of his college; he stated that 260 was the current intake of his college. He was also asked to mention what should be the intake of his college but he did not answer this question.

The principal was asked to report the number of scholarships and stipends per annum. He reported 40 scholarships and 200 stipends.

He was further asked to mention the amount of money a trainee drew as a scholarship and as a stipend per month. He said that a trainee could draw Rs. 75.00 per month as a scholarship together with a lump sum of Rs. 250.00 or Rs. 75.00 as a stipend per month.

The principal was also asked whether he admitted any day scholars to his college, if so, then what was

their annual percentage. He gave an affirmative answer and reported that the annual percentage of day scholars was twenty-five.

A list of 24 school subjects was provided and the principal was asked which of the subjects had been included in the syllabus of the Teachers' Training College, Dacca. He reported the following subjects had been included in the syllabus of the college: (a) English, (b) Bengali, (c) Geography, (d) History, (e) Mathematics, (f) Urdu, (g) Arabic, (h) Arts and Crafts, (i) Religious education, (j) Hygiene, (k) Social studies, (l) Home Economics, (m) Music and (n) Health and Physical Education.

Answers to the three questions raised in connection with the statement of the problem on page 4 are given below.

1. It appears that procedures for selection of students in the teacher education programme in the Teachers' Training College, Dacca, are not adequate. Though the teachers of that college disagreed with the statement, "the existing procedures of selection of admission of students are not scientific enough to ensure the selection of suitable students," yet a predominant

majority of the trained graduates were moderate in their responses on this issue.

2. The curriculum of the Teachers' Training College, Dacca, does not appear as effective as it should be. It appears that the lesson plans of the student teachers are not carefully examined by the supervisors. Supervision of classroom teaching seems to be inadequate.

3. The curriculum of the Teachers' Training College, Dacca, appears to meet the requirements of the secondary schools of Bangladesh only partially. The diversification of courses introduced in the curriculum of secondary schools, have not yet been included in the curriculum of B.Ed. programme of the Teachers' Training College, Dacca.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to evaluate the teacher education programme of the Teachers' Training College, Dacca. It was a descriptive type of research. Two questionnaires were prepared for collecting information on various aspects of teacher education programme of the Teachers' Training College, Dacca. Two data-gathering instruments, a questionnaire for the principal and the teachers of the Teachers' Training College, Dacca, and another questionnaire for a sample of graduates of that college were used. Two populations were chosen for this study. Population I consisted of the principal and the teachers of the Teachers' Training College, Dacca, and Population II consisted of the graduates of that college during a period of fifteen years (1955-70) and who were working in different secondary schools of Dacca city. The sample sizes for Population I and Population II were sixteen and 130 respectively. The opinions of Population I and Population II were solicited on the basis of their practical experience in teacher education

programme and their direct association with the programme of the Teachers' Training College, Dacca. The researcher personally distributed and collected the questionnaires. The data were statistically analysed and interpreted. The chi-square tests were used to test the significance of the hypothesis concerning one aspect of the study. The data also indicated the areas where changes and modifications were needed.

On the basis of the responses of the teachers the following conclusions are made:

1. Some changes should be made in the curriculum of the teacher education programme of the Teachers' Training College, Dacca.
2. More emphasis was given on the admission test for selection of students of the Teachers' Training College, Dacca.
3. Hostel accommodation, stipends and scholarships were provided to the students.
4. Moderate facilities were provided to the students of different categories in the Teachers' Training College, Dacca.
5. The objectives of education were "to make the students acquainted with modern methods and techniques of teaching and to prepare

teachers for secondary school." The objectives of education should be "to make the students acquainted with modern methods and techniques of teaching," "to prepare teachers for secondary schools," "to develop a wholesome attitude towards the teaching profession" and "to make the students acquainted with theories of learning."

6. The existing selection procedures of the Teachers' Training College, Dacca were satisfactory.
7. The present duration of teacher education programme of the Teachers' Training College, Dacca, should be increased from ten months to one year.
8. The courses of study in the Teachers' Training College, Dacca were difficult.
9. The quality of teacher preparation in the college was good.
10. Generally, teachers were prepared in the areas of Humanities, Science and Home Economics.
11. Lecture method was the familiar method of teaching used by the teachers of the college.

12. The teachers preferred both internal and external type of examinations for the evaluation of trainees and they suggested dual use of both essay and objective type of questions to be used in the college examination of the trainees.
13. The objectives of examination conducted at the Teachers' Training College, Dacca were "to know how much a student has learned the subject matter of different courses," and "to assess a student's intellectual development and ability." The objectives of examination should be knowing a student's intellectual development and ability, knowing the extent to which a student has learned the subject matter of different courses, assessing a student's acquisition and integration of knowledge and a pupil's overall proficiency in all subjects.
14. Academic achievement, co-curricular activities, conduct and behaviour were emphasized in evaluating the students of the Teachers' Training College, Dacca.
15. The curriculum of the college was often evaluated every year.

16. Students participated in all sorts of co-curricular activities.

On the basis of the responses of the graduates of the Teachers' Training College, Dacca, the following conclusions are made:

17. The percentage of the graduates of the Teachers' Training College, Dacca from 1955 to 1962 who were working in various schools of Dacca city was less than 7. This percentage gradually increased till 1970.
18. Bengali should be introduced as a medium of instruction in the Teachers' Training College, Dacca.
19. A majority of the graduates enrolled at the training college were between twenty-one and thirty years of age.
20. An overwhelming majority of the graduates had teaching experience before enrolling at the training college.
21. The graduates enrolled at the Teachers' Training College, Dacca did average performance in previous examinations as they secured second division in both Matriculation and Intermediate examinations.

22. Most of the graduates' fathers were literate.
23. The three most preferred factors which influenced the graduates to enrol at the Teachers' Training College, Dacca were: (1) to acquire proficiency in the methods and techniques in teaching and to acquire professional competency, (2) interest in teaching profession and (3) to have placement as a teacher in a government school.
24. The graduates were satisfied with teacher education programme and with collection of books in the Teachers' Training College, Dacca.
25. The graduates rated the quality of teacher education programme and the instruction received at the college as good.
26. Assignment load at the college was regarded heavy.
27. The testing, grading and evaluation system of the college appeared to be somewhat worthwhile.
28. The graduates got some opportunity to use the methods and techniques in the classroom which they learned at the training college.
29. Practice-teaching was the graduates' major concern in the training college.

30. The graduates mentioned that they had to take both essay and objective tests during their training period. According to them essay tests were more difficult than objective tests but both are equally effective.
31. The graduates received some orientation in the training college when they first enrolled there.
32. The Teachers' Training College, Dacca, provided to some extent of guidance and counselling services for the students. The graduates participated in various co-curricular activities to some extent and they felt that the programme of the college developed their teaching competencies to some extent.
33. The personal relationship between the teachers and the students was "formal but friendly."

On the basis of the joint responses of the teachers and the graduates the following conclusions, have been drawn:

34. Although a marginal majority of the teachers of the Teachers' Training College, Dacca, disagreed with the statement that teacher

education programme of the college failed to attract talented people, yet the responding teachers appeared to have a heterogeneity of opinion on the issue. There were a large number among them who even agreed with the statement or were undecided. But while a marginal majority of the graduates agreed with the statement, they were on the whole moderate in their reaction to the situation.

35. The teachers and the graduates of the college were moderate in their responses to the statement that teacher education programme of the Teachers' Training College, Dacca was too theoretical and academic.

36. The teachers appeared to be heterogeneous in their opinion regarding the statement that the courses included in the college were not oriented to the syllabuses of the secondary education in Bangladesh even though a marginal majority of them disagreed with the statement. The graduates were moderate in their responses on the issue.

37. The teachers disagreed with the statement that the existing procedures of selection for

admission of students were not scientific enough to ensure the selection of suitable students. The graduates were moderate in their responses on the issue.

38. The teachers disagreed with the statement that the selection procedures were defective because these were based mainly on academic qualifications. But the graduates were moderate in their responses. Although the two populations appeared to differ slightly but actually there was no difference of opinion between them.
39. The teachers and the graduates agreed with the statement that selection procedures for admission of students should be based not only on academic qualifications but also on aptitude, interest and ability of the students.
40. The teachers agreed with the statement that in selecting students preference should be given to science graduates. But the graduates disagreed with the statement.
41. The teachers were predominantly moderate in their responses to the statement that the existing curriculum of the teacher education

programme of the Teachers' Training College, Dacca needed to be revised immediately. But the graduates agreed with the statement.

42. Although a predominant majority of the teachers were moderate in respect of their reactions on the issue that teacher education programme should be reviewed every five or six years yet the teachers appeared to have a heterogeneity of opinion on the issue. On the other hand, the graduates agreed with the statement.
43. The teachers and the graduates reported in favour of the statement that the courses taught in the Teachers' Training College, Dacca were too extensive and tough to be covered during the time available.
44. The teachers and the graduates agreed with the statement that the duration of teacher education programme of the college should be increased so that students can complete their courses and learn the methods and techniques of teaching thoroughly.
45. The teachers and the graduates approved the statement that the Teachers' Training College,

Dacca, should also prepare teachers for agriculture, commerce, and industrial arts.

46. Although a majority of the teachers appeared to be predominantly moderate in their responses to the statement that three months duration of practice-teaching should be increased to ensure teaching efficiency yet a large number among them who even agreed or disagreed with the statement. The graduates agreed with the statement.
47. The teachers and the graduates agreed with the statement that lesson plans of the student teachers should be examined more carefully by the supervisors.
48. The teachers and the graduates suggested that supervisors should observe the class teaching of the student teachers more frequently than they do now.
49. The teachers and the graduates recommended that curriculum should be flexible so that necessary modifications were possible when required.
50. The teachers and the graduates appeared to be predominantly moderate in their responses

mainly because a few of them either strongly agreed or strongly disagreed with the statement that more emphasis should be given on co-curricular activities in the Teachers' Training College, Dacca.

51. The teachers and the graduates proposed that improved facilities, such as well-equipped library, science laboratory, guidance centre, craftsroom, common-room should be provided for the students in the Teachers' Training College, Dacca.
52. Although a majority of the teachers agreed with the statement that most of the textbooks were out-dated and did not meet the needs of the students yet the teachers appeared to have a heterogeneity of opinion on the issue. The graduates agreed with the statement.
53. Although a marginal majority of the teachers agreed with the statement that most of the textbooks did not reflect the culture and traditions of Bangladesh, yet the teachers appeared to have a heterogeneity of opinion on the issue. The graduates agreed with the statement.

54. The teachers and the graduates approved the statement that the books prescribed in the Teachers' Training College, Dacca, were mostly written by foreign authors and these books reflected foreign culture and foreign problems.
55. The teachers and the graduates recommended that the teachers from the Teachers' Training Colleges should be commissioned to write textbooks in Bengali.
56. The teachers and the graduates suggested that the current methods of teaching should be supplemented by other methods such as discussion, demonstration and problem-solving.
57. Although a predominant majority of the teachers were moderate in their responses, yet there were a large number among them who even disagreed or agreed with the statement that the current system of evaluation of students' progress should be radically changed. The graduates, on the other hand, agreed with the statement.
58. The teachers and the graduates recommended that more stipends and scholarships should be

provided for the trainees of the Teachers' Training College, Dacca.

59. The teachers and the graduates agreed with the statement that there should be a closer and meaningful contact between the teachers and the graduates at the training college.
60. The teachers and the graduates agreed with the statement that guidance and counselling should be a compulsory subject in the training college.
61. The procedures for the selection of students in the teacher education programme of the Teachers' Training College, Dacca were not adequate.
62. The curriculum of the Teachers' Training College, Dacca, did not seem as effective as it should be in preparing teachers for secondary schools.
63. The curriculum of the Teachers' Training College, Dacca, met the requirements of the secondary schools of Bangladesh only partially. Because it did not prepare teachers for agriculture, commerce and industrial arts. And many school subjects had not yet been

included in the syllabus of the B.Ed. programme of the Teachers' Training College, Dacca.

On the basis of the findings and conclusions of the study, the following recommendations may, therefore, be made:

1. Emphasis should be given on "interest inventory" in selecting students in the Teachers' Training College, Dacca.
2. The duration of teacher education programme should be increased from ten months to one year.
3. The Teachers' Training College, Dacca, should prepare teachers for agriculture, commerce, and industrial arts.
4. Bengali should be introduced as a medium of instruction in the training colleges.
5. Adequate orientation programme should be provided for the students of the college.
6. Adequate guidance and counselling services should also be provided for the students.
7. Selection procedures for the admission of students should be based not only on academic achievement but also on aptitude, interest and ability of the students.

8. The duration of teacher education programme of the Teachers' Training College, Dacca, should be increased so that the students can complete their courses and learn the methods and techniques of teaching thoroughly.
9. The three months' duration of practice-teaching should be increased to ensure teaching efficiency.
10. Lesson plans of the student teachers should be examined more carefully by the supervisors.
11. The supervisors should observe the class-teaching of the student teachers more frequently than they do now.
12. Curriculum should be flexible so that necessary modifications are possible when required.
13. Improved facilities such as well-equipped library, science laboratory, guidance centre, craftsroom, common-room, should be provided for the students in the Teachers' Training College, Dacca.
14. New textbooks should be written keeping in view the culture and traditions of Bangladesh.
15. Teachers from the Teachers' Training Colleges should be commissioned to write textbooks in Bengali.

16. The current methods of teaching should be supplemented by other methods such as discussion, demonstration and problem-solving.
17. More stipends and scholarships should be provided for the trainees of the college.
18. Guidance and counselling should be a compulsory subject in the teacher education programme.
19. All school subjects should be included in the syllabus of the B.Ed. programme of the Teachers' Training College, Dacca.
20. New courses introduced in the secondary school curriculum need to be included in the curriculum of the teacher training colleges and at the same time the existing programme should be kept constantly up to date with the passage of time.

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INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF DAKA

Dear Sir/Madam,

Mrs. Lutfun Nissa is a doctoral student of the
Institute of Education and Research, University of Dacca.
She is conducting a research study on "An Evaluation of
the Teacher Education Program of the Teachers' Training
College, Dacca" as a requirement for the degree of Doctor
of Education. She has to collect data needed for this
study.

APPENDIX - A

**LETTER OF INTRODUCTION AND INSTRUCTIONS FOR
RECORDING RESPONSES TO THE QUESTIONNAIRE**

and assistance in this regard.

Sincerely yours,

Dr. M. A. Hossain

Dr. M. A. Hossain
Director,
Institute of Education and Research,
University of Dacca.

INSTITUTE OF EDUCATION AND RESEARCH
University of Dacca

Dear Sir/Madam,

Mrs. Lutfaun Nessa is a doctoral student of the Institute of Education and Research, University of Dacca. She is conducting a research study on "An Evaluation of the Teacher Education Programme of the Teachers' Training College, Dacca" as a requirement for the degree of Doctor of Education. She has to collect data needed for this study.

You are requested to provide all possible help and assistance in this regard.

Sincerely yours,

Sd/- Md. Selim

Dr. Md. Selim
Director,
Institute of Education and Research,
University of Dacca.

GENERAL INSTRUCTIONS FOR THE QUESTIONNAIRE

Attached herewith is a questionnaire which is meant for obtaining information concerning various aspects of teacher education programme of the Teachers' Training College, Dacca. You are requested not to mention your name anywhere in the questionnaire. This will be helpful for the outcome of the study.

INSTRUCTIONS FOR ANSWERING THE FIRST PART OF THE QUESTIONNAIRE

Please go through all items of the questionnaire carefully and answer by marking an 'X' in the blank provided against each choice. Directions for answering the items of the questionnaire may please be followed. If the question suggests you to 'Mark only one' you will put the 'X' mark in only one appropriate blank. If the question suggests you to 'Mark each that applies' in that case you can put more than one 'X' marks in the corresponding blanks.

INSTRUCTIONS FOR ANSWERING THE SECOND PART OF THE QUESTIONNAIRE

Please do not discuss the items of the questionnaire with anyone. Only your personal views are solicited.

Please try to answer all the items of the questionnaire.

Please do not make haste in answering the questionnaire. Think before answering any item.

Please express your frank opinion without any reservation. Your answers will be kept confidential.

Please read each item of the questionnaire attentively and then mark an 'X' legibly in anyone of the five spaces provided for the answer.

Example:

Strongly agree	:	Agree	:	Undecided	:	Disagree	:	Strongly disagree
	:		:		:		:	
X	:		:		:		:	

Students of the teachers' training colleges should be encouraged to conduct at least a minor piece of research.

If you strongly agree to the statement, you will mark an 'X' legibly under the heading 'Strongly agree'.

APPENDIX B
QUESTIONNAIRES

QUESTIONNAIRE - PART I

(For the principal and the teachers of the Teachers' Training College, Dacca.)

1. What is your opinion about the curriculum of the teacher education programme of the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. It should remain as it is.
- ☐ 2. It should be revised somewhat.
- ☐ 3. It should be totally revised.

2. Which of the following criteria do you follow in selecting students in the Teachers' Training College, Dacca? (Mark each that applies.)

- ☐ 1. Academic qualifications
- ☐ 2. Admission test
- ☐ 3. Interview
- ☐ 4. Divisions and Classes
- ☐ 5. Personality test
- ☐ 6. Interest inventory
- ☐ 7. Aptitude test
- ☐ 8. Appearance
- ☐ 9. Health
- ☐ 10. Recommendation of influential Person/Persons
- ☐ 11. Others (specify): _____

3. What facilities do you provide to the students?

(Mark each that applies.)

- _____ 1. Scholarship
- _____ 2. Stipend
- _____ 3. Hostel accommodation
- _____ 4. Others (specify): _____

4. What is the extent of facilities provided to the students of different categories? (Mark each that applies.)

- | | Many | Some | Few | None |
|---|-------|-------|-------|-------|
| 1. Students from foreign countries | _____ | _____ | _____ | _____ |
| 2. Students from rural areas | _____ | _____ | _____ | _____ |
| 3. Students from urban areas | _____ | _____ | _____ | _____ |
| 4. Students from backward areas | _____ | _____ | _____ | _____ |
| 5. Students belonging to the minority communities | _____ | _____ | _____ | _____ |

5. What are the objectives of the teacher education programme of the Teachers' Training College, Dacca? (Mark each that applies.)

- _____ 1. To prepare teachers for the secondary schools.
- _____ 2. To make the teachers acquainted with modern methods and techniques of teaching.

7. How scientific are the existing selection procedures of the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Very scientific
- ☐ 2. Scientific
- ☐ 3. Somewhat scientific
- ☐ 4. Not scientific at all

8. What should be the duration of the teacher education programme of the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Six months
- ☐ 2. Nine months
- ☐ 3. One year
- ☐ 4. Two years or more

9. What is your opinion about the courses of study of the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Very difficult
- ☐ 2. Difficult
- ☐ 3. Easy

10. What is the quality of teacher preparation at the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Excellent

- _____ 2. Good
- _____ 3. Fair
- _____ 4. Poor

11. Please mark the area or areas in which the Teachers' Training College, Dacca, prepares teachers. (Mark each that applies.)

- _____ 1. Humanities
- _____ 2. Science
- _____ 3. Industrial Arts
- _____ 4. Home Economics
- _____ 5. Agriculture
- _____ 6. Others (specify): _____

12. What methods of teaching do you use? (Mark each that applies.)

- _____ 1. Lecture method
- _____ 2. Project method
- _____ 3. Discussion method
- _____ 4. Demonstration method
- _____ 5. Laboratory method
- _____ 6. Problem-solving method
- _____ 7. Others (specify): _____

13. What type of examination do you prefer for the evaluation of trainees? (Mark only one answer.)

- ☐ 1. Entirely internal
- ☐ 2. Entirely external
- ☐ 3. Both internal and external

14. What type of questions should be asked in the examination at the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Essay type
- ☐ 2. Objective type
- ☐ 3. A combination of essay and objective types

15. What are the objectives of the examinations conducted at the Teachers' Training College, Dacca? (Mark each that applies.)

- ☐ 1. To test a pupil's acquisition and integration of knowledge.
- ☐ 2. To know how much a student has learned the subject matter of the different courses.
- ☐ 3. To assess a student's intellectual development and ability.

_____ 4. To test a pupil's overall proficiency
in all subjects.

_____ 5. Others (specify): _____

16. What should be the objectives of the examinations
conducted at the Teachers' Training College, Dacca?
(Mark each that applies.)

_____ 1. To test a pupil's acquisition in inte-
gration of knowledge.

_____ 2. To know how much a student has learned
the subject matter of the different
courses.

_____ 3. To assess a student's intellectual deve-
lopment and ability.

_____ 4. To test a pupil's overall proficiency
in all subjects.

_____ 5. Others (specify): _____

17. What area or areas are emphasized in evaluating the
students of the Teachers' Training College, Dacca?
(Mark each that applies.)

_____ 1. Academic achievement

_____ 2. Skills

_____ 3. Appearance

_____ 4. Conduct and behaviour

_____ 5. Co-curricular activities

18. How often is the curriculum of the Teachers' Training College, Dacca, evaluated? (Mark only one answer.)

- _____ 1. Every year
- _____ 2. Every two years
- _____ 3. Every three years
- _____ 4. Every four years
- _____ 5. Every five years
- _____ 6. Every six years
- _____ 7. Every seven years
- _____ 8. Every eight years

19. How often should the curriculum of the Teachers' Training College, Dacca, be evaluated? (Mark only one answer.)

- _____ 1. Every year
- _____ 2. Every two years
- _____ 3. Every three years
- _____ 4. Every four years
- _____ 5. Every five years
- _____ 6. Every six years
- _____ 7. Every seven years
- _____ 8. Every eight years

20. To ensure better result, should Bengali be introduced as the medium of instruction in the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. Yes _____ 2. No

21. What are the co-curricular activities in which the students participate in the Teachers' Training College, Dacca? (Mark each that applies.)

- ☐ 1. Games and sports
- ☐ 2. Drama and debates
- ☐ 3. Extempore speech
- ☐ 4. Picnics
- ☐ 5. Study tours and excursions
- ☐ 6. Social work
- ☐ 7. Adult education
- ☐ 8. Workshops
- ☐ 9. Seminars
- ☐ 10. Others (specify): _____

21. The following questions are intended for the Principal of the Teachers' Training College, Dacca.

22. What is the current in-take of your college?

23. What should be the in-take capacity of your college?

24. How many scholarships and stipends are offered in your college for the trainees per annum?

- ☐ 1. Scholarships
- ☐ 2. Stipends

25. What amount of money does a trainee draw as scholarship per month?

Rs. _____ per month

26. What amount of money does a trainee receive as stipend per month?

Rs. _____ per month

27. Do you admit day scholars? (Mark only one answer.)

_____ 1. Yes

_____ 2. No

28. If the answer is yes, please mention the annual percentage of day scholars in your college.

_____ 1. _____

29. Which of the following school subjects have been included in the syllabus of the Teachers' Training College, Dacca? (Mark each that applies.)

_____ 1. English

_____ 2. Bengali

_____ 3. General science

_____ 4. Geography

_____ 5. History

_____ 6. Mathematics

_____ 7. Urdu

QUESTIONNAIRE - PART II

(Both for the teachers' of the Teachers' Training College, Dacca and for the trained teachers who graduated from the Teachers' Training College, Dacca, during a period of fifteen years (1955-70) and who were working in secondary schools in the city of Dacca.)

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	5	4	3	2	1
1. Teachers education programme of the Teachers' Training College, Dacca, has failed to attract talented people.	1	1	1	1	1
2. Teacher education programme is too theoretical and academic.	1	1	1	1	1
3. The courses included in the teacher education programme of the Teachers' Training College, Dacca, are not oriented to the syllabuses of secondary education in Bangladesh.	1	1	1	1	1
4. The existing procedures of selection for admission of students are not scientific enough to ensure the selection of suitable students.	1	1	1	1	1

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
5. The selection procedures are defective because these are based mainly on academic qualifications.	:	:	:	:	:
6. Selection procedures for the admission of students should be based not only on academic achievement but also on aptitude, interest and ability of the students	:	:	:	:	:
7. In selecting students, preference should be given to science graduates.	:	:	:	:	:
8. The existing curriculum of the teacher education programme of the Teachers' Training College, Dacca, needs to be revised immediately.	:	:	:	:	:
9. The programme of the teacher education should be revised every 5 or 6 years.	:	:	:	:	:
10. The courses taught in the Teachers' Training College, Teachers' Training College,	:	:	:	:	:

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Dacca, are too extensive and tough :	:	:	:	:	:
to be covered during the time :	:	:	:	:	:
available. :	:	:	:	:	:
11. The duration of the teacher educa- :	:	:	:	:	:
tion programme of the Teachers' :	:	:	:	:	:
Training College, Dacca, should be :	:	:	:	:	:
increased so that students can :	:	:	:	:	:
complete their courses and learn :	:	:	:	:	:
the methods and techniques of :	:	:	:	:	:
teaching thoroughly. :	:	:	:	:	:
12. The Teachers' Training College, :	:	:	:	:	:
Dacca, should also prepare teachers: :	:	:	:	:	:
for agriculture, commerce, and :	:	:	:	:	:
industrial arts. :	:	:	:	:	:
13. The three months duration of :	:	:	:	:	:
practice-teaching should be increas- :	:	:	:	:	:
ed to ensure teaching efficiency. :	:	:	:	:	:
14. Lesson plans of the student :	:	:	:	:	:
teachers should be examined more :	:	:	:	:	:
carefully by the supervisors. :	:	:	:	:	:
15. The supervisors should observe the :	:	:	:	:	:
class teaching of the student :	:	:	:	:	:
teachers more frequently. :	:	:	:	:	:

		15	4	3	2	1
16.	Curriculum should be flexible so that necessary modifications are possible when required.	:	:	:	:	:
17.	More emphasis should be given on co-curricular activities in the Teachers' Training College, Dacca.	:	:	:	:	:
18.	Improved facilities, such as well-equipped library, science laboratory, guidance centre, craftsroom, common-room, should be provided for the students in the Teachers' Training College, Dacca.	:	:	:	:	:
19.	Most of the textbooks are outdated and do not meet the needs of the students.	:	:	:	:	:
20.	Most of the textbooks do not reflect culture and traditions of Bangladesh.	:	:	:	:	:
21.	Books prescribed in the Teachers' Training College, Dacca, are mostly written by foreign authors and these books reflect foreign culture and foreign problems.	:	:	:	:	:

	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
22. Teachers from the Teachers' Training Colleges should be commissioned to write textbooks in national language.	:	:	:	:	:
23. The current methods of teaching of the teachers' education programme of the Teachers' Training College, Dacca, should be supplemented by other methods such as discussion, demonstration, problem-solving.	:	:	:	:	:
24. The current system of evaluation of students' progress should be radically changed.	:	:	:	:	:
25. More stipends and scholarships should be provided for the trainees of the Teachers' Training College, Dacca.	:	:	:	:	:
26. There should be a closer and meaningful contact between the teachers and the students in the Teachers' Training College, Dacca.	:	:	:	:	:

	5	4	3	2	1
5					
4					
3					
2					
1					

QUESTIONNAIRE - PART I

(For the trained teachers who graduated from the Teachers' Training College, Dacca, during a period of fifteen years (1955-70) and who were working in secondary schools in the city of Dacca.)

1. In which year did you undergo training at the Teachers' Training College, Dacca.

_____ Please mention

2. How old were you at that time? (Mark only one answer.)

_____ 1. Twenty years or below

_____ 2. Between twenty-one and thirty years

_____ 3. Between thirty-one and forty years

_____ 4. More than forty years

3. Did you have any teaching experience before undertaking training at the Teachers' Training College, Dacca? (Mark only one answer.)

_____ 1. Yes

_____ 2. No

4. If the answer to question 3 is yes, please specify how long you worked as a teacher? (Mark only one answer.)

_____ 1. Less than one year

_____ 2. One year to two years

- _____ 3. Three years to five years
 _____ 4. Six years to eight years
 _____ 5. More than eight years

5. Please indicate the examinations you passed with divisions and classes at the time of your joining the B.Ed. programme at the Teachers' Training College, Dacca? (Mark each that applies.)

	First	Second	Third	Compt.
1. Matric/S.S.C.	_____	_____	_____	_____
2. I.A., I.Sc., I.Com., H.S.C.	_____	_____	_____	_____
3. B.A., B.Sc., B.Com.	_____	_____	_____	_____
4. M.A.	_____	_____	_____	_____
5. M.Sc.	_____	_____	_____	_____
6. M.Com.	_____	_____	_____	_____
7. Others (specify)	_____	_____	_____	_____

6. What is/was the academic qualification of your father?
 (Mark only one answer.)

- _____ 1. No formal education
 _____ 2. Primary education
 _____ 3. Some secondary education
 _____ 4. Matriculation
 _____ 5. I.A., I.Sc., I.Com, or equivalent

_____ 6. B.A., B.Sc., B.Com., or equivalent

_____ 7. M.A., M.Sc., M.Com., or equivalent

_____ 8. Others (specify): _____

7. What were the factors which influenced you to enrol at the Teachers' Training College, Dacca? (Mark each that applies.)

_____ 1. Interest in the teaching profession

_____ 2. To acquire proficiency in the methods and techniques in teaching and to acquire professional competency.

_____ 3. Having no other alternatives, I enrolled at the Teachers' Training College, Dacca, as the last resort.

_____ 4. Friend's advice

_____ 5. Parents' decision

_____ 6. Recommendations of trained graduates

_____ 7. Scholarships and stipends

_____ 8. Placement as a teacher in a government school

_____ 9. Just to spend time

_____ 10. Just to solve accommodation problem for some time

_____ 11. Others (specify): _____

8. How do you feel about the teacher education programme of the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. Highly satisfied
- _____ 2. Satisfied
- _____ 3. Somewhat satisfied
- _____ 4. Not satisfied at all

9. What is your opinion regarding the quality of the teacher education programme followed in the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. Excellent
- _____ 2. Good
- _____ 3. Fair
- _____ 4. Poor

10. How do you rate the instruction received at the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. Excellent
- _____ 2. Good
- _____ 3. Fair
- _____ 4. Poor

11. How would you describe your assignment load at the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Very heavy
- ☐ 2. Heavy
- ☐ 3. Light

12. To what extent were you satisfied with the collection of books in the library of the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Highly satisfied
- ☐ 2. Satisfied
- ☐ 3. Somewhat satisfied
- ☐ 4. Not satisfied at all

13. What is your opinion regarding the testing, grading and evaluation system of the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Very worthwhile
- ☐ 2. Worthwhile
- ☐ 3. Somewhat worthwhile
- ☐ 4. Not at all worthwhile

14. How much opportunity do you get to apply in the classroom the methods and techniques which you learned

at the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Adequate opportunity
- ☐ 2. Some opportunity
- ☐ 3. No opportunity at all

15. When undergoing training at the Teachers' Training College, Dacca, what area or areas were your major concern? (Mark each that applies.)

- ☐ 1. Academic achievement
- ☐ 2. Research work
- ☐ 3. Theoretical work
- ☐ 4. Practical work
- ☐ 5. Co-curricular activities
- ☐ 6. Practice-teaching

16. What kinds of test did you have to take during your training period at the Teachers' Training College, Dacca? (Mark only one answer.)

- ☐ 1. Exclusively essay tests
- ☐ 2. Exclusively objective tests
- ☐ 3. Both essay and objective tests

17. How would you compare the relative difficulty of essay and objective tests? (Mark only one answer.)

- ☐ 1. Essay tests are more difficult.

- _____ 2. Objective tests are more difficult.
_____ 3. Both are equally difficult.

18. What is your feeling about the efficacy of essay and objective type tests in evaluating a student's progress in the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. Essay type tests are more effective than objective type tests.
_____ 2. Objective type tests are more effective than essay tests.
_____ 3. Both are equally effective.

19. How much orientation to the teacher education programme did you receive when you first joined the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. A great deal ^{of} orientation
_____ 2. Adequate orientation
_____ 3. Some orientation
_____ 4. No orientation at all

20. To what extent did the Teachers' Training College, Dacca, provide guidance and counselling services for the students? (Mark only one answer.)

- _____ 1. To a great extent

- _____ 2. To some extent
_____ 3. Not at all

21. To what extent did you participate in various co-curricular activities at the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. To a great extent
_____ 2. To some extent
_____ 3. Not at all

22. How would you describe the personal relationship between the teachers and the students at the Teachers' Training College, Dacca? (Mark only one answer.)

- _____ 1. Formal and impersonal
_____ 2. Formal but friendly
_____ 3. Informal but impersonal
_____ 4. Informal and friendly

23. To what extent did you feel that the programme of the Teachers' Training College, Dacca, developed teaching competencies? (Mark only one answer.)

- _____ 1. To a large extent
_____ 2. To some extent
_____ 3. Not at all

VITA

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Marital Status: Married, Five children

Colleges Attended and Degree Received:

Carmichael College, Rangpur, B.A.
Teacher's Training College for Women Mymensingh, B.Ed.
Institute of Education and Research, University of
Dacca, M.Ed.
Institute of Education and Research, University of
Dacca: Working on Ed.D., Educational
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Positions Held:

Assistant Mistress, Vidyamoyee Govt. Girls'
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