University of Rajshahi **Rajshahi-6205** **Bangladesh.**

RUCL Institutional Repository **http://rulrepository.ru.ac.bd**

Institute of Bangladesh Studies (IBS) PhD thesis

2004

Educational Administration in Bangladesh: A Study of Managerial Problems of Government Teachers Training Colleges

Islam, Md. Rafiqul

University of Rajshahi

http://rulrepository.ru.ac.bd/handle/123456789/167

Copyright to the University of Rajshahi. All rights reserved. Downloaded from RUCL Institutional Repository.

EDUCATIONAL ADMINISTRATION IN BANGLADESH: A STUDY OF MANAGERIAL PROBLEMS OF GOVERNMENT TEACHERS TRAINING COLLEGES

Researcher

Md. Rafiqul Islam
Ph. D. Research Fellow
Institute of Bangladesh Studies Rajshahi
University, Rajshahi

Supervisor

Dr. M. Shamsur Rahman
Professor. & Chairman
Dept. of Public Administration Rajshahi University
Rajshahi

Rajshahi University Library
Documentation Section
Document No. .....
Date.....

Institute of Bangladesh Studies
Rajshahi University
Bangladesh

June 2004

ফোন ঃ অফিস ৭৫০০৪১-৫২/৪১৩৮
বাসা ৭৫০৫৫৩
ফ্যাক্স ঃ ৭৫০০৬৪
ই-মেইল ঃ rehmanmshamsur@yahoo.com

ডঃ এম. শামসুর রহমান
প্রফেসর ও সভাপতি
লোক প্রশাসন বিভাগ
রাজশাহী বিশ্ববিদ্যালয়
রাজশাহী ৬২০৫ বাংলাদেশ

Phone : Office 750041-52/4138
Res. 750553
Fax : 0721-750064
E-mail : rehmanmshamsur@yahoo.com

Dr. M. Shamsur Rahman
Professor & Chairman
Department of Public Administration
Rajshahi University
Rajshahi 6205 Bangladesh

তারিখ ঃ ..... Date : .....

CERTIFICATE

I am pleased to certify that the dissertation titled **"Educational Administration in Bangladesh: A Study of Managerial Problems of Government Teachers Training Colleges"** is an original work done by Md. Rafiqul Islam under my supervision. As far I know that this has not been previously submitted for any degree/ diploma under any University/ Institute.

I also certify that I have gone through the draft carefully and found it satisfactory for submission to the Institute of Bangladesh Studies (IBS), Rajshahi University for the degree of Doctor of Philosophy in Educational Administration.

(Dr. M. Shamsur Rahman)
Professor & Chairman
Department of Public Administration
Rajshahi University, Rajshahi
Bangladesh
&
Supervisor

DECLARATION

I do hereby declare that the dissertation titled ***Educational Administration in Bangladesh: A Study of Managerial Problems of Government Teachers Training Colleges*** submitted to the Institute of Bangladesh studies, Rajshahi University for the degree of Doctor of Philosophy in Educational Administration is an original research work carried out by me under the supervision and guidance of Dr. M. Shamsur Rahman, Professor and Chairman, Department of Public Administration, Rajshahi University, Rajshahi. No part of this dissertation in any form has been submitted to any other University/Institute for the award of any degree/diploma. The research is an original one and has not from anywhere. The sources incorporated in this thesis have been duly referred and quoted with proper citation.

R. Islam

(Md. Rafiqul Islam)
Ph.D. Research Fellow
Institute of Bangladesh Studies
Rajshahi University, Rajshahi
Bangladesh

ACKNOWLEDGEMENT

This study has been undertaken for partial fulfillment of the requirement for Ph.D. degree in educational administration. It was really a unique opportunity for me to study in the Institute of Bangladesh Studies of Rajshahi University in an excellent academic atmosphere. I am highly grateful to the authority of IBS for providing me fund and necessary support to conduct this research program effectively.

I express my profound indebtedness to the ministry of education in particular and the Government of Bangladesh in general for sanctioning me deputation to obtain the degree.

I express my deep sense of gratitude to my honorable supervisor Dr. M. Shamsur Rahman, Professor and Chairman, Dept. of Public Administration, Rajshahi University for his constant support, inspiration, guidance and every possible help throughout this work, without whose kind supervision and care the completion of the study would not have been possible.

I record my profound appreciation to my former supervisor Dr. M. Zaglul Haider Professor, Dept. of Political Science, Rajshahi University for his scholastic supervision and guidance to write-up my thesis at the initial stage.

I would like to acknowledge the great help of my teachers in IBS particularly Prof. M. Zainul Abedin the present Director, Prof. P. K. Mitra the former Director, the officers, and the staff as well.

I am grateful to the principals and vice-principals of the govt. TTCs for their cordial help and cooperation for furnishing necessary data /information, particularly Prof. Rafiuddin Md. Faruq, Prof. Eunusur Rahman, Prof. Hare Ram Banikya, Prof. Abul Kashem and Prof. Md. Dilwar Hossain, respectively

principals of the govt. TTCs of Comilla, Rajshahi, Khulna, Mymensingh and Barisal. Mrs. Sultana Razia, Mr. Edris Ali, Mr. Abdullah Al-Mahmud, Mrs. Nusrat Sultana, Mr. Abul Kalam Azad, Mr. Amirul Alam Khan and Dr. Md. Hafizur Rahman respectively the vice-principals of the govt. TTCs of Mymensingh, Mymensingh (w), Chittagong, Dhaka, Rajshahi, Jessore and Rangpur also deserves a lot of appreciations. In this regard I also express my deep appreciation to all of my dear colleagues and staffs of the eleven govt. TTCs for their great help, cooperation and hospitality during my stay for data collection at their respective TTCs.

I am also grateful to Ms. Janet Raynor, former Education Advisor, PROMOTE, Dhaka for her kind financial support to visit four TTCs for the present study.

This dissertation has been prepared and developed through extensive library work. I am grateful to all the librarians, documentation officers and staffs of the Rajshahi University central library, IBS library, BANBEIS library and IER, Dhaka University library for their cordial cooperation.

I express my deepest sorrow and acknowledge special debt to my most reverend old mother Mrs. Achiya Begum for my failing to take care of her properly during the long period of my present research work. I also indebted to my brothers, sisters and other nearest relatives at my home for failing to maintain adequate communications and play necessary role during this period.

My thanks are also due to my honorable teacher Professor Salma Akhter of IER, Dhaka University who helped me with valuable books and journals related to my thesis. I remember the great help and suggestions from my respected teacher Dr. M. Nazrul Islam, Professor, Political Science of Dhaka University. I also remember respectfully the helps and sympathies I received from Dr. Md. Ayub Miah Joint Secretary, Ministry of Industry; Mr. Mofazzol Hossain one of my bosom friends and manager, Islamic Branch of

Jamuna Bank, and the other fellows and friends of IBS particularly Mr.Azam Khan, Fazlul Ali, Wasim Md. Mazba, Mizanur Rahman and Aminul Islam.

I am highly grateful to the family members of my brother-in-law Mr. Md. Khaled, particularly his wife Mrs. Aliza Siddiqa (our Bhabi), my youngest sister-in-law Samina Nasrin and also Preotee, Emon, Shawon, Nizam and Tazuddin Ahammed (Liton) for vexing them due to my frequent visits and stay in Dhaka for the purpose of the present study.

Finally, I express my deepest appreciation and thanks to my beloved wife Mrs. Nazma Akter, Headmistress, Ammatul Islam Govt. Primary School, Mymensingh who sacrificed highest and inspired me constantly to complete my research work. I also remember the sacrifices of my mostly beloved two daughters Ratila Farah and Nur-a-Jannat Nabila, who have taken a lot of pains in absence of me during the long period of the study.

Md. Rafiqul Islam

LIST OF ABBREVIATIONS

ACR	:	Annual Confidential Report
AD	:	Assistant Director
ADB	:	Asian Development Bank
AO	:	Administrative Officer
AS	:	Assistant Superintendent
BA	:	Bachelor of Arts
BANBEIS	:	Bangladesh Bureau of Educational Information and Statistics
BCS	:	Bangladesh Civil Service
Bed	:	Bachelor of Education
BIAM	:	Bangladesh Institute of Administration and Management
BISE	:	Board of Intermediate and Secondary Education
BMEB	:	Bangladesh Madrasah Education Board
BNCU	:	Bangladesh National Council for UNESCO
BOU	:	Bangladesh Open University
CBIT	:	Council for Bangladesh Institute of Technology
Ced	:	Certificate in Education
CNEP	:	Commission on National Education Policy
DD	:	Deputy Director
DED	:	Deputy Executive Director
DG	:	Director General
DIA	:	Directorate of Inspection and Audit
Div. PEO	:	Divisional Primary Education Officer
DNFE	:	Directorate of Non-Formal Education
DPEO	:	District Primary Education Officer
DSHE	:	Directorate of Secondary and Higher Education
EAM	:	Educational Administration and Management
EC	:	Education Commission/Committee
EO	:	Education Officer
FD	:	Facilities Department
GB	:	Governing Body
GOB	:	Government of Bangladesh
HA	:	Head Assistant
HC Ed	:	Higher Certificate in Education
HS	:	Hostel Superintendent
HSC	:	Higher Secondary Certificate
HSEP	:	Higher Secondary Education Project
HSTTI	:	Higher Secondary Teacher Training Institute

IBS	:	Institute of Bangladesh Studies
IER	:	Institute of Education and Research
INFEP	:	Integrated Non-formal Education Program
Med	:	Master of Education
MOE	:	Ministry of Education
MPO	:	Monthly Payment Order
MS	:	Model School
NAEM	:	National Academy for Educational Management
NAPE	:	National Academy for Primary Education
NCTB	:	National Curriculum and Textbook Board
NEP	:	National Education Policy
NES	:	National Education Survey
NGO	:	Non-Government Organization
NU	:	National University
PMED	:	Primary and Mass Education Division
PROMOTE	:	Programme to Motivate, Train and Employee Female Teachers in Rural Secondary Schools
PSC	:	Public Service Commission
PTI	:	Primary Training Institute
RO	:	Research Officer
RP	:	Resource Pool
RRC	:	Regional Resource Center
SEDP	:	Secondary Education Development Project
SESDC	:	Secondary Education and Science Development Center
SESIP	:	Secondary Education Sector Improvement Project
SMC	:	School Managing Committee
SSC	:	Secondary School Certificate
TC	:	Tutorial Center
TE	:	Teacher Education
TEB	:	Technical Education Board
TETF	:	Teacher Education Task Force
TLM	:	Total Literacy Movement
TM	:	Training and Manpower
TOR	:	Terms of Reference
TP	:	Training Pool
TPO	:	Thana Project Officer
TTC	:	Teachers' Training College
TTP	:	Teacher Training Program
UDA	:	Upper Divisional Assistant
UGC	:	University Grant Commission
URC	:	Upazila Resource Center
UZPEO	:	Upazila Primary Education Officer
VP	:	Vice Principal

ABSTRACT

Education is a dynamic force in the life of every individual, influencing his/her physical, mental, emotional, social and ethical development. It is also equally important from the social and national point of view. National development of a country obviously depends on educational advancement, but what are the pre-conditions of educational development? A number of pre-conditions jointly could contribute to the development of quality education, where quality teacher is one of the key factors. Quality teacher cannot be produced without proper education and training. Teacher training program or pedagogy has yet to be received proper attention in the educational system of Bangladesh, though it was first introduced about one and a half century back in the subcontinent. Initial teacher training programs are running at primary and secondary levels very traditionally. Eleven govt. teachers' training colleges (TTCs) and a few private TTCs approved by the National University have been conducting the secondary level teacher-training program of the country.

The teacher-training program and its conducting institutes are struck with a series of predominant problems, where management issue is considered the paramount of all concerns. Managerial problems refer to a series of problems related to management process. Hence, it is desirable to know as to what extent problems prevail in managing the Govt. teacher training colleges of the country. Therefore, the present study has been undertaken to investigate the managerial problems that lying with the conducting process of the Govt. teacher training colleges.

This dissertation is mainly the result of a field survey conducted over the eleven govt. TTCs and partly of a few document analyses on educational administration and management situation of the country.

The field of inquiry may be divided into six broad aspects. The first part of the study deals with the existing facilities and management aspects of the govt. teacher training colleges; while the second part refers examining the problems prevailing with the management process and also the manager himself.

The third is devoted to examine the quality and competence of the teaching staff, as well as effectiveness of their classroom teachings. The fourth is involved in identifying the extent of professional knowledge and skill of the office, library and hostel staff and their role within the present condition.

The fifth attempts to investigate the opportunities as well as the threats prevailing for the trainees with the existing teaching-learning environment of govt. TTCs, and the final part of the study sums up the whole observation.

The study makes it clear that the authority of educational administration and management is highly centralized and authoritarian. Besides, acute limitations of coordination exist among the different stages, levels and bodies of educational management.

The staffing pattern of the faculty members of govt. TTC is defective regarding status and professional development of them. The teachers teach the major optional and a few elective subjects of BEd and MEd courses without having appropriate background. Contents of BEd and MEd courses are overwhelmed with theory and extensive compared to the ten months long course duration.

The govt. TTCs are facing acute problems with limited posts and vacancies of the existing teaching posts and other posts of office employees. Moreover, there is no adequate opportunity of in-service training for the administrative and the faculty numbers and not at all for the office and library staff.

Concept, attitude and quality of a few of the principals and vice-principals of govt. TTCs have not appeared satisfactory. They like to think themselves as administrator rather than manager. Majority teaching staff of the govt. TTCs is traditional in thinking and also using only lecture method or lecture followed by discussion, and not using any teaching aids and equipments in their classroom activities.

Due to a large-scale vacancies of the existing posts and lack of in-service training for the office and library staff situation of these two organs of Govt. TTCs is highly dissatisfactory.

The role played by the higher authority of the govt. TTC is neither sufficient nor effective. It appears from the study that the heads of TTCs also fail to play vibrant role to cater quality training to the trainee graduates as well as to administer other activities. They also face many limitations and shortfalls to perform their job up to the expectation. The trainees are not satisfied with the existing class and study loads; and the inadequate facilities they get such as library, laboratory, hostel accommodation and amusement facilities.

The number of teaching practices currently attained by the trainees of the BEd course is insufficient to make an efficient teacher and modalities of supervision and evaluation of the teaching practices are not very effective to upgrade their quality.

CONTENT

No	Title	Page

Certificate i
Declaration ii
Acknowledgement iii
List of Abbreviation vi
Abstract viii
Contents xi
List of Tables xv
List of Figures xviii

CHAPTER 1 INTRODUCTION 2

1.1. Background 2
1.2. Statement of the Problem 3
1.3. Definition of the Key Terms 9
1.3.1. Educational Administration 9
1.3.2. Managerial Problems 9
1.3.3. Teacher Education 10
1.3.4. Teachers' Training College (TTC) 11
1.4. Justification of the Study 11
1.5. Review of Literature 12
1.6. Objectives of the Study 17
1.7. Methods of the Study 17
1.7.1. Techniques of Sampling 18
1.7.2. The Questionnaire 18
1.7.3. Administration of Questionnaire 19
1.7.4. Time Frame of Data Collection 19
1.7.5. Statistical Analysis and Interpretation of Data 20
1.8. Scope and Limitations of the Study 20
1.9. Chapterization 20
1.10. An Overview 21

No	Title	Page

CHAPTER 2 EDUCATIONAL ADMINISTRATION AND MANAGEMENT IN BANGLADESH : AN OVERVIEW 25

2.1. Introduction 25

2.2. The Present Educational Structure of Bangladesh 26

2.3. Management Structure of the Primary and Mass Education Division (PMED) 28

2.3.1. Directorate of Primary Education (DPE) 30

2.3.2. Subordinate Offices of the DPE 32

2.3.3. Mass Education (Non-Formal Education) Management in Bangladesh 34

2.4. Secondary and Higher Education 35

2.4.1. Management Structure of Secondary and Higher Education 37

2.4.2. Management Strength of the Ministry of Education 39

2.4.3. Authority and Functions of the MOE 42

2.4.4. Limitations of the MOE 43

2.4.5. Management Structure of the Directorate of Secondary and Higher Education (DSHE) 44

2.4.6. Authority and Functions of the DSHE 47

2.4.7. Limitation of the DSHE 49

2.4.8. Directorate of Inspection and Audit (DIA) 50

2.4.9. National Curriculum and Textbook Board (NCTB) 51

2.4.10. National Academy for Educational Management (NAEM) 53

2.4.11. Boards of Intermediate and Secondary Education (BISES) 54

2.4.12. Bangladesh Madrasah Education Board (BMEB) 55

2.4.13. Bangladesh Bureau of Educational Information and Statistics 55

2.4.14. The Facilities Department (FD) 56

2.4.15. University Grants Commission (UGC) 57

2.4.16. The National University (NU) 59

2.4.17. Teachers Training Program Under NU 61

2.4.18. Bangladesh Open University (BOU) 64

2.5. Chapter Summary 65

CHAPTER 3 ORGANIZATIONAL STRUCTURE AND MANAGERIAL ASPECTS OF GOVT. TEACHERS' TRAINING COLLEGE 68

No	Title	Page

3.1. Introduction 68

3.2. Organizational Structure of Govt. Teachers' Training College 68

3.2.1. Structure of Management and Academic Staff 68

3.2.2. Appointment of Teaching Staff 70

3.2.3. Qualifications and Promotion of the Teaching Staff 71

3.2.4. Structure of the Office Staff 72

3.2.5. Appointment and Qualification of the Office Staff 72

3.2.6. Management Structure of the Govt. TTC 75

3.2.7. Curriculum and Syllabus of the BEd Course 76

3.2.8. Curriculum and Syllabus of MEd Course 78

3.2.9. Controlling Authority of the Govt. TTC 79

3.3. Managerial Aspects of Govt. Teachers Training College 79

3.3.1. Academic Management 80

3.3.2. Administrative Management 84

3.3.3. Role of Principal and Vice-Principal 89

3.3.4. Role of the Academic Staff (Teachers) 89

3.3.5. Role of the Office Assistants 89

3.4. An Overview 89

CHAPTER 4 MANAGERIAL PROBLEMS OF GOVERNMENT TEACHERS TRAINING COLLEGES 93

4.1 Introduction 93

4.2 Analysis and Interpretation of Data 94

4.2.1. Information About the Existing Facilities and Lacks of the Govt. TTCs 94

4.2.2. Opinion of the Principals/Vice-Principals of Govt. TTCs 105

4.2.3. Opinion of the Teaching Staff of Govt. TTCs 115

4.2.4. Opinion of the Office, Library and Hostel Staff 131

4.2.5. Opinion of the Trainees 138

4.3 Overview 144

CHAPTER 5 MODALITIES OF DISCHARGING MANAGERIAL RESPONSIBILITIES BY THE HEADS AND OTHER PERSONNEL OF THE GOVERNMENT TTCs 146

No	Title	Page

5.1. Introduction 146

5.2. Opinion of the Principals/Vice-Principals Regarding Their Modality of Discharging Managerial Responsibilities 146

5.3. Opinion of the Teaching Staff Regarding Modality of Discharging Managerial Responsibilities of the Govt. TTCs 151

5.4. Opinion of the Office in-Charges of Modality of Discharging Their Responsibilities 155

5.5. Opinion of the Library in-Charges Regarding Their Modality of Discharging Responsibilities 160

5.6. Modality of Hostel Management of the Govt. TTCs 163

5.7. Chapter Summary 166

CHAPTER 6 SUMMARY, RECOMMENDATIONS AND CONCLUSION 169

6.1. Preamble 169

6.2. Summary of Findings 170

6.3. Recommendations 177

6.3.1. General Recommendations on the Educational Administration and Management Process of the Country 177

6.3.2. Recommendations on the Affairs of the Govt. Teachers Training Colleges 178

6.4. Conclusion 183

Bibliography 184

Appendices 190

LIST OF TABLES

No	Caption	Page
Table 3-1	Staffing Pattern (Teaching Posts) of Govt. TTC (Under Enam Committee Reports' Recommendations)	69
Table 3-2	Office Stuff Under Different Recommendation	73
Table 3-3	Management Strength of Govt. TTC	74
Table 3-4	Curriculum of BEd Course	76
Table 3-5	Syllabus of BEd Course	77
Table 3-6	Curriculum of MEd Course	78
Table 3-7	Syllabus of MEd Course	78
Table 4-1	Name, Year of Establishment, Types of Courses Offered, Capacity of Enrolment, Total Number of Periods Per Week of the Govt. TTCs	95
Table 4-2	Area of Land (in Acre), Total Number of Buildings, Rooms and Equipments for Administrative and Instructional Uses	97
Table 4-3	Number of Furniture in Use (Approximate)	98
Table 4-4	Accommodation Facilities of the Teachers and the Employees of Govt. TTCs	99
Table 4-5	Common Facilities for the Trainees of Govt. TTCs	99
Table 4-6	Existing Strength of Administrative and Academic Staff (Under Psc, Sesdc and Sedp)	101
Table 4-7	Total Number of Teaching Posts and Number of Posts Lying Vacant	102
Table 4-8	Existing Number and Vacant Posts of Office and Library Staff	103
Table 4-9	Subjects Offer Having No Teachers With Appropriate Qualifications	104
Table 4-10	Subjects Offer Have More Or Less Than Required Number of Teachers	105
Table 4-11	A Profile of the Respondent Principals/Vps	106
Table 4-12	Objectives& Means of Control By the DSHE Over the Govt. TTCs	106
Table 4-13	Opinions or Lacks of Coordination Between the Two Controlling Authorities (DSHE &NU) of Govt. TTCs	108
Table 4-14	Criteria of Subject Distribution Among the Teaching Staff	109
Table 4-15	Preparation of Lesson Plan and Its Duration	109
Table 4-16	Needs and Types of Training for the Teaching Staff	111
Table 4-17	Training Facilities and Needs for the Office and Library Staff	111
Table 4-18	Satisfaction Over Office and Library Management	112
Table 4-19	Satisfaction and Suggestions of the Principals/Vps Over Their Financial Power	113
Table 4-20	Satisfaction Over the Existing BEd and MEd Courses Curricula and Suggestions for Any Changes	115

No	Caption	Page

Table 4-21 Distribution of the Respondent Teaching Staff or the Basis of Designation, Qualification and Experience 116

Table 4-22 Distribution of Respondents or the Basis of Types of Appointment and Gender 116

Table 4-23 Area of Teaching Subjects and Its Relevance to the Teachers' Own Discipline 117

Table 4-24 Teaching Methods, Aids and Equipments are Used By the Teaching Staff 119

Table 4-25 Existence and Involved Authority of Academic Supervision 120

Table 4-26 Attitude of the Teaching Staff Towards Their Self-Accountability 121

Table 4-27 Conflicts Among the Teaching Staff of the Govt. TTCs 122

Table 4-28 Opinion or the Existing BEd and MEd Courses 123

Table 4-29 Suggestions or Modification of the BEd and MEd Courses Curricula 124

Table 4-30 Consideration Regarding the Staffing Pattern of Teaching Posts of the Govt. TTCs 125

Table 4-31 Opinion or Disparity Between the Appointing and Offering Subjects 126

Table 4-32 Forms of Disharmony Between the Two Controlling Authorities (DSHE & NU) of the Govt. TTCs 127

Table 4-33 Comments and Recommendations or the 'Evaluation System' of BEd and MEd Courses 128

Table 4-34 Satisfaction Over the Library Facilities of the Govt. TTCs 130

Table 4-35 A Profile of the Respondent Head Assistants of the Govt. TTCs 131

Table 4-36 Total Posts, Existing Number and Vacant Posts of the Office Staff 132

Table 4-37 A Profile of the Library-in-Charges of the Govt. TTCs 133

Table 4-38 Existing Library Staff and Vacant Posts of the Govt. TTCs 134

Table 4-39 Services Available for the Library Users 136

Table 4-40 Number of TTC Hostels Staff 137

Table 4-41 Facilities for the Super and Asst. Super of the TTC Hostels 138

Table 4-42 A Profile of the Trainee Respondents Regarding Course, Profession and Gender 139

Table 4-43 Consideration Regarding Curricula and Contents of Syllabi of BEd and MEd Courses 140

Table 4-44 Opinion or Duration and Contact Hours of BEd and MEd Courses 141

Table 4-45 Methods and Aids are Used By the Teaching Staff and Extent of Its Effects 142

Table 4-46 Co-Operation With the Trainees By the Office and Library Staff of the Govt. TTCs 143

Table 4-47 Availability of Books and Scope of Book Issue From the Govt. TTC Libraries 143

Table 5-1 Modality of Managing the Absentee Classes of the Govt. TTCs 147

Table 5-2 Techniques of the TTC Heads (P/VP) to Motivate the Teaching Staff 148

No	Caption	Page

Table 5-3 Status of Academic Supervision 149

Table 5-4 Modality of Academic Supervision 149

Table 5-5 Ways of Procuring Equipments for Official and Instructional Uses and Reading Materials for the Libraries 150

Table 5-6 Basis of Subject Distribution and Criteria of Forming Co-Curricular Activity Committees 151

Table 5-7 Decision Making Criteria and the State of Delegation of Authority 152

Table 5-8 Teaching Practice Situation and Principles of Supervising Teaching Practices 154

Table 5-9 Dealing Affairs of the Office in-Charges 156

Table 5-10 The Govt. TTC Offices Maintained the Files and Registers 157

Table 5-11 Services at the Readers' Section and Scope of Issue Books From the TTC Libraries 161

Table 5-12 Schemes are Done in Books Classification; Write in Cataloguing Process, Tasks are Done in Lettering and Book Shelving Process 162

Table 5-13 Steps Follow in Books Circulation, Preservation and in Curative Measures 163

Table 5-14 Manner of Discharging Some Hostel Managing Affairs 164

Table 5-15 Appointing, Dismissal and Accounting Authority of the Hostel Managing Team and the Responsible Person for Maintaining the Standard of Hostel Messing 165

LIST OF FIGURES

No	Caption	Page
Figure 2-1	The Present Educational Structure in Bangladesh	27
Figure 2-2	Management Structure of Primary and Mass Education Division/ Ministry(PMED/MPME)	29
Figure 2-3	Organogram of the Directorate of Primary Education (DPE)	31
Figure 2-4	Manage Structure of the Ministry of Education	41
Figure 2-5	Management Structure of the DSHE Under Enam Committee's Recommendation	45
Figure 2-6	Present Structure of the Directorate of Secondary and Higher Education (DSHE)	46
Figure 2-7	Organogram of the National Curriculum and Textbook Board (NCTB)	52
Figure 2-8	Organ Gram of the University Grants Commission	59
Figure 3-1	Management and Teaching Posts of Government Teachers Training Colleges	71
Figure 3-2	Present Managing and Teaching Personnel of Govt. TTC	74
Figure 3-3	Management Structure of the Government Teachers Training Colleges (Both Revenue and Development)	75
Figure 4-1	Area of Teaching Subjects and Its Relevance to the Teachers, Own Discipline	118
Figure 4-2	Types of Conflict Among the Teaching Staff	123
Figure 4-3	Consideration Regarding the Staffing Pattern of Teaching Posts of the Govt. TTC	125
Figure 4-4	Opinion or Disparity Between the Appointing and Offering Subjects	126
Figure 4-5	Extent of Disparity	126

Chapter I
Introduction

1.1 Background
1.2 Statement of the Problem
1.3 Definition of Key Terms
1.4 Justification of the Study
1.5 Review of Literature
1.6 Objectives of the Study
1.7 Methods of the Study
1.8 Scope and Limitation of the Study
1.9 Chapterization
1.10 An Overview

Chapter 1

Introduction

1.1. Background

There is no other possible way to promote a nation towards proper development without education. It is a process to bring certain desirable changes in the human society through the effective system of acquiring knowledge, skill and techniques and their dissemination among the new generation. Education is a fundamental right for every individual of human society as it is introduced in the Universal Human Rights Declaration of the United Nations [Article-26 (1)]. Bangladesh Constitution also approved equal access of all its citizens to get admission at all the educational institutes [Article-28 (3)].

Education is the backbone of a nation and teacher is the maker of building mankind. Teacher can play a vital role to transmute population into human capital. The standard of education to a large extent depends on the quality and competence of teachers. And those (quality and competence) could be achieved through proper training procedure. The growing complexity of society has made teaching instrumental for developing an effective education system. The education system, which is providing techniques of teaching to the teachers' community, is called 'teacher education'.

Teacher education is considered as pioneer of any education system. In Bangladesh it is seriously neglected. The teacher-training program was first introduced in the sub-continent in 1854 with the enactment of Wood's Despatch. Before that nobody thought that it was necessary to train up teachers for their job. It was assumed that some people had natural capacity to teach others.[1]

Since 1854 the teacher-training program has evolved gradually to reach the present position. The concepts and patterns of behaviour existing before independence of our country do not command any prestige at present. Today, to mean the term 'teacher education' is undergoing a rapid change. In the modern concept, teacher education must be guided by democratic values and procedures. Since independence, a new concept of teacher training has tended to develop in our country due to several

factors. As an independent nation Bangladesh needs improvement of its education system covering different fields which implies the improvement of quality teaching and hence the teacher education.[2]

The present state of teacher education in Bangladesh is quite far from satisfaction. According to the Commission on National Education Policy (CNEP) 1997, 'teacher education in Bangladesh is simple conventional, incomplete, certificate oriented, heavy with theories and light in practice, dependent on rote learning and an imitation of old examination system.'[3] Almost all the components of present teacher training program in Bangladesh like course curricula, teaching methods, learning environment, practicing pattern, quality of trainers, administration and management are most conventional. Educational administration and management pattern of the country is all over centralized and authoritarian. It has been realized that one of the vital factors for failing to achieve the goal of quality education in our country is the weakness of educational administration and management. It is felt more effective in the present traditional teacher-training program. Unfortunately, the researchers, policy makers, administrators, teacher educators to bring about innovations and implement it in the field of education in general and teacher education in particular have not yet made adequate efforts, though there formed a number of education commission and committees during the last three decades. Thus, keeping in view the pivotal importance of teacher education the present researcher decided to work on the present topic.

1.2. Statement of the Problem

"The present days of science and technology, things and themes are changing very frequently. Our society has become more and more complex than the past. New goals are being set up and new techniques are being devised in order to achieve re-adjustment of society to new situations".[4] Innovations in education lead to bring new expectations and re-adjustment in the human society." Education is the most useful instrument in human capital formation efforts or a vehicle of social transformation. Education is more than any other single initiatives has the capacity to foster development, awaken talents, empower people and protect their rights. Investing in education is the surest, most direct way; a country can promote its own economic and social welfare and lay the foundation for a democratic society"[5]

Teacher education is a branch of education which deals with teaching methods, teaching planning, teaching aids, tools and techniques of teaching, curricula and syllabi of the teaching subjects, role and relationship of the teachers and the students, classroom environment and other teaching-learning aspects in general. To mean teacher education, the word pedagogy is used and it comes from the German word 'pedagogue' that means a teacher. Thus, pedagogy is a wing of education that demonstrates the study of methods and style of teaching. As a faculty of knowledge, education or instructional science has been introduced almost in all the renowned universities in the world.

In Bangladesh, the case is different. Most of the universities, except Dhaka University and Bangladesh Open University (BOU) have no education faculty. Teacher education is being providing through ten old and one new Government teachers training colleges to meet the needs of the secondary level teachers of general stream most conventionally under National University (NU). The course curricula, management system, teaching methods and techniques, learning environment etc. are quite far from the present needs and demands of teacher education. The Institute of Education and Research (IER) under Dhaka University has introduced a 4 years BEd honours and one-year MEd courses. Three years BEd (Hons.) course also offers by the TTC Dhaka. Bangladesh Open University offers two years BEd and MEd degree courses through its distance program. Eleven Government teacher-training colleges (10 under revenue and 1 under development) and fifty-five private teacher training colleges permitted by the NU providing ten months BEd course and among them (Govt. TTCs) six offer MEd course under academic guidance of the National University. Administrative control of the private TTCs also put down on the hand of National University. An Institute of *Madrasah* Teacher Training established in 2001 which started from in 1996 by the Govt. of Bangladesh under development budget also providing one year training for the secondary level *madrasah* teachers.

Besides, there are fifty-four Primary Training Institutes offering one year Certificate in Education (CEd) and Higher Certificate in Education (HCEd) courses for the primary school teachers and five Higher Secondary Teacher Training Institutes (HSTTs) are also providing 8 weeks in-service training for the higher secondary level teachers, and 27 days management training for the heads of secondary and higher Secondary

levels institutes all over the country. Apart from this there is a technical teacher training college in Dhaka, which providing three years training for the teachers from the technical institutions. Two other national institutes, National Academy for Educational Management (NAEM) and Bangladesh Institute of Administrative Management (BIAM) also impart foundation training for the new appointed members of the BCS (Edn.) cadre and administrative and management training for the administrative position holders of the educational institutes over the country.

The present pattern of teacher training has failed to produce quality teachers for the country. Improvement and expansion of the education system rests mainly on the quality and number of teachers. In order to strengthen the structure of educational system, teacher education must receive top priority.[6] In the present pattern of teacher training course curricula, syllabi, examination and evaluation system, staffing pattern, management structure and role of manager, quality of the trainers and so on are very traditional which cannot meet the need of producing quality training. Consequently, due to lack of quality teachers, the educational standard of the country particularly primary and secondary levels have been deteriorated day by day. Conventional orientation of the existing teacher-training program does not create quality nor does it create consciousness about creative quality of the teacher community. Theoretical and deductive methods are used in the teacher-training program, which do not prepare teachers for creative and interactive practices in the classroom. Therefore, the teacher-training program and broadly the education situation of the country need to be examined in such a way where the existing lapses and constraints could be identified and necessary reforms may be suggested.

In our ancient society, a teacher was fully devoted to teaching and learning. Though there was neither formal course of training nor any degree awarded, the teacher was under almost life long examination. Knowledge, morality, patient and communication skills were the basic qualities of a good teacher. Under colonial rule, the British rulers sought to improve the methods of instruction through establishment of training colleges and Normal schools after introducing English education.[7]

> ... The training of teachers in the 18th and 19th centuries focused on the orientation of teachers to the subject matter of 'Western Science and Literature' rather than pedagogy. During the first quarter of the 20th century, the emphasis shifted to the methodology of

teaching. In 1937, the approach to teacher education underwent further change after Mahatma Gandhi initiated the thinking on Basic Education.

After independence of Pakistan 'The Pakistan Educational Conference' was held on November 1947, to assist the Government in determining future educational policy. Participants at the conference raised the issue of teacher training and the Primary and Secondary Education Committee agreed that 'a properly trained and reasonably well paid teaching profession was essential to the development of a great state'. The committee, therefore, suggested that 'the provinces should take necessary steps to ensure (i) the proper training of teachers and (ii) an adequate salary scale. [8]

Since then, our Governments in pre and post independence have been attempted to bring teacher-training program into line with the developmental and social needs of the country. Within thirty years after independence at least six-commission/ committee on education Policy have been formed and each of those reports has emphasized on up gradation of teacher education program.

In fact, the claim could not be refused that progress has not been achieved significantly in teacher education for such a long period. A number of major problems still remain in the way of development of teacher training program in Bangladesh. Some of these problems are listed below:

- Traditional curricula and syllabi;
- Traditional methods and techniques of teaching;
- Lacks of modern and relevant instructional materials;
- Non-democratic practices of administration;
- Traditional structure and tools of management;
- Inadequate teaching facilities and resources;
- Lack of opportunities of enriching and improving the faculty members;
- Lack of necessary allocation to meet the minimum expenditure;
- The BEd course of teachers' training colleges is not suitable for primary school teachers and others working in this field;
- No appropriate connection between the subjects in the secondary level education and the subjects in the BEd course;
- No continuity and connection between the courses of BEd and MEd Programs.[9]

So, in order to meet the increasing demand of updating the teacher-training program and overcoming the prevailing problems the country needs to initiate a fresh outlook in the following contexts:

- The existing teacher training program of the country to be thoroughly revised with a view to identify and solve the chastening issues lie down with it;
- Curricula and syllabi of BEd and MEd courses to be modified according to the needs of time;
- Duration of the present courses to be extended according to the length of syllabi and needs of curricula;
- Teaching methods and techniques are used by the teacher trainers to be replaced with the modern alternatives;
- The teaching posts and staffing pattern of the teaching staff of teacher training colleges to be upgraded in such a way where vertical mobility becomes possible;
- Supply and use of modern teaching aids and equipments to be ensured appropriately;
- Administration and management process of the Govt. TTCs to be moderated through setting new structure and new outlooks.

In a comprehensive study on teacher education program of TTC Dhaka, Lutfaun Nessa also observed that-(i) Curriculum should be flexible so that necessary modifications can be introduced when required ; (ii) Adequate guidance and counseling services should be provided for the students; (iii) Three months duration of practice teaching should be increased to ensure teaching efficiency, and (iv) All school subjects should be included in the syllabus of the BEd. Program etc.[10]

To improve the situation of teacher education objectives also been set in the Fifth Five-Year Plan of Bangladesh (1998-2002) such as: (i) improving the quality of teacher training, supervision, management and monitoring system; (ii) improving the efficiency and standard of teachers through intensive training.[11]

However, the Government recently has initiated a substantial development program on secondary education where teacher education received top priority. Secondary Education Sector Improvement Project (SESIP), the six year (2001-2006) is the first stage in a long-term sub-sector development framework of the ministry of education to strengthen, extend the provision and improve the quality of secondary education in grades 9-12 in line with the recommendations of the National Education

Policy (NEP). SESIP includes supporting policy making for secondary teacher education, the development of new training courses and skill enhancement of Bangladesh teacher trainers through in-country and overseas training. In June 2001 MOE has set up a 'Task Force' to deliberate on policy issues related to teacher education. Teacher education component of SESIP is involved (i) to produce a new teacher education policy for secondary education (9-12); (ii) to arrange international training to enhance professional capacity and (iii) to introduce a new secondary teacher education curriculum. Any qualitative development would be conditioned with the successful achievement of the SESIP.

The draft National Education Policy (NEP) 1997 admitted the observation made by the World Bank that "successful implementation of education depends on education management ... It is essential to recognize the prevailing administrative system in light of the changed situation of the society".[12]

Hillary in a study on "The organizational Development of Teachers Training Colleges in Bangladesh" found that the principals of the govt. TTCs act within a tightly controlled environment. The MOE, the DSHE and the NU determine much of the works of the TTCs. These external constraints put pressure on the TTCs to take more students, operate with less staff and fulfill the demands of an extensive curriculum in a short space of time. This has led to lack of motivation amongst staff adding to the problems of management within the college.[13] Therefore, such different kinds of internal and external problems that exist with the TTCs' management process obviously impact negatively in producing quality training for the teacher community.

Thus, the above discussion lead us to understand that in a view of great importance attached to the quality of teacher education in preparing quality teachers, it is worthy to examine the existing program teacher-training of the country with its managing efficacy to bring for ward any future initiative in this line. This is why the present study attempts to find the facts, which underlie with the govt. TTCs in general and the managerial problems in particular.

1.3. Definition of the Key Terms

1.3.1. Educational Administration

Educational administration is an obvious part of public administration. Education is a state affair that could be directed and controlled by a Government body, generally by the Ministry of Education. The administration, which directs and controls the education affairs of the state, is called educational administration. Educational administration has a network of administration, which begins from the ministry and linked to the *Upazila* offices through a chain of command.

"Educational administration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is contained not only with the development of children and youth but also with the growth of adults and particularly with the growth of school personnel." [14]

According to R.F. Compbell and others, "Education administration like many other branches of administration has suffered from too much emphasis on the adjective and too little on the noun". [15] In the view of S.J. Knezevich,

> Educational administration is a specialized set of organizational functions whose primary purposes are to ensure the efficient and effective delivery of relevant educational services, as well as, implementation of legislative policies through planning, decision making and leadership behaviour that keeps the organization focused on predetermined objectives, provides for optimum allocation and most prudent care of resources to ensure their most productive uses, stimulates and coordinates professional and other personnel to produce a coherent social system and desirable organization climate and facilities determination essential changes to satisfy future and emerging needs of student and society.[16]

Under the above discussion it can be said briefly that educational administration is an important branch of public administration that deals with every thing for providing and directing education.

1.3.2. Managerial Problems

To determine the term 'managerial problem' it is important to define 'what is 'management'? There remain a number of popular definitions of the term management. According to Terry and Franklin, "Management is a distinct process consisting of activities of planning, organizing, actuating and controlling, performed to determine and accomplish stated objectives with the use of human beings and other resources."[17] The

meaning of management is stated in the Oxford Advanced Learners Dictionary as follows: "The control and making of decision in business or a similar organization or process of dealing with or controlling people or things."[18] Finally, for an operational definition we can say that management is a group of activities or a process which deals with designing, planning, recruiting, training, assisting, supervising and overall controlling of an organization or that converts disorganized human and physical resources into useful and effective results.

Now, it is easy to find the meaning of the term 'managerial problems'. The problems that are related to the management process, simply called 'managerial problems'. Management of an organization is the prime aspect of its existence. Any type of organizations business, agriculture, social or educational has been facing a number of management related internal or external challenges or problems that could be said 'managerial problems; For example crisis of leadership, lack of policy, planning, strategy and shortage of resources, money, manpower etc.

1.3.3. Teacher Education

There are two different meaningful words in the term 'teacher education', teacher and education. Teacher is the title of a professional and education means those planned and organized activities that provide knowledge and skill to the participants. So, in short 'teacher education' means the planned and organized activities that provide knowledge and skill for the teaching professionals. Here we explain the words separately.

1.3.3.1. Teacher

Generally, a person who is full of knowledge and earns some academic degrees and has chosen 'teaching' as his /her profession is called a teacher. A teacher may have so many qualities but here we mean those teachers who are formally educated and have accepted teaching as their profession and already in service or expecting to take teaching as their profession.

1.3.3.2. Education

The word 'education' derives from three meaningful Latin words. They are- 'Educare' means to nourish, to tend up or to rear up; 'Educere' means to lead out, to draw out; and 'Educatum' means teaching.

According to Addison, "Education when it works upon a noble mind draws out to view every latent virtue and perfection, without such help are never able to make appearance." Sylvain Laurie said, " Education is an instrument developed by man in order to help, create or strengthen collective structures such as the state, the political regime, the social structure, the means of production etc."[19] Education is also defined in the Association of British Council Scholars Newsletter (ABCSN) as follow: "Education is stated to be a dynamic force which changes human behaviour, attitudes outlooks etc. and makes an individual conscious about his / her rights and obligations."[20]

After analyzing the words 'teacher' and 'education' it is not difficult to define the term 'teacher education'. In the common sense, teacher education means a course of education, which is designed for professional development of the teachers. Teacher training is the synonym of teacher education, but it is realized that teacher education is something deeper than mere teacher training.

1.3.4. Teachers' Training College (TTC)

Teachers' training college is a kind of educational institute, which provides education or training, to the in-service and pre-service teachers. The TTCs deal with teacher education or 'instructional science' or 'pedagogy' that mainly concern with teaching methods, techniques and use of teaching materials etc.

In Bangladesh, there are three stages of teacher training. They are -(i) Primary Teachers Training-conducting by the Primary Training Institutes (PTI), (ii) Secondary Teachers Training conducted by the Teachers' Training Colleges (TTC) and (iii) Higher Secondary Teachers' Training conducting by the Higher Secondary Teachers Training Institutes (HSTTI). The present study attempts to deal with the secondary level (grade VI-X) teacher-training program, which is being conducting by the Govt. Teachers Training Colleges. So, this is the 'teachers' training college'(TTC) we used the term here.

1.4. Justification of the Study

The study has multifarious utility, though many of those have been cited in the statement of the problem, still there are some scopes to rethink and reconsider. Through review of the relevant literature it appears that though pedagogy is the most vital part in any education system but it is neglected in Bangladesh. No any serious

Rajshahi University Library
Documentation Section
Document No ..D-2359
Date... 05/03/05.....

study has already been done or no appropriate attention has given earlier on it. Therefore, the study may be considered as a pioneer endeavor on the teacher education program in Bangladesh. So the study is very significant from the national perspective. Besides, the several groups and individuals could also be benefited from the study. The policy makers, educational administrators, head of the educational institutes, future researcher and the teacher trainers could also find their guidelines and directions the findings of the present research.

1.5. Review of Literature

Review of relevant literature was essential to know the available works in the field of the present study. At this stage the researcher has tried his best to find and review the relevant works of the study. A few related research works, articles, reports and books on teacher education, educational administration and management were available which are briefly reviewed below:

Muhammad Shamsul Haq (1965)[21]

Muhammad Shamsul Haq, a former Vice-Chancellor of Rajshahi University had under taken a study jointly with three other Asian scholars under East- West Center (Honolulu) and the Govt. of Pakistan on behalf of the UNESCO in 1959, on *Education and Development Strategy in South and Southeast Asia*, which was published in 1965. It was an attempt to examine the national plans of the four countries (Pakistan, India, Indonesia and Philippines) of the region in the context of their historical and cultural background, and an analysis of meaning of development and of findings of research on the economic values of education. In this valuable study the author discussed educational planning as a development strategy, national plans for development, philosophy, goals, basic features, educational targets and performance, problems and strategies in South and Southeast Asia. The last chapter of the study focused on various aspects of primary to higher education problems and strategies, where a short discussion also made on teacher education. In this topic the author explained the significance of teacher education, needs for providing more facilities to teachers and stressed for introducing education course in intermediate and degree colleges and also given more emphasis on upgrading the quality of teacher education and its strategy of execution. Therefore, the study has a partial utility to form a primary conception on the topic for the proposed study.

Kosid Diregsilpa (1967)[22]

Kosid Diregsilpa, *A comparative Study of Educational Administration in Pakistan and Thailand*, an unpublished masters thesis submitted to the Institute of Education and Research, University of Dhaka in 1967. The general method used in this study was the documentary analysis. Materials available in Pakistan and Thailand were analyzed. The materials were presented in a comparative form. Each phase of administration in both countries was discussed side by side so that a comparison could be made readily.

The findings of the study revealed that regarding the philosophy of educational administration both the countries emphasized on planned educational development to meet the manpower demands. Pattern of educational administration in Pakistan was decentralized but that of Thailand was highly centralized and the central and provincial Governments in Pakistan share the public financing of education, whereas in Thailand it was the central Government's responsibility. Thus, the findings of the study will be useful partly to the present study.

Lutfaun Nessa Begum (1972) [23]

Lutfaun Nessa Begum, *An Evaluation of the Teacher Education Programme of the Teachers Training College, Dacca,* an unpublished doctoral dissertation submitted to the Institute of Education and Research, University of Dhaka in 1972. In this valuable research work the researcher used only questionnaire method to collect pertinent data necessary for the study. Two types of population were chosen to collect relevant information Viz. (i) The teaching staff of the TTC Dhaka and (ii) The trainees of the TTC Dhaka who graduated during a period of fifteen years (1955-70) and were working in different secondary schools of Dhaka city. The sample size for population II and I were 16 and 180 respectively. The collected data were statistically analyzed and interpreted and each item of the second part of the questionnaire was tested by three null hypotheses.

The major findings of the study were the following; (a) Some changes should be made in curriculum of the teacher education programme of the TTC, Dacca (b) The objectives of education should be identified to make the students acquainted with modern methods and techniques of teaching and develop a wholesome attitude towards the teaching professions; (c) The teachers' preferred both essay and objective type of questions to be used in the college examinations of the trainees; (d) Academic

achievement, co-curricular activities, conducts and behaviors were emphasized in evaluating the students of the TTC Dacca; (e) The curriculum of the college was often evaluated every year; (f) The present duration of teacher education programme of Teachers Training College should be increased from ten months to one year etc.

Therefore, the study is considered as a valuable one, which will be useful significantly to understand different issues of teacher training program in Bangladesh to conduct the present research successfully.

Ellen Sattar (1982)[24]

Mrs. Ellen Sattar conducted a study on *Universal Primary Education in Bangladesh* in 1982. In this study she described various aspects of primary education in Bangladesh like education system and functions of primary education, inadequacies and inefficiencies in primary education, primary teacher training, administration and trends in policy of primary education. Another relevant topic 'administration of primary education' which deals with relationship between general administration and educational administration, two units of primary education administration the Government authority and local authority, how do the dual authorities influence to run the primary education properly, school management process and the managerial powers of the managing committee. In her work Ellen Sattar successfully identified practical situation of primary education in Bangladesh, but did not sufficiently cover the managerial problems of primary education and it has not given any touch concerning the teachers' training colleges managing affairs. However, it is a useful study for reviewing primary education.

Styrlejorn Gustavsson (1990)[25]

Styrlejorn Gustavsson, made a critical study on *Primary Education in Bangladesh* during his consultancy period in 1990. This study made a methodological analysis on the weaknesses and strengths of education system, environment, policies, plans and programs of the Government, school situation, teacher training and their impacts on primary education etc. It also evaluated some Government and NGO studies and reports critically on primary education. Furthermore, the study took initiative to find the better ways for solving the stated points. Documentary analysis method was used for the study.

It is a significant study, since it has drawn a pragmatic list of recommendations in the field of primary education, but not covered the area that the proposed study expects.

Commonwealth Secretariat (1993) [26]

The Commonwealth Secretariat," / UNESCO / SIDA / GTZ Training and Support Programme for School Heads in Africa" was initiated by the Commonwealth Education Programme in 1991, following plea from the inspectorate in Uganda to find ways of assisting school heads to do their job better. In Africa three regional workshops were held. Again, the three reports were divided into seven modules. In this book module 4 is entitled "Managing the Curriculum and Resources" which is mostly related to the proposed research.

The total seven modules were prescribed as Self-Development for Educational Manager, Principles of Educational Management, Personnel Management, Managing the Curriculum and Resources, Financial Management, Monitoring, School Effectiveness, the Governance of Schools. These modules were, however, very useful to the proposed study.

Sunthorn Kohtbantau (1996) [27]

Prof. Sunthorn Kohtbantau was an international consultant for 'Secondary Education Development Project' with the assistance of Asian Development Bank (ADB) under Ministry of Education, Government of Bangladesh has written a paper entitled "issues in Teachers Training in Bangladesh", which he presented in a workshop for teacher training at teachers training College, Dhaka, on 14 – 15 January 1996. This paper is based on an empirical study of the secondary level teachers training situation in Bangladesh. It has focused practical problems of teachers' training and a possible solutions and implication in a summarized form that indicated course contents and subjects deficiencies between BEd course and school subjects, irrelevant in BEd and MEd courses, variation of students background and experience, lack of proper use of teaching methods and materials etc. but did not make any comment on managerial issues of teachers' training colleges. Thus, it appears that the paper will be useful in the broader context of teachers' training related to the study of the proposed research.

Saleha Khatun (1999)[28]

Saleha Khatun, a national consultant under PROMOTE (A collaboration between the Government of Bangladesh and the European Commission) made a report on

Organizational and Management Aspects of BEd Course in Govt. Teachers Training Colleges in 1999, through experiences gathered by her survey and visits during consultancy period. In this report's summary she discussed over few points like yearly calendar, teaching staff, class routine, library, laboratory, practice teaching and internal assessment. The findings of the study have shown the lacks and constraints were laid with the managerial process and also the existing facilities of the govt. TTCs.

Therefore, the study is considered most significant to provide a guideline for the present study.

Hilary Thornton (2001)[29]

Hilary Thornton an international consultant under PROMTOE (A collaboration between the Govt. of Bangladesh and the European Commission) prepared a consultancy report on the *Organizational Development of Teachers' Training Colleges in Bangladesh* in 2001. During her consultancy period (January 16 to March 13, 2001) Hilary visited three TTCs with log sheets for three days activities, discussed with the Principals, Vice-Principals, academic staff and the trainees and observed them and also the practice teaching situation in the schools. In findings of three days visits she highlighted some managerial constraints from outside and inside of the TTCs. In the managerial process some events are controlled by some outside bodies like Ministry of Education, Directorate of Secondary and Higher Education and National University, where some other challenges come from the inside like office, finance, staff and academic management. Opinions of different groups and observation records have analyzed in summarized form in this valuable report.

So, the report's findings are obviously useful to see the managers' roles and limitations of govt. TTCs, as well as to forward the present study rightly.

However, through reviewing the above literature it can be commented that none of the studies publications has focused directly on the area of the proposed study. Some of the works highlighted the courses and curricula of teacher education, some covered few problems of the educational institutes and some dealt with the management tools of educational and institutional problems and its solutions. The last two works covered a few managerial aspects, but not dealt with the situation is remaining in the broader context of teacher training and the teacher training colleges in Bangladesh.

Therefore, the present study intends to fill up the gaps lie down with the existing teacher education program in general and to find the managerial problems of the government teachers' training colleges in Bangladesh in particular.

1.6. Objectives of the Study

Giving the background of the study we have decided to concentrate our attention on the objective of identifying the managerial problems that exist with the management process of the government teachers' training colleges in Bangladesh. However, the specific objectives of the study are as follows:

- to review the structure and characteristics of educational administration and management in Bangladesh;
- to find the organizational set up and managerial aspects of govt. teachers training colleges;
- to determine the managerial problems of government teachers' training colleges.
- to examine the modalities of discharging managerial responsibilities by the different concerns of govt. teachers' training college; and
- to suggest recommendations for overcoming the prevailing managerial problems of the government teachers' training colleges.

1.7. Methods of the Study

This is an empirical study based on survey method. A total census of all the govt. teachers' training college principals, vice-principals, faculty members, office and library staff, hostel managing team and the trainees of BEd and MEd courses were taken to elicit primary data.

To elicit qualitative data samples of teaching staff and the trainees of BEd and MEd coursers currently studying in the govt. TTCs were selected from the universe through stratified random sampling.

Individual conversations and focused group discussions were also held with the TTC managers, faculty members, the office bearers, the library in-charges and the hostel authorities. Such conversation, informal and focused group discussions were also conducted through purposive sampling.

By and large the managerial problems of govt. TTCs were identified by empirical analysis based on primary data.

As far as the educational administration and management authorities and offices are concerned, the study totally depended on the secondary data available both in the official records of the ministry of education and the reports, articles and dissertation both published and unpublished of any individual in the private sector.

1.7.1. Techniques of Sampling

In order to choose the samples from six types of target population all of the eleven government TTCs were included as the universe of the study. Purposive and stratified random sampling methods were used in order to select the sample units. Six sub-groups of population have been determined in order to collect relevant information. Sample size and criteria of selection from each of the sub-groups of population also determined purposively. Population-I consists of the principal/vp from each of the eleven govt. TTCs and population- III, IV and V are also constituted in the same manner with office, library and hostel personnel respectively. Population-II includes five faculty members from each of the ten old Govt. TTCs and three from the newly established TTC Barisal, which are aggregated to 53 in number. Gender equity maintained strictly and representation ensured proportionately from each of three types appointed teachers of the govt. TTCs.

Ten trainees have taken from each of the old ten govt. TTCs and five from the TTC Barisal in order to constitute the population-VI. Equality maintained between the numbers of trainees for BEd and MEd courses and also between the male and female trainees. A total of 105 respondents included in this category. Sample units were also chosen randomly. It is mentionable that the questionnaire on 'Existing Facilities and Managerial Aspects' was distributed among the principals/vice-principals was filled by themselves or any others related to the respective TTCs.

1.7.2. The Questionnaire

In order to collect information and to seek opinions from the respondents seven questionnaires were prepared for the following six types of respondents:

- Questionnaire on 'Existing Facilities and Managerial Aspects' and prevailing managerial problems of Govt. TTCs for Principals/Vice-Principals;

- Questionnaire for Teaching Staff;
- Interview schedule for Office Staff;
- Interview schedule for Library Staff;
- Interview schedule for Hostel Super/Assistant Super;
- Interview schedule for Trainees (both BEd & Med courses);

Each questionnaire included both structured and unstructured questions. Each type of questionnaire contained three types of questions, namely: (1) Simple 'Yes-No' or alternative response; (2) Multiple options- one or more responses and (3) Open-end answers- no limitations on opinion-number.

1.7.3. Administration of Questionnaire

The researcher personally visited all the eleven govt. TTCs and stayed there from three to five days in each of the TTCs. Therefore, he himself distributed all the questionnaires among the respondents and interviewed all other relevant population of the TTCs. Questionnaires were prepared for the principals/vps, teaching staff and questionnaire for existing facilities and managerial aspects for the office head or authorized person. Meanwhile, interview schedules were prepared for office and library staff, hostel in-charges and the trainees of BEd and MEd courses of the govt. TTCs. The respondents were given three to five days for filling out the questionnaires, and the researcher personally collected the questionnaires from the respondents. Interviews conducted personally by the researcher and observations also made by the researcher himself.

Strict confidentiality was maintained so that the respondents could give their views freely and frankly. A forwarding letter from the supervisor/director, Institute of Bangladesh studies (IBS), university of Rajshahi was attached with each questionnaire indicating the purpose of the study and requesting relevant authority/person to provide all possible help and assistance to the researcher.

1.7.4. Time Frame of Data Collection

Data/information was collected during the period of February 2002 to January 2003. A lot of informal discussions and observations were also made with different types of respondents to eamarked for the study.

1.7.5. Statistical Analysis and Interpretation of Data

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

In order to determine the predominant opinions of different groups of respondents' percentage of frequency distributions in respect of a variety of choices were presented in the form of tables and figures and the contents were analyzed and interpreted.

Factual or numerical information gathered through some of the items in the questionnaires were presented in the form of table for each category of respondents. The responses emerging from unstructured questionnaires were edited and presented in summarized form.

1.8. Scope and Limitations of the Study

The main focus of the study was to identify the predominant problems lie down with the management process of the govt. TTCs and its relevance with the educational administration and management situation in Bangladesh as well as to examine the modalities of discharging managerial responsibilities by the heads and the other employees of the govt. TTCs. For probing objectives the relevant literature was reviewed and pointed out the studies made already in the area, and the gaps where further study can be made. Towards this end the study is a modest attempt.

While collecting data we faced some limitations. It was not possible to examine all the components related to management as well as the opinions of all the members of each relevant group of the govt. TTCs due to resource and time constraints.

1.9. Chapterization

This study consists of six chapters. The first chapter is dedicated to frame the background and design of the study such as statement of the problem, Justification of the study, review of literature, objectives, methods and scope and limitations of the study etc.

The second chapter is devoted to study the present educational administration and management structure, policy and practices as a whole from primary to higher education of the country.

In the third chapter organizational structure and managerial aspects of the govt. TTCs are identified by means of analysis and interpretation of primary data.

The fourth chapter assesses and identifies the managerial problems of the govt. TTCs with primary data/information collected through three types of questionnaires and four types of interview schedules for the TTC's executives, teaching and other staff and the trainees.

The fifth chapter examines the modalities of discharging managerial responsibilities by the govt. TTC staff in general and by the principals/vice-principals in particular.

In the last chapter major findings of the study are consolidated where recommendations were made for better management of the govt.TTCs.

1.10. An Overview

It is expected that a teacher is a knowledgeable person, who can easily transmit knowledge to his pupils in the classroom situation. Transmitting knowledge effectively is an important quality or skill of an individual. Very few people are naturally gifted with it, but most of the members of the teaching community have to master it through a well-organized teachers' training program. The more one acquires the skill, the better one becomes a teacher.[30]

The teacher education program in Bangladesh is aiming at achieving this goal by trained teachers at all levels. But unfortunately a number of constraints prevail in this field, which in turn very strongly hamper the targeted goal of achieving quality education. Therefore, in the present study constraints with the govt. TTC's management process or the existing managerial problems of govt. TTCs considered most significantly.

Hence, the present study attempts to find the prevailing managerial problems as well as the modalities of discharging managerial responsibilities by the personnel in general and by the heads of the government teachers' training collages in particular in Bangladesh.

Notes and References

[1] Razina Sultana, "The B.Ed. Programme : Problems & Prospects of Teacher Education in Bangladesh", *Conference Report on Contemporary Secondary Education and Teacher Education*, Dhaka : PROMOTE, March 1999, An. 7, p. 1.

[2] Selina Jabbar Lina and M.A. Jabbar, "Teachers' Training in Bangladesh", *The Bangladesh Observer*, Dhaka, January 19, 2001.

[3] *Report of the NCEPC 1997*, Dhaka, GOB, 1997, p. 153.

[4] Kosid Dirgsilpa, *A Comparative Study of Educational Administration in Pakistan and Thailand* (Dhaka : IER, University of Dacca, 1967), p. 3.

[5] UNICEF, *The State of the World Children* (New York : UNICEF, 2000), p. 47.

[6] Lutfaun Nessa Begum, *An Evaluation of the Teacher Education Programme of the Teachers Training College, Dacca* (Dhaka : IER, University of Dhaka, 1972), p. 6.

[7] Common Wealth Secretariat, "Initial Teacher Training : South Asian Approaches", *Quality in Basic Education*, London, 1993, p. 12.

[8] Ibid.

[9] Sunthorn Kohtbantau, "Issues in Teacher Training Bangladesh", Paper presented in the workshop, Dhaka : MOE, 1995.

[10] Lutfaun Nessa Begum, *op.cit.*, pp. 172-174.

[11] *Fifth-Five Years Plan (1998-2002) of Bangladesh* (Dhaka : Ministry of Planning, 1998), pp. 435-440.

[12] The World Bank, "Priorities for The Education Sector", *Bangladesh : Key Challenges for the Next Millennium* (Dhaka : The World Bank, 2000), p. 10.

[13] Hillary Thornton, *Report on the Organizational Development of Teachers Training Colleges in Bangladesh* (Dhaka : PROMOTE, 2001), p. 9.

[14] Chester W. Harris, *Encyclopedia of Education Research* (New York : The Macmillan Company, 1996), p. 19.

[15] R.F. Compbell, et al., *Introduction to Educational Administration* (Boston : Allyn & Becon Inc., 1971).

[16] S.J. Knezevich, *Administration of Public Education* (New York : Harper & Row Publishers, 1971).

[17] George R. Terry and Stephen G. Franklin, *Principles of Management*, 8th ed. (Delhi : A.I.B.S. Publishers & Distributes (Regd.), 1994), p. 4.

[18] A.S. Hornby, *Oxford Advanced Learners' Dictionary*, 5th s.v. "Management".

[19] Sylvian Lourie, *Education and Development : Strategies and Decisions in Central America* (Paris: UNESCO, 1980), p. 30.

[20] *Association of British Council Scholars Newsletter [ABCSN]* (Dhaka : British Council, September, 1994).

[21] Muhammad Shamsul Haq, *Education and Development Strategy in South and Southeast Asia* (Honolulu : East-West Center Press, 1965).

[22] Kosid Diregsilpa, *A comparative Study of Educational Administration in Pakistan and Thailand* (Dhaka : IER, University of Dacca, 1967).

[23] Lutfaun Nessa Begum, *op.cit.*

[24] Ellen Sattar, *Universal Primary Education in Bangladesh* (Dhaka : University Press Limited, 1982).

---

[25] Styrlejorn Gustavsson, *Primary Education in Bangladesh : for Whom?* (Dhaka : University Press Limited, 1990).

[26] The Common Wealth Secretariat, "Managing the Curriculum and Resources (Resource Materials for School Heads)", *Better School, Module Four* (London : Common Wealth Secretariat, 1993).

[27] Prof. Sunthorn Kohtbantau, *Issues in Teacher Training in Bangladesh* (Dhaka : Secondary Education Development Project, Ministry of Education, 1996).

[28] Saleha Khatun, *Organizational and Management Aspects of BEd Course in Govt. Teachers Training Colleges* (Dhaka : PROMOTE, 1999).

[29] Hilary Thornton, *Organizational Development of Teachers Training Colleges in Bangladesh* (Dhaka : PROMOTE, 2001).

[30] Razina Sultana, *op.cit.*, p. 1.

Chapter II

Educational Administration and Management in Bangladesh: An Overview

2.1 Introduction

2.2 The Present Educational Structure of Bangladesh

2.3 Management Structure of the Primary and Mass Education Division (PMED)

2.4 Secondary and Higher Education

2.5 Chapter Summary

Chapter 2

Educational Administration and Management in Bangladesh: An Overview

2.1. Introduction

Bangladesh is an emergent country in the South Asian region, which has already achieved a number of worthy progress particularly in the field of education, within three decades after independence. The country has realized that there needs a drastic action plans and programs for improving the educational situation for national development. Therefore, the Government has given special attention on education through allocating highest amount in each national budget increasingly. Although the structure and quality of our education system has not yet been examined thoroughly either by the Government or by any other organization with a view to initiating necessary changes to cope with the present needs; but steps are being taken constantly by the Government through adopting various development projects in education. Generally, the projects are implemented neither for a long-term target nor as a part of master plan for educational development. As a result, investment and expenditure in education of the country has not yet got the passage of proper development.

Administration of an organization is compared with the head of human body, as it has obvious control over the whole. Management is synonym of administration and they are very inter-related to each other. Generally, administration deals with planning and policy-making and management deals with the execution process of the adopted planning and policies.

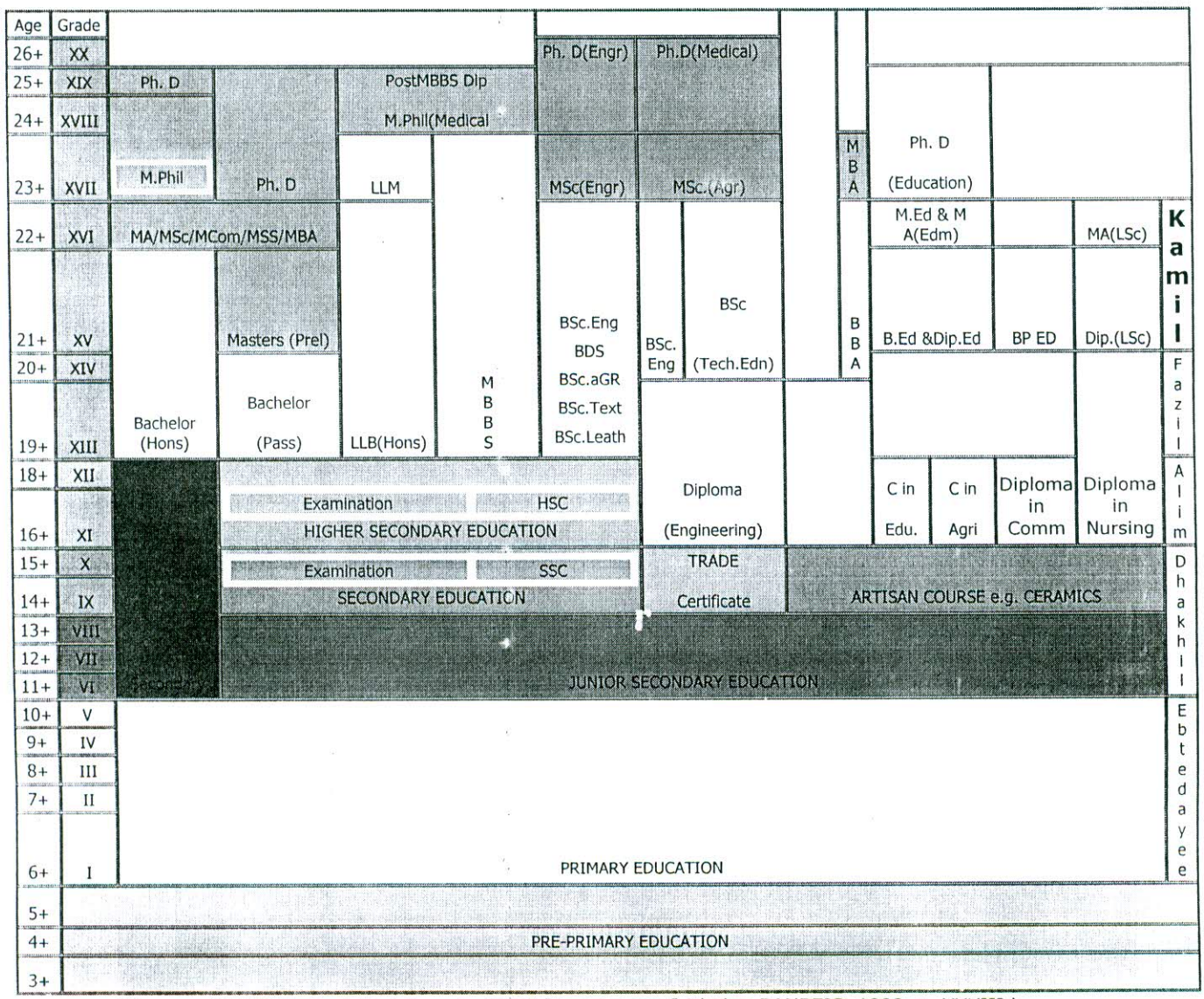
The education system of the country mainly runs through the administration and management structure, which is under control of the ministry of education. From policy making to field level implementing activities of education at all levels i.e. primary to higher levels are considered the area of educational administration and

management. Educational administration in Bangladesh, as an important part of public administration originated from the colonial model under the British rule. The structure, outlooks, objectives and process of educational administration in Bangladesh still stand in the backward stage of modern shape. Therefore, the present chapter attempts to find and analyze the facts on education administration and management in Bangladesh.

2.2. The Present Educational Structure of Bangladesh

It is cited earlier that the educational administration in Bangladesh is most traditional and highly centralized. The Ministry of Education (MOE) has an extreme dominance over its all types or levels of institutions and they are the attached and organ bodies, offices and institutions. However, a brief description and analysis of educational administration and management with necessary figures and charts, and its functions in this respect are presented in this chapter. For convenience of the discussion, at first we should have a comprehensive idea of educational structure in Bangladesh and which is shown below in Figure 2-1.

Figure 2-1
The Present Educational Structure in Bangladesh



(**Source:** BANBEIS, Analytical Report of NES [Post-Primary] Dhaka: BANBEIS, 1999, p. XXXIII.)

The present education system in Bangladesh is divided into three major stages; normally primary, secondary and higher education. Primary education is provided through the primary level institutions. Secondary level education is imparted with the junior secondary (grades 6-8) and secondary (grades 9-10) level institutions and higher education is provided with the degree pass/ honors and masters level institutions or the same level other institutions. The whole education system is categorized into two streams in operation under the Ministry Of Education. Primary education (grades 1-5) managed by the Primary and Mass Education Division (PMED) under direct control of the Prime Minister (PM) where an adviser of PM is in-charge of the division with the status of a State Minister. The other stream is the post- primary education which covers all the

other levels and types from junior secondary to post graduate education including technical, professional and *madrasah* education under administration and supervision of the MOE, where education minister is the helmsman.[1]

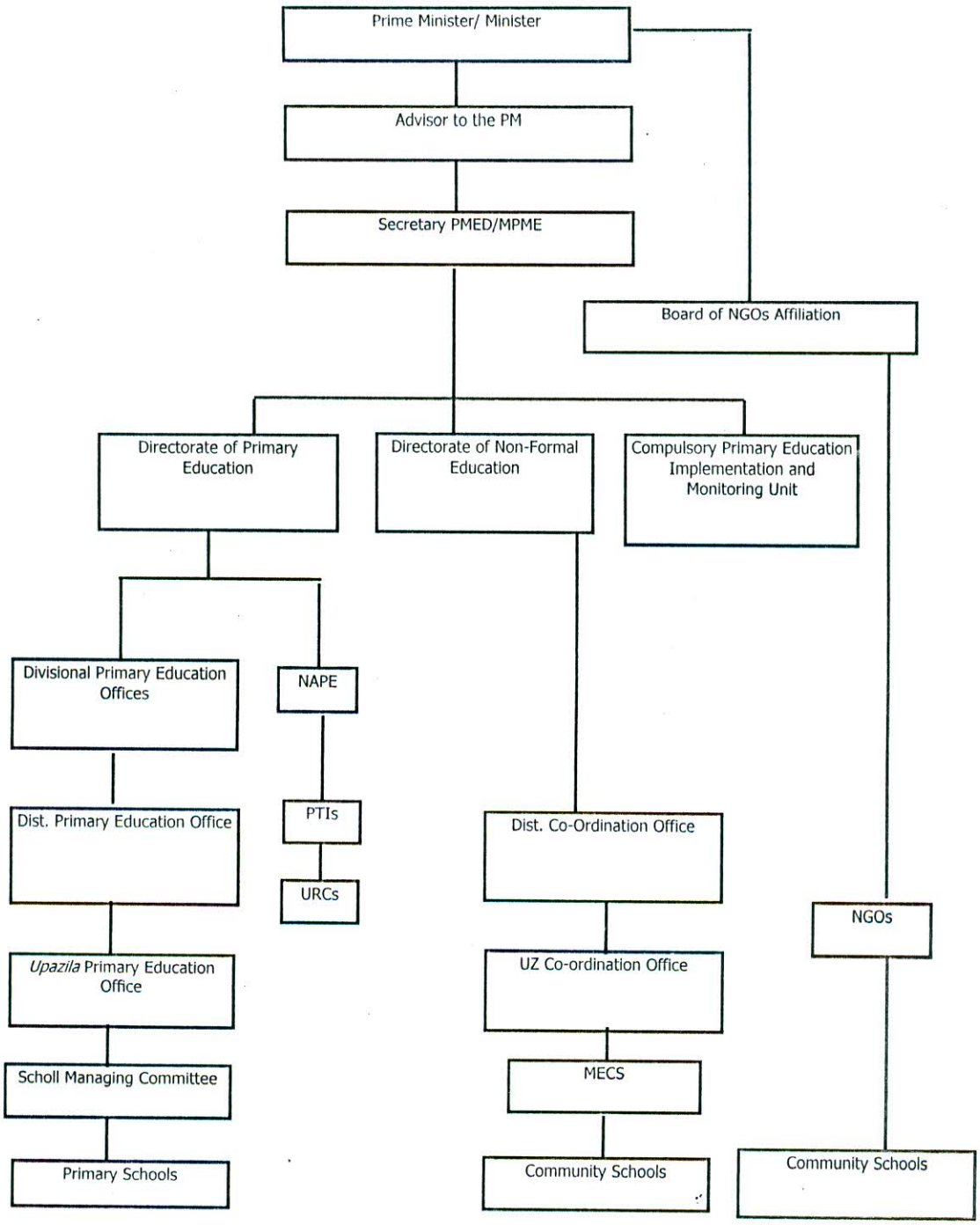
2.3. Management Structure of the Primary and Mass Education Division (PMED)

Up to the end of the seventies primary education was considered as the most essential organ of the MOE. In the early nineties when primary education got top most priority both at the national and international context, the Government of Bangladesh has been transferred primary education from control of the MOE and replaced as a separate division of the ministry with mass education as 'Primary and Mass Education Division' (PMED) and it has been taken up under direct control of the prime minister since 1992.

PMED is further divided into two directories. They are –(1) The Directorate of Primary Education (DPE), and (2) The Directorate of Non-Formal Education (DNFE). There is also a separate unit for compulsory primary education implementation and monitoring headed by a director under PMED. Recently (March, 2003) The Government declared Primary and Mass Education as an independent ministry and charge of the new ministry is given to minister.

Therefore, the organizations and institutions are involved in providing primary and mass education and their administration and management is shown with the following Figure 2-2.

Figure 2-2
Management Structure of Primary and Mass Education Division/Ministry (PMED/MPME)



(**Source:** Report on National Education Week 2002 (Dhaka: MOE, GOB, 2002), p.27 [Fig:-10 partly]

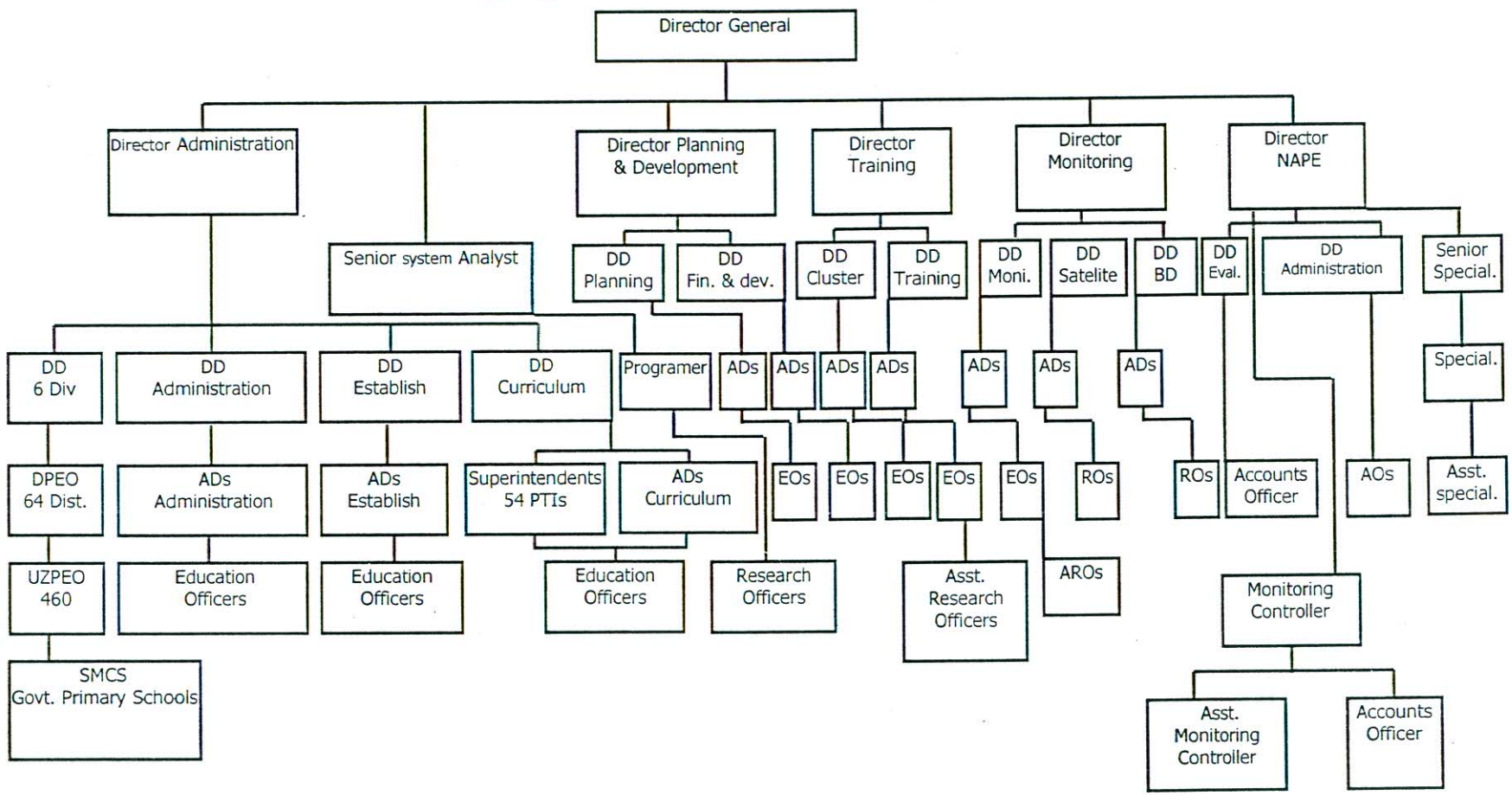
2.3.1. Directorate of Primary Education (DPE)

The directorate of primary education is responsible for management, supervision and development of more than 79,000 primary schools with a teaching force of about 3,00000 through the subordinate offices from division to *Upazila* level and the attached offices and institutes.

In 1983, the Government decentralized the authority and functions of primary education to the newly created *Upazila Parishad* and the School Managing Committee (SMC). Besides, later the major authority and functions of primary education administration has been transferred to the district Primary Education Officer (DPEO) such as appointment, transfer, promotion, supervision, disciplinary action of the teachers and the employees of the schools and subordinate offices etc. But still, the management of policy implication and overall responsibility of primary education developments depend on the PMED and DPE.

The Figure 2-3 shows the structure and strength of primary education management in Bangladesh under the DPE.

Figure 2-3
Organogram of the Directorate of Primary Education (DPE)



(**Source:** The World Bank, *Bangladesh Education Sector Review*, Vol. II, Part one (Dhaka: UPL, 2000), P.21 [Partly].

2.3.2. Subordinate offices of the DPE

2.3.2.1. Divisional Primary Education Office (Div. PEO)

The director administration directly links the field level administrative offices of primary education with the DPE. The nearest administrative unit of the DPE is the divisional primary education office headed by a Deputy Director (DD). The divisional offices are located at Dhaka, Chittagong, Rajshahi, Khulna, Sylhet and Barisal. The office of the divisional primary education officer is consists of a Deputy Director, an Assistant Director, an Accounts Officer and two Education Officers.

Each Divisional office is responsible for managing, supervising and supporting the district offices of its jurisdiction. All of the Govt. policies, laws, ordinances and guidance concerning primary education are conveyed to the district offices through the divisional offices.

2.3.2.2. District Primary Education Office (DPEO)

The District Primary Education Officer is the authority of primary education of a particular district. The government has given wide range of powers to the DPEOs by decentralizing authority of primary education since 1983; though it has been shortened presently. The office of the DPEO is responsible entirely for supervising, managing and co-coordinating the field level primary education of its own jurisdiction. Its responsibilities include distribution of textbooks, organization of in-service training, recruitment, posting, transfer, reward and punishment giving of the teachers and the employees of primary education over the year.

The DPEO being the local authority of a district area is given special importance by the office of the Director General for Primary Education and also by the PMED.

2.3.2.3. *Upazila* Primary Education Officer (UZPEO/TEO)

The *Upazila* Primary Education Officer (UZPEO) previously *Thana* Education Officer (TEO) is the authority of field level primary education. He is responsible for directing, supervising, monitoring and coordinating the *Upazila* level primary education. His responsibility includes school inspection, proposal submitting to the

DPEO for transfer, training, reward and punishment giving of the teachers and employees, preparation of their monthly salary, monthly meeting with the school heads etc.

2.3.2.4. *Upazila* Resource Center (URC)

Upazila Resource Center (UPC) is an effective and innovative organ to the primary education management. Five URCs were established first in 1998 on pilot basis in the country under primary education development project. The Government of Bangladesh has taken up comprehensive primary education programs where quality improvement of primary education was the main objective and establishment of the URC is also aiming at achieving this objective effectively. The URC is a significant reform in the academic management system of primary education, which aims to provide academic support to the *Upazila* primary education system with specific teachers. To make the URC functioning one Instructor, one Assistant *Upazila* Education Officer (AUEO), one Data Entry operator and one Night Guard have been appointed.

The *Upazila* Resource Center work under a management body of five members committee comprises of the following members:

- Superintendent of the relevant PTI Chairman
- District Primary Education Officer Member
- *Upazila* Primary Education Officer Member
- Head teacher of Model Primary School Member
- Instructor, URC member Secretary

The URC has an essential linkage with the relevant education offices of located area. The linked offices are the PTI, DPEO, UZPEO and Model Primary School (MPS) of the URC premises.

The URC has a Resource Pool (RP), which is likely the main strength of the URC. The RP consists of 20 members. The members are the PTI Instructors, AUEOs, local school head teacher/assistant teachers and others. The RP members are selected through a process. Besides, the URC also has a Training Pool (TP). The TP members are selected from the school teachers and engaged with five days long training activities for the English and the Mathematics subject teachers.

2.3.2.5. National Academy for Primary Education (NAPE)

National Academy for Primary Education, earlier known as Academy for Fundamental Education was founded in the year of 1978. It was planned to be the Co-ordination and Information Center for facilitating training of the Primary Education Officials as well as center for professional development of the concerned personnel in the field of educational management, educational research and academic supervision. Over the years NAPE has emerged as an apex national training and research institution of the Primary Education sub-sector in Bangladesh.

Its two main purposes are to contribute towards the qualitative and quantitative improvement of primary education in Bangladesh and to facilitate the process of universalization of primary education.

The Academy has a Board of Governors, which provides the policy directions to the institution. The Secretary of the PMED is the ex-Officio chairperson of the Board.

The chief executive of the academy is a director, who is responsible for overall administration; finance, development and execution of programs of the academy, in the day-to-day functioning of the academy two-deputy directors assist him. The major functions of the NAPE include:

- to organize long and short term in-service training for primary education administrators, supervisors and teacher educators;
- to undertake action research for improvement of primary teachers training and quality of primary education.
- to develop instructional materials, models for improving quality of instruction and training in the PTIs;
- to carryout its functions in close co-operation of PMED, DPE and related training institutions;
- to monitor and follow-up the activities of field level education offices and primary schools etc.

2.3.3. Mass Education (Non-Formal Education) Management in Bangladesh

Mass Education program in Bangladesh has been introduced in the 1980s and being implemented by creating a separate division of the Education Ministry with Primary Education in the name of Primary and Mass Education Division (PMED) from 1992. Bangladesh by 2020 should have achieved a vivid progress of non-formal basic

education where a number of non-formal programs will be available that combine literacy with continuing education of life and income generating skills.

The integrated Non-formal Education Program (NFEP) was initiated in 1991 and the Directorate of Non-formal Education (DNFE) was established in 1996 to implement four projects totaling $ 277 million over five years (1996-2001). More than 31 million learners are targeted in four projects. In addition, 415 non-government institutions are currently active in the education sector, 330 of which are directly implementing NFE Program for DNFE.[2]

There are three different types of NFE Programs supported by NFEP, Namely- (1) Center based literacy and survival skills program implemented by the Government and Non-government institutions:(2). The Total Literacy Movement (TLM), a "campaign" approach which is managed by the local administration at the district level, and (3). Distribution of free primers for philanthropic and voluntary organizations implementing the NFE Program using their own or donor resources.

2.4. Secondary and Higher Education

The secondary and higher (Post-Primary) level education in Bangladesh is comprised of all the types and levels from junior secondary to higher education under the administration and supervision of the secretary of the Ministry of Education (MOE). Post primary level of education is divided formally into three stages, Secondary level (grades VI-X), higher secondary or intermediate level (grades XI-XII), and higher level provided in the universities and the university colleges.

The secondary level is sub-divided into two levels; lower secondary level (grades VI-VIII), providing at the junior or secondary level institutions and secondary level (grades IX-X), providing secondary level institutions of different types and patterns, viz: general, religious, technical and professional in terms of curriculum.

There is diversification of courses after three years of schooling in junior secondary level. Vocational and technical education is offered in vocational and trade schools. Moreover, there are high schools where SSC (vocational) courses have been introduced. In secondary education, there are science and business education, which start at class IX, where the students are free to choose their courses (s) of studies.

National Education Survey (NES)[Post-Primary], 1999 reveals that there are a total of 27,058 post primary education institutions in Bangladesh. Of this total number, 26,211 (96.86%) are being run under private management and only 847 (3.14%) are under Government management. It is observed that 18,127 (67%) are of general education, 7,122 (26.32%) are of *madrasah* education, 1,462 (5.40%) are of technical and vocational education and the remaining 347 (1.28%) are professional type of educational institutions. According to the report of the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) 2001, there are a total of 16,166 secondary schools in the country where 15,849(98%) run under private management and only 317(2%) under the public sector.

The post primary education institutions are classified on the basis of the level of education they offer. The great majority of these post-primary institutions, 18,314 (67.68%) in number are of secondary level, followed by higher secondary level institutions numbering 3,554 (13.13%) and degree level institutions numbering 2,141 (7.91%) while the 203(0.76%) institutions belong to masters level Besides, there are 2, 816 (10.51%) junior secondary level institutions which are privately managed.[3]

The academic program terminates at the end of class when students are to appear at the public examination called SSC (Secondary School Certificate). The Boards of Intermediate and Secondary Education (BISEs) conduct the SSC examination. At present there are seven boards at different places for general education and a board of Technical Education and also a board of *Madrasah* Education located in Dhaka.

The secondary education is designed to prepare the students to enter into the higher secondary stage. The course at higher secondary stage is of two-years duration (XI-XII), which is being offered by intermediate colleges or by intermediate section of degree or master colleges[4]

The third stage of education comprises of 2-6 years of formal schooling. HSC holders are eligible to enroll in 3 years degree pass courses while four years for bachelor of degree honors courses at degree level colleges and in the universities. A student can enroll further in the masters' degree course after successful completion of pass/ honors bachelor degree. Higher education is being offered to the universities and post-HSC level colleges and institutes of diversified professional, technical, technological and other special types of education.

2.4.1. Management Structure of Secondary and Higher Education

The Ministry of Education (MOE) is the highest authority to execute Government's policies and planning on education. After creation of the PMED responsibilities remain with the MOE only secondary and higher education concern including technical, vocational, professional and *madrasah* education.

The MOE performs its responsibilities through a number of concerned organizations and institutions. There are four categories of those organizations and institutions working under the MOE. The categories are as follows:

Directorates

(i) Directorate of Secondary and Higher Education (DSHE), (ii) Directorate of Technical Education (DTE), (iii) Bangladesh National Commission for UNESCO (BNCU); (iv) Directorate of Inspection and Audit (DIA); (v) Facilities Department (FD) etc.

Attached Offices

(i) National Academy for Educational Management (NAEM): (ii) Bangladesh Bureau of Educational Information and Statistics (BANBEIS); (iii) Development Projects etc.

Autonomous Bodies

(i) University Grant Commission (UGC); (ii) National Curriculum and Textbook Board (NCTB) (iii) Board of Intermediate and Secondary Education (BISE); (iv) Technical Education Board (TEB) etc

Semi-autonomous Institutions

(i) Government Universities (ii) Council for Bangladesh Institutes of Technology; (iii) NOTRAMS etc.

The organizations and offices work under the Ministry of Education are listed below in two major categories: (i) Organ and attached offices and (ii) Autonomous and semi-autonomous bodies.

Chart 2-1
Chart of the Bodies and Institutions work under the Ministry of Education (MOE)

Organ and Attached offices	Autonomous & Semiautonomous bodies
DSHE-Directorate of Secondary and Higher Education	UGC-University Grants Commission
DTE-Directorate of Technical Education	NCTB-National Curriculum and Textbook Board
DIA- Directorate of Inspection and Audit	BISE-Board of Intermediate and Secondary Education
FD-Facilities Department	TEB-Technical Education Board
BNCU-Bangladesh National Commission for UNESCO	MEB-*Madrasah* Education Board
BANBEIS- Bangladesh Bureau of Educational Information and Statistics	CBIT-Council of Bangladesh Institute of Technology
NAEM-National Academy for Educational Management	NU-National University
Development Projects	BOU-Bangladesh Open University

The administration of secondary education is highly centralized. The Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education is responsible for implementing the Government policies at secondary and higher level of education It is responsible for controlling of 13, 800 secondary schools (including junior secondary), 900 intermediate colleges and intermediate sections at almost 800 degree colleges.[5]

The National Curriculum and Textbook Board (NCTB) is responsible for developing curricula and publishing and distributing standard textbooks for school and intermediate levels.

The Board of Intermediate and Secondary Education (BISE) is another important organ of the MOE to arrange public examinations for secondary and intermediate levels. There exist seven general, a *madrasah* and also a technical education board for secondary and higher secondary levels of education in Bangladesh.

Apart from the central management structure Bangladesh is divided administratively into six divisions with 64 districts and about 500 *Thanas* (including *Thanas* under municipalities). The DSHE is divided into eight zones. Each zone has a deputy director assisted by two to four inspectors. A zone is consists of a few district education offices headed by a District Education Officer (DEO). There is no staff

network to deal with secondary education at the *Thana* level except a post of *Thana* Project Officer (TPO) for the Female Secondary School Assistance Project (FSSAP).

There are three types of supervisions exist in Bangladesh at secondary level, viz: (i) The BISE are responsible for affiliation of non-Government secondary schools and *madrasahs*. However, lack of inspection capacity they delegate the work to zonal inspectors and DEOs; (ii) The Directorate of Inspection and Audit of the MOE undertakes periodic audits of the non-government schools and *madrasahs;* (iii) Each zone has up to four inspectors who visit at least 10-15 schools very month.

Bangladesh has also an institutionalized mechanism for community participation at secondary level educational. School Management Committee (SMC) is required for all the recognized non-government secondary schools like the governing body (GB), which is required for all the non-Govt. intermediate colleges. These bodies are responsible for mobilizing resources, approving the budget, controlling expenditures, appointing and disciplining staff from top to bottom.[6]

2.4.2. Management Strength of the Ministry of Education

Chart 2-2
The Present management strength of the MOE is as follows:

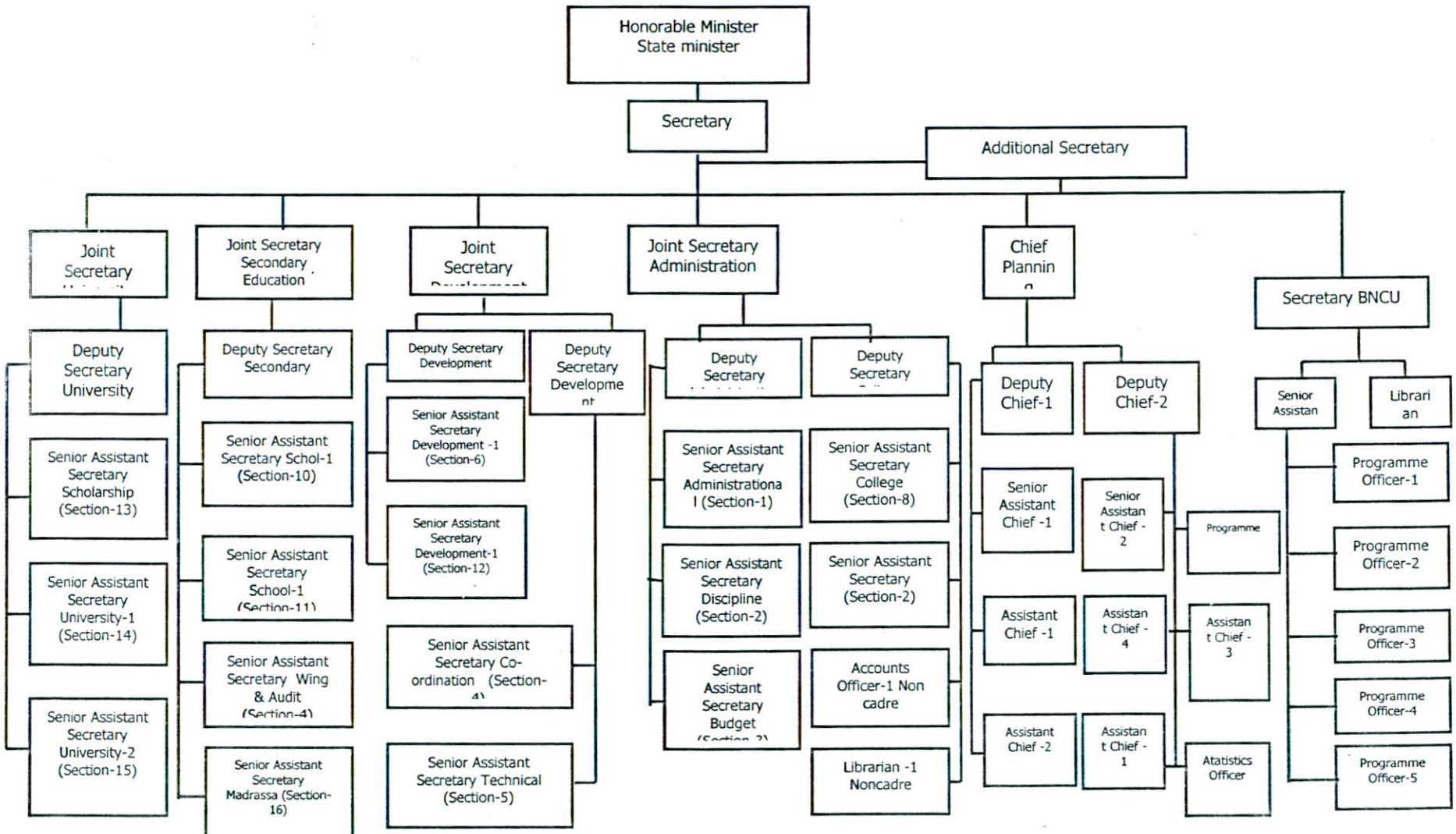
Post	Number
Minister	1
State Minister	1
Secretary	1
Additional Secretary	1
Joint Secretary	4 (Admin, college ,secondary and development)
Chief, Planning Cell	1
Deputy Secretary	6
Deputy Chief Planning Cell	2
Secretary, BNCU	1
Senior Asst. Secretary	18
Senior Asst. Chief Planning Cell	2
Programmer	1
Librarian	2
Asst. Chief, Planning Cell	4
Research Officer	5
Statistical Officer	1
Program Officer	5

(Source: Report on National Education Week, 1998, (Dhaka: MOE, GOB, 98, P.50)

In addition, each section of the MOE consists of three office staff under a senior Assistant Secretary, viz.- Administrative Officer (AO)-1, Steno-Typist/ Computer Oparater-1 and a Peon (MLSS). Further, from minister to secretary every body has a set of personal staff line, which includes a Private Secretary (PS), an AO, a Steno-Typist and a Peon also.

Therefore, it is worthwhile to mention here that the MOE has been maintaining relation with all its attached and autonomous bodies and managing all the related affairs with its existing sections and manpower. It's really a tough job to maintain the standard of education at all levels with such an inadequate human force and centralized characteristics of the MOE. The following figure shows the management structure and the affairs of management of the MOE.

Figure 2-4
Manage Structure of the Ministry of Education



Source: The World Bank, *Bangladesh Education Sector Review*, Vol. II, Part one (Dhaka: UPL, 2000), P.21 [Partly]

2.4.3. Authority and Functions of the MOE

Functions of an organization could be realized through its objectives, structure, authority and span of control. The ministry of education is the supreme authority of the Government to take any decision concerning education of the country. All the offices on education are fully responsible to the MOE for their dealings and functions. So, it is unnecessary to repeat that the educational administration and management system of the country is highly centralized and authoritarian. At present the MOE is involved to perform the following functions:

- to initiate national education policy and its implementation;
- to implement any act pass by the parliament concerning education;
- to set policies and planning regarding educational management and development;
- to implement education policies of the Government;
- to manage and supervise the academic functions of the education institutes;
- to arrange and supervise the construction works under the development schemes/projects;
- to evaluate and assess the need for change in curriculum for different levels and implement it;
- to publish textbooks for primary and secondary levels and distribute it to the relevant educational institutes;
- to prepare revenue and development budgets and to maintain accounts of all the attached and semiautonomous bodies and making arrangements for audits;
- to arrange training both at home and abroad for the teachers and the officers working at different levels of the MOE;
- to administer establishment matters including personnel management involving recruitment, posting, transfer, promotion, retirement, and disciplinary cases of all the officers and employees working under the administrative control of the ministry;
- to supply information on educational matters to the approved agencies/organizations;
- to process matters relating to foreign tour/training of the officers under the administrative control of the ministry;

- to maintain liaison between different departments of the Government;
- to co-ordinate the works of all educational offices and institutes under control of the ministry;
- to issue necessary rules, orders and notifications to maintain and implement it by the offices and institutes under control of the ministry;
- to prepare different projects, finance and implement it for educational development;
- to form committee, commission and to implement its recommendations for educational reforms and developments;
- to initiate introduction of new courses/subjects in Govt. educational institutions and creation of additional required posts with provisions for other necessary facilities for the purpose.[7]

Apart from those routine works the MOE has many other relevant responsibilities to meet the Government's policies and outlooks as well as the needs of the society. So, the sum and substance in this regard is that the MOE is the highest body which remain ultimately responsible for implementation of the Government's policies and programs on education overall.

2.4.4. Limitations of the MOE

Decision making authority in the public sector education is highly concerned with the ministry in all respects. The ministry of Education is the highest authority on secondary and higher education in Bangladesh. It is important to mention here that although investment in education is increasing every year on priority basis but no significant progress has been achieved through the present centrally dominant attitude, structure and process of the educational management system.

Different critics like the education managers and experts revealed the prevailing limitations of the MOE. A.H.M. Karim remarked that educational administration in Bangladesh has been highly centralized. The ministry of Education, being responsible for appointments and transfers of senior education officers, hardly finds enough time to devote to policy matters and innovative academic programs.[8]

National Commission on Education Policy (CNEP), 1997 pointed out that there is an acute limitation of co-ordination between the present education management

system and different offices of educational administration of the country including repetition of the same functions between the MOE, DSHE and the other offices which resulted an stagnant situation including time killing for the dual and bifurcate management system in the administration. Therefore, obligations are loosing and accountability is reducing.[9]

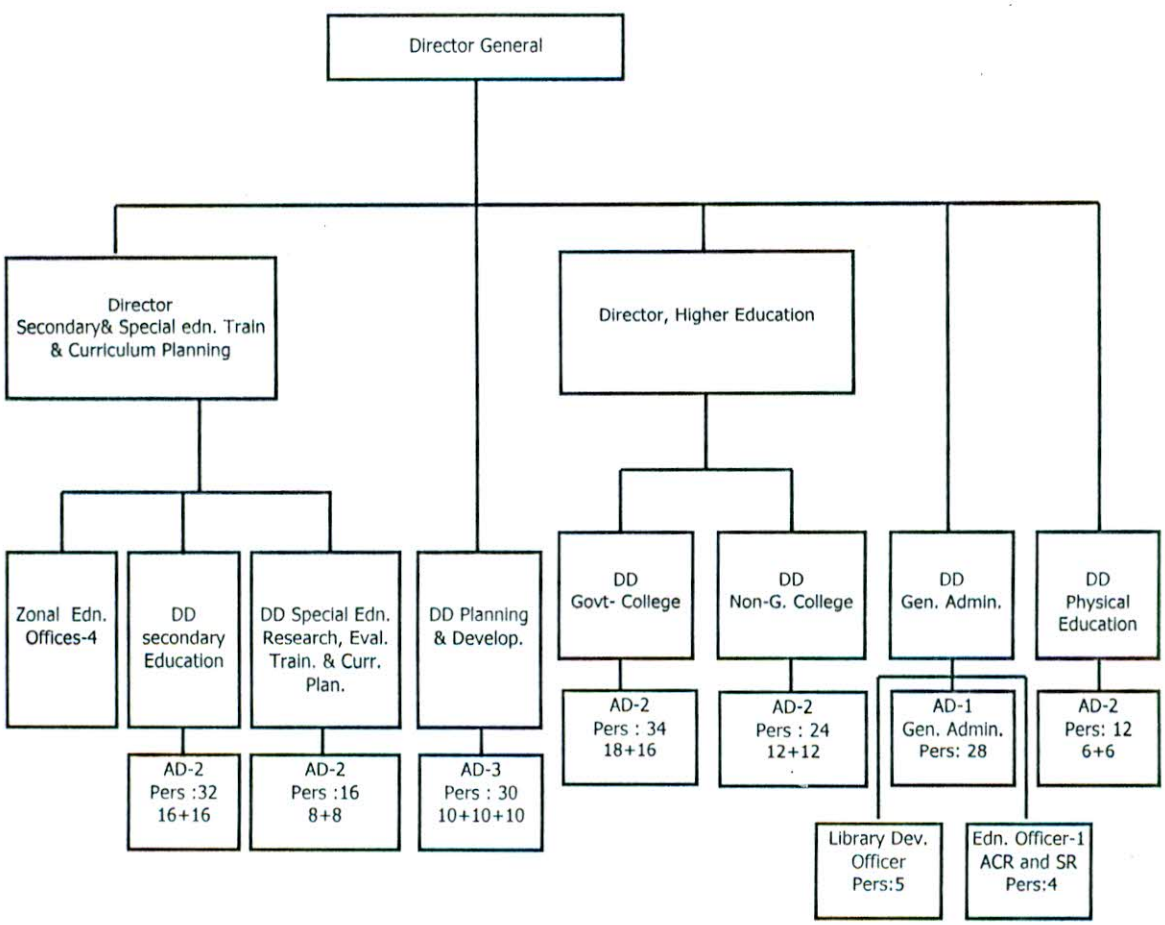
Therefore, due to highly centralized nature of administration the MOE is tremendously overloaded with functions and responsibilities and can give less attention to policy making rather routine works.

Furthermore, reorganization of the MOE on functional lines, delegation and decentralization of powers and functions, duplication of works in MOE and the Directorates, and continuance of senior officers of MOE in their respective positions for a reasonable period (so that continuity in policy making at the highest level does not suffer) are some of the important unresolved issues that invite further thinking.[10]

2.4.5. Management Structure of the Directorate of Secondary and Higher Education (DSHE)

The Government of Bangladesh had initiated to re-shuffle the organization and equipments of different Ministries; Divisions, Departments, Directorates and Sub-ordinate offices by instituting a Martial Law Committee on Organizational Set-up headed by Brigadier Enamul Haque Khan in 1983. The Committee in its Report Phase-II, designed an Organizational Set-up with functions and other points for the DSHE. The following Figure 2-5 shows the organizational set-up of the DSHE.

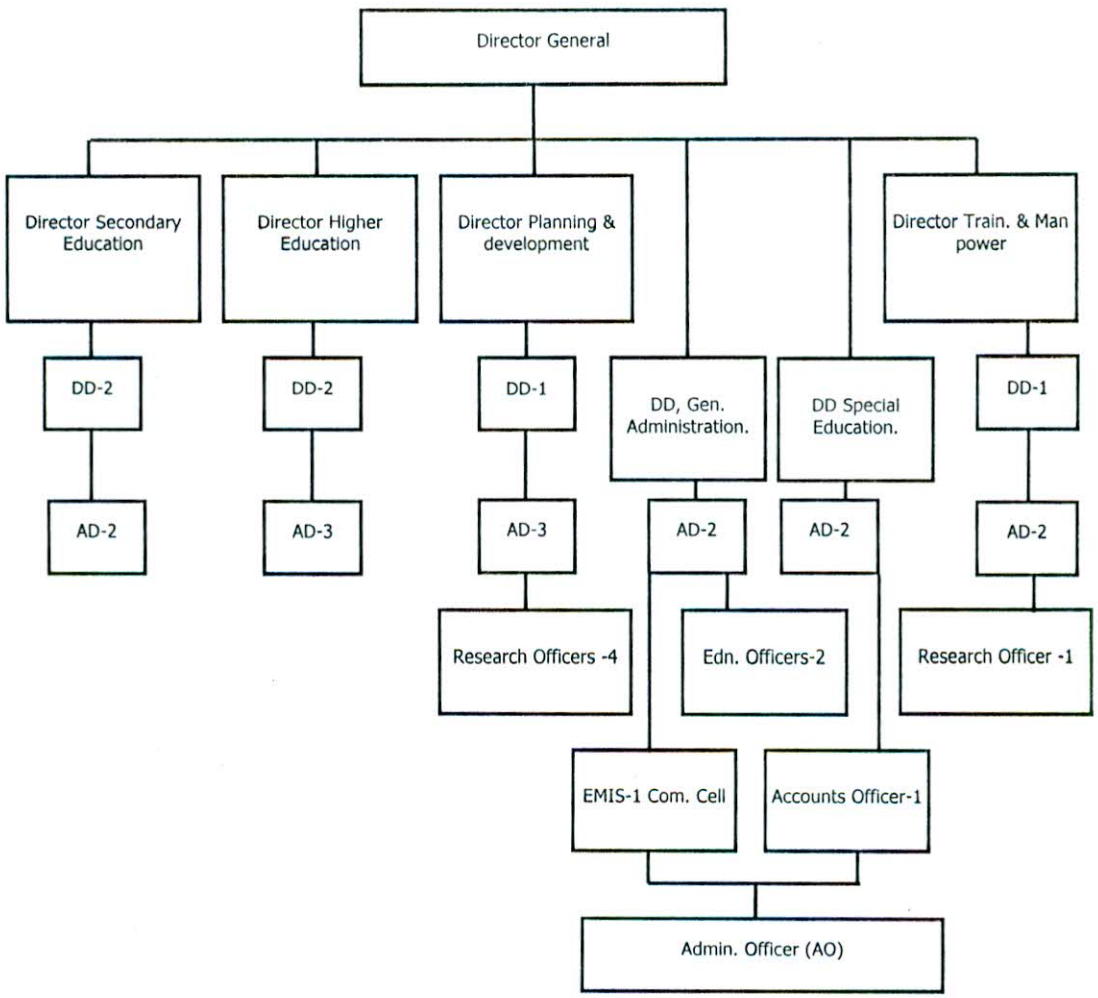
Figure 2-5
Management Structure of the DSHE under Enam Committee's Recommendation



(**Source:** Martial Law Committee on organization Set-up, Phase ii (Dhaka: GOB, 1983), pp. 178-79)

The above structure of the DSHE has been extended and re-shaped during the last two decades according to the growing needs and demands of time. The Planning and Development branch of the directorate has been upgraded by creating the post of Director. A new wing of Training and Manpower (TM) has been created with a post of Assistant Director under revenue and the posts of Director, DD and another AD under development budget. Recently the Government (April 2003) had included those posts under revenue budget. Therefore, the present management structure of the DSHE has been rearranged. The reorganized chart is given below :

Figure 2-6
Present Structure of the Directorate of Secondary and Higher Education (DSHE)



(**Note:** The figure is complied briefly with the previous figure and others i. e. Education Week Reports, SESIP etc.)

2.4.6. Authority and Functions of the DSHE

It has been pointed out that the post-primary education of the country is under authority and control of the MOE and the MOE maintains its authority over the educational institutions through a few attached and semi-autonomous bodies. The DSHE is the main stream of such educational controlling bodies work under the MOE. Therefore, it is easily understood that the authority and functions of the DSHE mainly concerns with the MOE. However, the Martial Law Committee on Organizational Set up, phase-II in 1983 has redesigned organizational structure and functions of the DSHE, which is still considered as the basis of its authority and functions. These functions are mentioned below:

- To implement education policy of the Government in respect of Secondary and Higher Education (SHE)
- To advice the administrative ministry in matters of formulation policy concerning general education and the level of Secondary and Higher Education (SHE) of the country.
- To manage and supervise the academic functions of the educational institutions.
- To arrange and supervise construction works under the development schemes/projects.
- To maintain the qualitative standard of general education.
- To evaluate and asses the need for change in the curriculum at different levels.
- To prepare revenue and development budgets and to maintain accounts of all the institutions and making arrangement for audit.
- To arrange training of the teachers at working at the different levels.
- To administer matters including personnel management involving recruitment, posting, transfer, promotion, retirement, disciplinary cases of all the officers and employees working under the administrative control of the Directorate.
- To supply information on educational matters related to the approved agencies or organizations.
- To process matters relating to foreign tour/training of the officers working under the administrative control of the Directorate.
- To maintain liaison between different departments of the Government.

- To coordinate the works of all the educational institutions under the Directorate.
- To initiate introduction of new courses/subjects in the Govt. educational institutions and creation of additional posts with provisions for other necessary facilities for the purpose.[11]

Besides, the DSHE has so many other functions, which are its own jurisdiction. The functions are like the follows:

- To give recognition/ affiliation of the junior secondary non-Govt. schools.
- To initiate inspection and to arrange junior scholarship examination of secondary education.
- To administer the payment of salary subventions of nearly 303299 teachers and 65500 non-teaching staff of non-government secondary schools, colleges, and madrasahs.12
- To appoint the teachers and non-teaching staffs of Govt. secondary schools.
- To maintain liaison and coordination with the zonal and district level secondary education offices;
- To maintain liaison and coordination with the other education related offices and authorities of the Government, such as PMED, DIA, and BISE etc.
- To prepare necessary development projects plan at secondary and higher secondary level and initiate its implementation.
- To administer different religious and moral education boards, boy's scouts and girl's guide as its honorary chief by the Director General authorized by the MOE.
- To conduct inquires regarding allegations of the offices and institutions under administrative control of the DSHE.
- To inspect sub-ordinate offices and institutions on a regular basis and when it appears necessary.
- To forward and coordinate all petitions of the institutions and the personnel working in fields, to the MOE or the higher authority etc.

2.4.7. Limitation of the DSHE

The Directorate of Secondary and Higher education is the prime organ of the MOE, which deals with the general stream of secondary and higher education of the country and it is overwhelmed with diversity of affairs and functions, and also with a large number of employees but extremely shortage of executives. Many studies criticized earlier and suggested the ways of developing the situation. During the last two decades there has been a markable increase in the number of educational institutes of different types, creates more pressure and new administrative problems upon the DSHE increasingly. Karim observed in 1988 that there has been an addition of 870 institutes, which not only creates pressure on the public exchequer (for Govt. salary support) but also brings a lot of administrative problems and increased workload.[13]

During the fifth five-year plan (1998-2002) the Government established a number of new educational institutions and despite that Govt. had to introduce a double shift of schooling, which created much more pressures to the existing overloaded situation of the DSHE. Haque observed that direct role of the DSHE was very limited to implement secondary education in the light of a responsible organization's independent role to implement different aspects of curriculum and management. He also observed that there is an acute shortage of well-trained, skilled and stable administrative personnel to administer the functions of the DSHE properly.[14]

The organogram designed by the Enam Committee's recommendations for the DSHE in 1983 reveals that the number of the administrative personnel of the DSHE is too little compare with the third and fourth-class employees, i.e. only 27 officers against 217 employees. Such an imbalance of the administrative and the office personnel has made the DSHE's management system very difficult and the situation made the executives compliant of the employees and therefore, sufferings of the applicants to the DSHE have reached at the highest stage.

Besides, the Committee on National Education Policy, 1997 pointed out that the Director General of the DSHE is an officer of the supreme position of the

BCS (Edn.) cadre and his status is of an Additional Secretary. So his examined proposal should be forwarded directly to the Secretary of the MOE, but at present the proposal submitted by the DG to the Ministry is forwarding from Asst. Secretary to the Secretary through passing all the stages of higher- archy. This type of repetition of functions occurs killing of merit and times.[15]

Therefore, it has also been observed that actual authority of the DSHE is very limited; because it has no decision making power in any major issues regarding its dealing areas. It's just a mediator or a forwarding body between the ministry and the institutes. Therefore, the DSHE is confronting challenges both in decision-making and in managing the affairs perfectly.

2.4.8. Directorate of Inspection and Audit (DIA)

The Directorate of Inspection and Audit has been created in 1980 with the following responsibilities.

- To conduct on a regular basis inspection of all non-government educational institutions (secondary level schools, colleges and *madrasahs).*
- To verify the conditions of eligibility for affiliation or recognition of non- government education institutions.
- To ensure that the funds of non-Government institutions are properly spent and utilized.

Besides, the routine inspections by the DIA, annual audits of the accounts of the non-government institutions (except *Ibtdayee madrasah*) are carried out by chartered accounts registered with the Bangladesh Institute of Charted Accounts.

Above 52,422 non-Government institutions (secondary and higher secondary levels general, *madrasah,* technical and professional) have come within the purview of the DIA's management. At present the Government is allocating 90% of salary of the teachers and the employees of the non-Government education institutions.

The role of DIA as a separate inspecting agency under the MOE has come under scrutiny. Being mainly concerned with the checking of accounts the DIA

cannot answer adequately the needs of academic supervision since it has no any co-ordination with different management bodies like the DSHE, the Zonal Deputy Directorates, District Education Offices, the BISE and the BMEB etc. So, roles and functions of the DIA are inadequate to meet the needs of the educational institutions.[16]

2.4.9. National Curriculum and Textbook Board (NCTB)

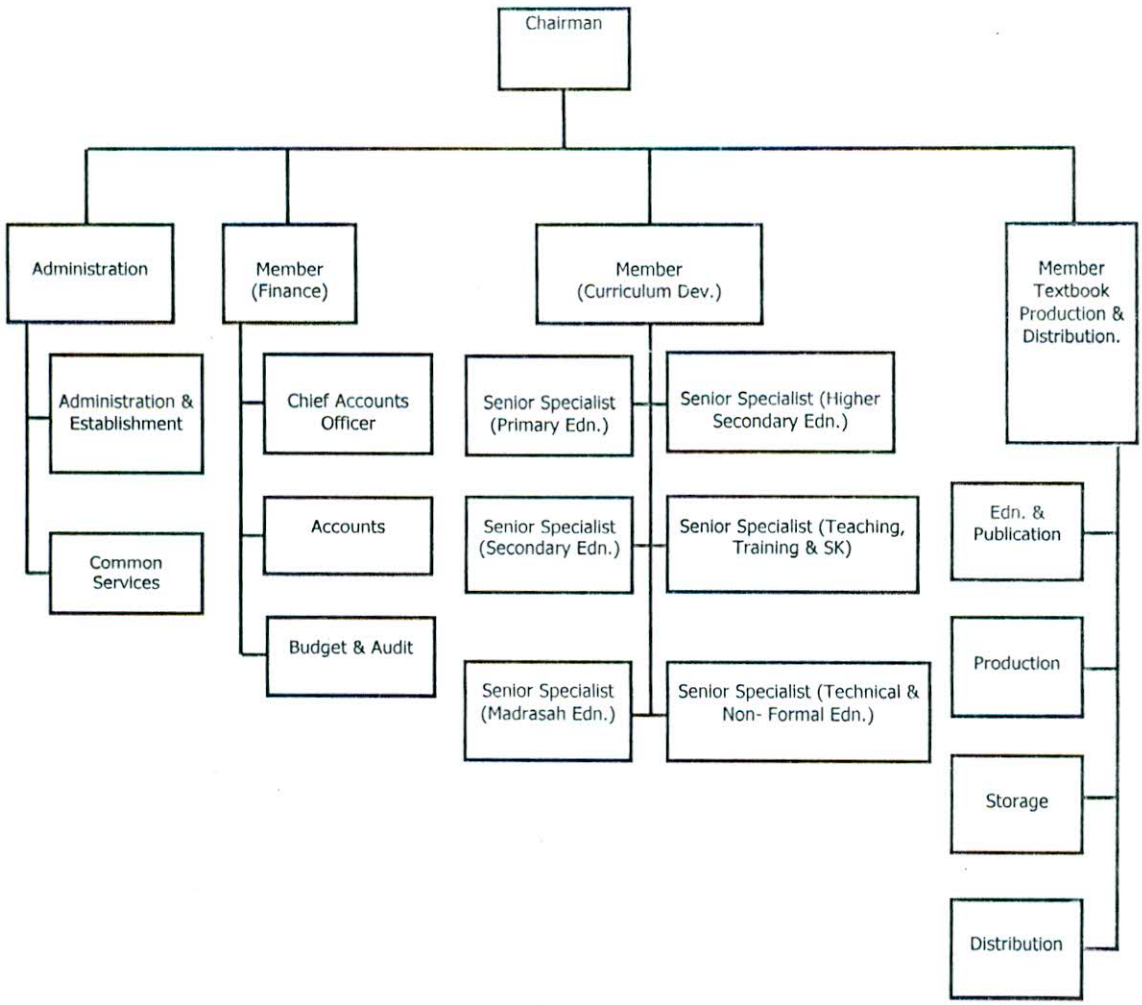
East Bengal School Text Book Committee was constituted in 1947 and an autonomous institute was established in 1954 with enactment of Text Book Act In 1954. In 1983, the Government created The National Curriculum and Textbook Board (NCTB) by merging the School Textbook Board and National Curriculum Development Center. It is a self-financed autonomous organization.

The chairman is the topmost officer of the NCTB. There are three branches of the organization: (1) Curriculum; (2) Textbook Production and Distribution; and (3) Finance. The head of the each branch is a member and also there is a secretary to assist the administrative functions of the institution.

Its main functions include preparation of curricula and syllabi for the primary, secondary and higher-secondary levels and preparation of publications and distribution of textbooks. The preparation, evaluation and updating of curricula and syllabuses is done through professional committees and workshops, and the publication of text books through private publishers. The NCTB is also responsible for ensuring quality of all the text-produced books.

It is mentionable that its chairman along with three members makes the NCBT's policy and decisions. Therefore, there is a strong recommendation that the management of the NCBT should be broad based with representation from various concerned sections and levels. Management Structure of the NCTB is shown in the Figure 2-7:

Figure 2-7
Organogram of the National Curriculum and Textbook Board (NCTB)



(Source: Education Sector Reviews, 2000, Vol. II)

2.4.10. National Academy for Educational Management (NAEM)

National Academy for Educational Management (NAEM) is the apex body for providing training and guiding research on educational planning, administration and management in the country. It was started at first in 1959 as the name of East Pakistan Education Extension Center (EP-EEC). In 1974 it has been renamed as Bangladesh Education Extension and Research Institute (BEERI). Merging with the National Institute of Education Management & Research (NIEMR), the BEERI transferred into the new name as National Institute of Education Administration Extension and Research (NIEAER) in 1982 and up to 1990 the institute was known in the same name. After rescheduling of functions the organization has designated as the National Academy for Educational Management (NAEM) in July 1991. It is an attached department of the MOE.

The NAEM is an independent and residential national institute which is governed by a board of governors of 14 members headed by the education minister. NAEM is responsible as the authentic organ of the MOE to introduce new ideas in the education system of the country. Besides, it is the faculty of Education Extension of the University of Dhaka.

The academy has linked to the international and regional organizations including UNESCO on education affairs. At present it takes part in the activities of Asian Network for Training and Research Institute in Educational planning (ANTRIEP) under UNESCO's organ body International Institute for Education Planning (IIEP). Now, the NAEM is attached to enhance human capital on administration and management of secondary and higher education. Therefore, the following activities are included in the present programs of the NAEM:

- To provide training to the heads of secondary level institutions on educational administration and management;
- To provide foundation training to the newly appointed officers of BCS (Education) cadre (general & technical);
- To initiate research on education and to act as an education information center;
- To arrange workshop, seminar, meeting on educational development;
- To build types for inter-co operations to the same level national and international institutions;
- To assist to implement the educational management development activities of different development projects.

The present activities of NAEM are divided into four divisions: (1) Training and implementation; (2) Research and information; (3) Planning and development; (4) Administration and Finance. Recently the Ministry of Education decentralized the functions of the NAEM by attaching five HSTTI as its regional units with a view to providing management training for the head of the secondary level educational institutes on the regional basis. Controlling power over of the HSTTIs is also transferred to the NAEM.

2.4.11. Boards of Intermediate and Secondary Education (BISEs)

At present, there are seven boards of Intermediate and Secondary Education which are working as the affiliating and public examination controlling authority of secondary and higher secondary levels of education. They are autonomous and self-financing institutions. They were set-up for the purpose of regulating secondary and higher secondary education. Their main functions include recognition/affiliation of high schools and intermediate colleges and conducting the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) examinations and also providing mark sheets and certificates of those examinations (according to article 3 of ordinance No.33 in 1961). The major responsibilities of the education boards include organizing, controlling, supervising, regulating and developing education of secondary and higher secondary level of the relevant areas.

The Board of Intermediate and Secondary Education, Dhaka was established in 1921 on the recommendation of Sadler Commission with a limited jurisdiction, which is the earliest education board of the country. The Boards in Comilla and Rajshahi were established in 1962, Jessore in 1963, Chittagong in 1995 and Barisal and Sylhet in 1999. [17]

Besides, on the recommendation of the National Education Commission 1988, recently a National Council of Secondary Education as an umbrella for the seven Boards of Intermediate and Secondary Education, headed by the Chairman, Dhaka board has been created.

2.4.12. Bangladesh *Madrasah* Education Board (BMEB)

The role of the *Madrasah* Education Board is not different from the role of the BISEs. The BMEB is also responsible for granting affiliation/ recognition to the *madrasahs* of all levels and categories in the private sector and for conducting public examinations of *Dakhil, Alim, Fazil* and *Kamil* stages.

There are five categories of *madrasahs* in the country. The categories are: (1) *Ibtedayee* (2) *Dhakil (3) Alim (4) Fazil*; and (5) *Kamil* or Senior *Madrasah.* A huge number of *madrasahs* over the country of other stream is called the *Kawamy* or *Kharejee madrasah*, which are not included under the BMEB. Those are controlled and maintained by the *Kawamy Madrasha* Board and the Government does not affiliate this board.

Since the eighties the *Ibtedayee, Dakhil and Alim* levels have been started equivalent to primary, secondary and higher secondary levels respectively, while the present policy of granting recognition to *madrasah* belonging to these three levels by BMEB may continue. It would be desirable to have the *Fazil and Kamil madrasahs* (which are equivalent to degree and masters level institutions) affiliated to the Islamic University. This will help enhance the status and standard of the *Fazil and Kamil madrasah.*[18]

The inspection system of BMEB is very weak. There is no provision of academic supervision. It has been observed that standard of *madrasah* education is not satisfactory to a large extent. Curriculum, management and supervision system, examination situation and all the other relevant components need to be improved up to the mark.

2.4.13. Bangladesh Bureau of Educational Information and Statistics

Bangladesh Bureau of Education Information and Statistics (BANBEIS) was set-up as an attached department of the MOE in 1977. Its name appears that it is a national organization on educational matters and is responsible for collecting, analyzing, compiling and publishing educational information and statistics at all levels. Headed by a Director, the BANBEIS has two major

divisions. The divisions are - (1) Library, Documentation and Publication; and (2) Statistics; each section is headed by an officer or an Associate Professor. It has total sanctioned posts of 73 (40 professional and 33 ancillary staff).[19] The statistics division is responsible for conducting necessary special and national education survey periodically and in certain cases.

As a central textbook library, book bank and information center on education offers reading facilities especially for the students of college and university levels through inter-library loans and generally for the mass people. Researchers of any sort can also get access for collecting both materials and information.

BANBEIS prepares computing pay orders for the teachers and employees of non-government secondary schools, colleges and *madrasahs* on the basis of which the DSHE makes payment salary support to non-government institutions periodically, according to the enlisted Monthly Payment Order (MPO) number against each of the teachers or the employees. It also works as the National Information Center (NIC) for Regional Information Network for South and Central Asia (RINSCA) of UNISCO.

It has been observed that it does not have an adequate staff of quality people for compilation, classification and analysis of educational data on a regular basis. As a result, very often-educational plans and projects have to depend on a weak database. It is recommended that the staff requirement of BANBEIS and its role as an important national-level institution have to be closely examined.[20]

2.4.14. The Facilities Department (FD)

(Recently called the Directorate of Education Engineering)

With increase in number both the Government and non-Government educational institutions in the 1980s the MOE had gone under pressure to create a separate engineering section in the form of Facilities Department (FD).

The Facilities Department has been playing an important role to build up infrastructure of the education institutions including primary schools and some development projects of the country since its inception. It has a total professional

staff of 570 including 1 Director, 3 Superintending Engineers, 13 Executive Engineers, 1 Assistant chief Architect, 2 Assistant Architects, 89 Assistant Engineers and 461 Sub- Assistant Engineers. The office network of the FD has been extended up to the greater district headquarters as regional office headed by an Executive Engineer. The regional FD offices are acting by collaborating with the regional and district education offices under direct control of its Dhaka based head office.

It has been observed that with the increase a small number of employees the quality and size of development works including construction, repairing and maintenance the FD has been facing serious management problems, which often obstructs the works done by the FD.[21]

2.4.15. University Grants Commission (UGC)

The University Grants Commission (UGC) was created in 1973 by the Presidents order No. 10 for acting as a mediator between the Government and the Universities of Bangladesh. Its main functions are following:

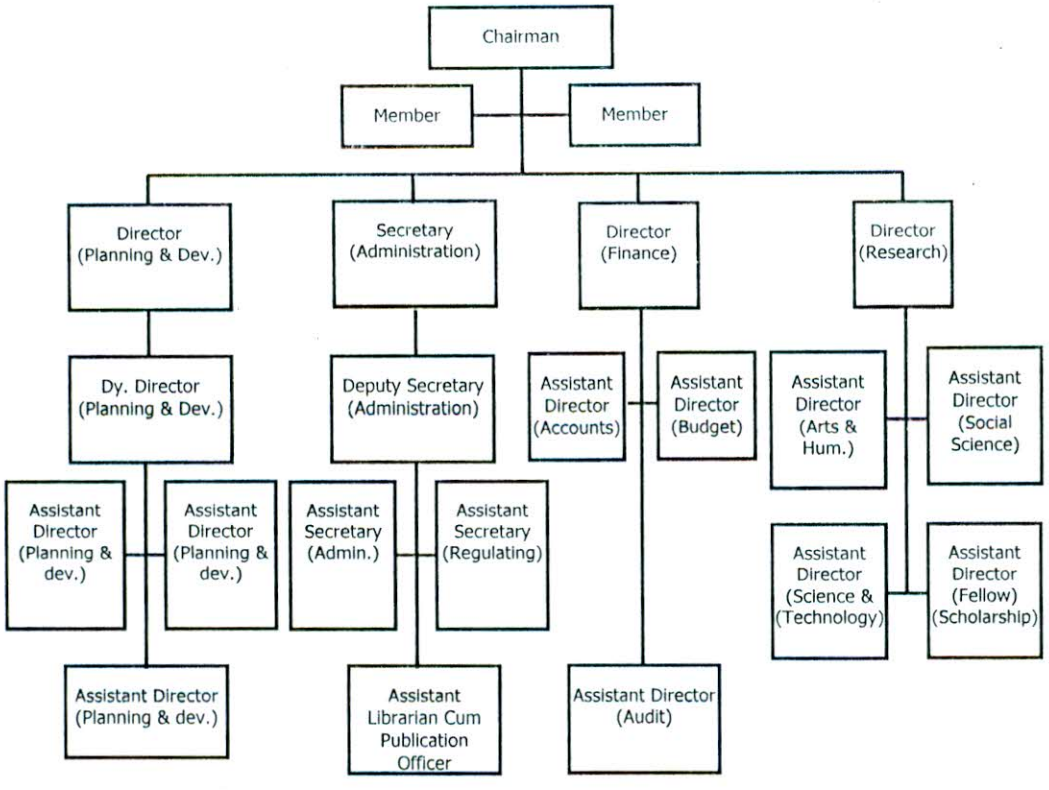
- to asses the needs in University education and formulate development plans for such education;
- to determine the financial needs of the Universities;
- to receive funds from the Government and allocate grants to the Universities for their maintenance and development;
- to evaluate the programs under implementation for the development of the Universities and other constituent institutions.
- to examine the Universities development plans.
- to collect and publish statistical and other relevant information on University matters;
- to advise the Government on establishment of new University, or expansion of the existing institutions;
- to advise Government on proposal to grant the right to confer special degree awarding status on colleges;
- to exercise such other powers and performing functions as may be conferred on it by any law or by the Government.

The UGC has authority to supervise Universities for evaluating programs and assessing their needs. It is also responsible for preparing a sub-annual report to the Government.

The UGC consists of twelve members including a chairman, two full-time members and nine part time members. There are 25 administrative personnel in its management process including the chairman, two full-time members, three directors, a secretary, a deputy director planning and development, a deputy secretary, two assistant secretaries, ten assistant directors and an assistant librarian cum publication officer.

The following Figure 2-8 shows the organogram of the University Grants Commission (UGC):

Figure 2-8
Organ gram of the University Grants Commission



(Source: Education Sector Reviews, 2000, vol. III. P. 88)

It is expected in the Fifth Plan period (1998-2002) that the role of UGC is to be reviewed in-depth to make it more effective. Necessary measures will also be taken for further development of the UGC and the University Resource Center.[22]

2.4.16. The National University (NU)

The National University was established by an act passed in the parliament in 1992 with a view to reduce pressure of affiliation and examination activities upon the existing public Universities. One of the vital objectives was to ensure quality of education through proper supervision, effective control and providing training for the teachers of the affiliated colleges except the specialized fields. According to the brochure of National University "The immediate objective of the University is to organize and strengthen college administration as well as to improve the overall academic standard by updating the curricula and syllabi and promoting professional quality of the college teachers through regular training programs." The National University has a total of 915-affiliated degree colleges at public and private sectors. Among those 768 degree pass, 66 honors and 81 masters level colleges where 40 percent of the total are public (341) and the rest are non-Government institutions,

which are subsidized by the Government. About 90 percent of those institutes' salaries born by the Government of originally established posts of teachers and employees. It is noteworthy tc mention that about 85 percent of the students undertake higher studies of different types are managing and overseeing by the National University.

The Government governs the National University as like the other government universities in Bangladesh. The Prime Minister is the Chancellor and the Government appoints the Vice-Chancellor. It is largely a self-governing with the Syndicate, the highest body and Academic Council in charge of controlling academic affairs. At present it has the following programs and courses: (i) School of undergraduate Studies (ii) Center for Post-graduate Education, Training and Research; (iii) Center for Curriculum Development and Evaluation; and (iv) Various institutes including the Institute of Humanities and Social Studies, the Institute of Liberation War and Bangladesh Studies.

The National University deals with the above areas with few basic functions. The functions are:

- Affiliation of new colleges;
- Supervision of non-government colleges administration;
- Pass regulations about academic matters;
- Initiation of professional development programs;
- Conduct of examinations and award of degrees;
- Control over expansions of college education;
- Assure quality of college education;
- Adjust with the needs of market forces;
- Management of information and examination processing;
- Other necessary initiatives.

The overall roles played by the NU are not beyond question. A wide range of allegation is raised that the standard of higher education is decreasing gradually due to corrupt and inefficient role of the NU. Ashraf Ali observed, "The biggest culprit is the National University, which affiliates the private general and BEd colleges that do not have adequate physical facilities and qualified teachers. One can easily see that this is a self-destructive process, which should not be allowed to go on."[23]

2.4.17. Teachers Training Program Under NU

To produce skilled and trained teaching force at secondary level the NU has taken up academic control of the existing teachers' training program through the Govt. TTCs from its beginning of year in 1993. It has been cited earlier that the traditional teacher-training program of the country was started from the 2nd half of the 19th century under the British rule. Up to the independence of Pakistan (1947) there was the only one TTC, The TCC Dhaka established in 1909. During Pakistan (1947-1971) there established five new and after the independence of Bangladesh (1972-1999) five more Govt. TTCs were established. A total of 11 Govt. TTCs and around 50 private TTCs affiliated by the NU currently offering ten months' long Bachelor of Education (BEd) course. Few Govt. and private TTCs also offer Master of Education (MED) course for the same duration. Apart from this, Institute of Education and Research (IER) of Dhaka University offers one year long regular and two years long evening shift MED degree course. It also offers BEd (Hons.) course for the undergraduate students. Bangladesh Open University (BOU) offers two years long BED and MED degree courses through the Govt. TTCs and other training institutes with its distance mode.

The course curricula of BEd and MEd courses under NU and BOU are still most traditional. Unfortunately, the newly added revised curricula in 1998 under NU did not appear as an improvement over the former one in terms of subject load and imbalances between educational theory and subject methodology with more weight is given to the theory. No distinction is made between curriculum and teaching strategies for pre-service and in-service teachers. A few studies revealed that quality of training grossly varied between the existing public and private managed TTCs, i.e. quality of the trainees of the private TTC's is lower than those of Govt. TTCs.

2.4.17.1. Recent Progress in Teacher Training

Two large-scale development projects have been implemented within 1994 to1999 duration were aiming at improving the conditions of secondary and higher secondary level education, as well as to strengthen the teacher training programs at the same levels.

Secondary Education Development Project (SEDP) for grades 6-10 was implemented during 1994-1999, and Higher Secondary Education Project (HSED) for

grades 11-12 during 1995-1999 had attempted to develop the training situation for the teachers of grades 6-12 separately.

SEDP was concerned only with teacher education for teachers of grades 6-10 and worked to the improve access to teacher training seats with new teaching posts for double shift, construction in TTCs with new academic and or hostel buildings, furniture and equipments. It also added a new public TTC at Barisal and revised the BEd curriculum and prepared new textbooks within this period.

Despite the qualitative improvements of training brought about by SEDP it is widely acknowledged that the BEd curriculum is not a competence-based curriculum that its content and approaches are out-dated and that a more modern curriculum should be introduced.[24]

On the contrary, HSEP was concerned only with the teacher education for teachers of grades 11-12. It built, equipped and staffed 5 Higher Secondary Teachers' Training Institutes (HSTTI) within the campuses of the Govt. TTCs. A 56 days certificate course offer to provide the first professional training for the teachers of grades 11-12 by those institutes. There has been no parallel development of private provision of training for same grades. The 56 days course of HSTTI is also deficient in not being competence-based. Moreover, it is widely perceived as being too short, and as not leading to a diploma or degree qualification validated by NU.[25]

2.4.17.2. Teacher Education Task Force (TF) under SESIP

> The existence of two courses- BEd and HSTTI certificate- taught in separate institutions on the same campus maintains the division between teachers of grades 6-10 and grades 11-12. It is proposed under SESIP that a core group of experienced teacher trainers will be selected for international training in curriculum development. They will work with consultants to develop a new modern competence based course of initial teacher education for all secondary teachers of grades 9-12 that leads to a recognized teacher qualification, confirms international standards, and yet is appropriate for the special circumstances of Bangladesh[26].

The teacher Education component of SESIP was involved in the creation of a secondary teacher education Task Force by the Secretary of MOE to assist the formulation of policy in the secondary teacher education sector. The TF was set up in June 2001 with the Director General, DSHE as chairperson. To obtain a national perspective on this issue TF organized 3 regional workshops in Chittagong, Rajshahi and Khulna and a national workshop in Dhaka. It also surveyed knowledgeable persons about 36 questions related to its Terms of Reference (TOR).

In accordance with TOR it provided an oral progress report to the Secretary, MOE by November and the draft report was submitted to the authority by December 2001, which evaluated the contribution of SEDP, at the context of secondary education for grades 6-10, as well as the context of higher secondary level teacher training program for grade 11-12 and designed an integrated action plan for the new secondary level teacher-training program for grades 9-12.

ADB, the donor of the project set out the following expectations to the teacher education component of SESIP that-(i) Posts of teacher trainers in public TTC and HSTTI would be filled up by 30 November 2001, with persons appropriate qualifications and background; (ii) Persons trained as teacher trainers through SESIP would be kept within teacher education system until at least the end of SESIP; (iii) GOB would increase expenditure on teacher training by a minimum of 10 percent each year from 2000 and ADB would match the excess above 10 percent. [27]

The Task Force proceeded on the following assumptions that -

- Secondary education comprises of grades 9-12;
- The position of Director of Training, DSHE will be incorporated within revenue budget, and responsibilities of the post will be for teacher trainers for grades 9-12.
- NU would ensure that standards in private TTCs were comparable to those in public TTCs.
- Private TTCs would be required to meet NU standards;
- HSTTI staff salaries and running costs would be incorporated within revenue budget; and
- NU would validate a new course of initial teacher training developed under SESIP.

The draft report of the Task Force on Teacher Education has made lot of operational recommendations with 8 specific and other issues and several views for short-term and long-term durations with strong support for a developed, but separate Directorate of Teacher Education under its own Director General and with Director of Training and of teacher education quality. Secretary, MOE, has already taken up several steps to achieve the objectives and recommendations. The post of Director Training, DD and AD under DSHE were incorporated in the revenue budget and the posts were already been filled up.

2.4.18. Bangladesh Open University (BOU)

The Bangladesh Open University was also established in 1992 by the same act of establishing the National University based on experience with the Bangladesh institute of Distance Education (BIDE) from the mid-1980s. First, the BOU was started as a project funded by the Asian Development Bank (ADB) for the duration from 1992 to 1998. After the end of project period the BOU was placed in the revenue budget of the Government.

The purpose of setting the University was to provide practical formal and non-formal education and training on a flexible basis through distance program for those who are unable to attend regular programs. The BOU develops its own curricula and teaching programs with help of resource persons from the public institutions. There is an academic council, which approves the programs. It provides necessary materials for the learners including: (a) self- learning materials written in modular form, (b) audio-cassettes; (c) use of Radio and TV programs for a total of 40 minutes everyday and (d) tutorial classes. It has an own independent media center and its management infrastructure.

The University identified 75 priority topics based on needs survey and established six schools based on those topics.

The schools are:

- The open school of Education (including a certificate in primary teaching and BEd)
- The open school of Social Science/Humanities/Languages;
- The open school of Business;
- The open school of Agriculture and Rural Development;
- The open school of Science and Technology;
- The open school of Health and Life Science;

To assist its delivery of programs over the country the BOU has-

- 12 Regional Resource Centers (RRC) as the contact points of students for information, admission, registration, tutorial centers, examinations and results;
- 80 Local Centers (LCs) to supervise tutorial programs;
- Over 700 tutorial Centers (TCs) for taking tutorial classes;
- 82 own teaching staff plus other tutors.

2.5. Chapter Summary

Educational administration and management in Bangladesh is highly centralized. Allocation in education is increasing, but the objective of quality education is yet to achieve. The overall situation shows that expenses in education are not directed rightly due to mismanagement and misuse of money and the resources. Existing educational management system itself is a difficult structure with many shortcomings. A common allegation is pronounced everywhere that quality of education is deteriorating day by day and also assumed that one of the major causes behind such deterioration is concerned with the difficulties and mishandling of the management system.

The present educational structure in Bangladesh shows that academic and administrative control over different levels and types of educational institutions not belonging to the same authority. Even there is no adequate or necessary cooperation between or among the separate bodies of the same education or the institutes.

In the present structure of educational management there is no provision of local managing authority except primary education in the public sector. Therefore, the public sector educational institutes at secondary and higher levels are free from all kinds of accountability and transparency. Concept of academic supervision does not exist in the educational management process in Bangladesh. The Directorate of Inspection and Audit is not sufficient to inspect and audit the educational institutes regularly.

Decision-making authority of the local bodies and the institutes are very limited. All the decisions generally come through the higher authorities, which ultimately makes the institutes detached from the locality and dependent on the center. So, maintenance of quality education is not assured by the present pattern of educational administration and management in the country.

Therefore, it becomes the demand of the time that present educational administration and management structure and its functions of the country must be justified through decentralizing authoritions, reshaping the management structure and re-arranging the functions.

Notes and References

[1] BANBEIS, *National Education Survey* [Post-Primary] (Dhaka : BANBEIS, 1999), p. xxvii.

[2] The World Bank, *Educations Sector Review 2000*, Vol. 11, Part Two, p. 37.

[3] BANBEIS. *NES, op.cit.*, p. xxviii.

4 Ibid.

[5] The World Bank, *Education Sector Review, op.cit.*, Vol. III, p. 59.

[6] Ibid., pp. 59-60.

[7] Brigadier Enamul Haque Khan, Chairman, *Report of Martial Law Committed on Organizational Setup* (Dhaka : GOB, 1983), pp. 178-79.

[8] A.H.M. Karim, "Academic, Administrative and Financial Management in the Education Sector : The Second Level", *Education Research in a Policy Perspective* (Dhaka : NAEM, 1995), p. 71.

[9] Draft Report of the CNEPC, *op.cit.,* p. 166.

[10] Dr. A.H.M. Karim, "Management in Education", *Report of Education Week 1989* (Dhaka : MOE, GOB, 1989), p. 73.

[11] Martial Law Committee on Organizational Setup, Phase–II, *op.cit.*, pp. 178-179.

[12] NES (Post-Primary), *op.cit.*, pp. 64-84.

[13] A.H.M. Karim, "'Management in Education", *op.cit.*, p. 72.

[14] Dr. M. Anwarul Haque, "Bishawaner Challenge Mokabilaee Shiksha" [Education for facing the Challenges of Globalization], *Report of the Education Week* 2002 (Dhaka : MOE, 2002), p. 28.

[15] Report of the CNEP*, op.cit.*, p. 172.

[16] A.H.M Karim, "Management in Education", *op.cit.*, p. 77.

[17] A.T.M Sarifullah, "Board of Intermediate and Secondary Education, Dhaka", *Report on Education Week* 2001 (Dhaka : MOE, 2001), p. 67.

[18] A.M.M. Karim, "Management in Education", *op.cit.*, p. 81.

[19] Ibid., p. 84.

[20] Ibid., p. 87.

[21] Ibid.

[22] *The FFYP,* p. 444.

[23] Dr. M. Ashraf Ali, "Improving Teacher Quality at Secondary Schools", *The Daily Star,* Dhaka, July 8, 2003, p. 5.

[24] SESIP, *Draft Report of the Teacher Education Task Force* (Dhaka : MOE, GOB, 2001), p. 4.

[25] Ibid.

[26] Ibid.

[27] Ibid.

Chapter III

Organizational Structure and Managerial Aspects of Govt. Teachers' Training College

3.1 Introduction
3.2 Organizational Structure of Govt. Teachers' Training College
3.3 Managerial Aspects of Govt. Teachers Training College
3.4 An Overview

Chapter: 3

Organizational Structure and Managerial Aspects of Govt. Teachers' Training College

3.1. Introduction

To find the strengths and challenges of an organization it is most important to examine the organizational stucture and the managerial aspects of that organization. It is assumed that the Govt. TTC as an educational and training institute its structure and managerial aspects have been determined according to the needs and demands of such an organization. Hence, the present chapter attempts to find and examine the organizational set up and management aspects of the Govt. TTCs.

In reviewing the relevant literature in the introductory chapter two reports on organization and management of the Govt. TTCs have been analyzed briefly. Which grossly contrieuted to design the discussion of the chapter. The researcher has collected information/data through interviews, questionnaires and observations through a pilot survey of a few TTCs, which are also significant to analyze the objectives of the study. This chapter has been organized on the basis of empirical data collected on the structural and management aspects of the Govt. TTCs.

3.2. Organizational Structure of Govt. Teachers' Training College

3.2.1. Structure of Management and Academic Staff

In Bangladesh there are eleven Government TTCs in general stream, which are providing training for the secondary level teachers, and also for the educational administrators of different levels through BEd and MEd courses. The TTC administration is one of the field level units of educational administration in Bangladesh. The Ministry of Education (MOE) is the ultimate authority and the Directorate of Secondary and Higher Education (DSHE) is the controlling body of the Govt. TTCs. It is also connected with the National University (NU) for academic affairs including course curricula and examinations.

The present staffing pattern of the govt. TTCs was done by the recommendations of the Enam Committee Reports' in 1983. There are two key management positions in the govt. TTC, the Principal who needs to be a professor and the Vice- Principal (VP) who must be an associate professor. An associate professor in education is different from the posts of one assistant professor and one lecturer in each of the subjects as approved for the government TTCs. Education also has two posts of lectureship. There are 17 teaching subjects in the govt. TTCs in three groups, viz compulsory, elective and optional. In all there are 35 teaching posts and two management posts in revenue budget. There are few assistant professors and 10 more teaching posts of lecturers in each of the govt. TTCs under development budget. The Government appointed those lecturers from different subjects belonging to arts, science, social science and commerce faculties, which are relevant to the school subjects for each of ten Govt. TTCs and full staff for newly established TTC Barisal under Secondary Education Development Project (SEDP) since 1995. In addition, there are two posts of research assistants and one post of physical teacher at class two positions under revenue budget attached to the academic staff. According to 'Enam Committee Reports' recommendations the Table 3-1 represents the basic pattern of teaching posts of govt. TTCs.

Table 3-1
Staffing Pattern (Teaching Posts) of Govt. TTC [1] (Under Enam Committee Reports' recommendations)

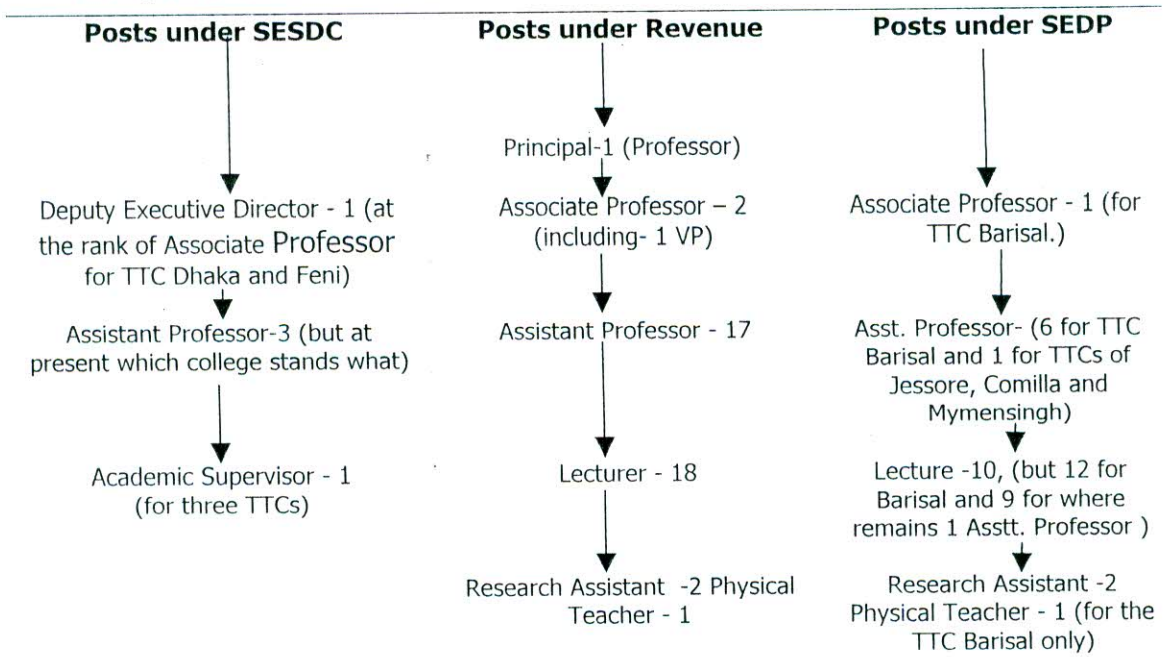
Subject	Post	Number of post
---	Principal (Professor))	1
---	Vice-Principal (Associate Professor)	1
Education	Associate Professor.	1
	Assistant Professor	1
	Lecturer	2
Bangla	Asst. Professor	1
	Lecturer	1
English	Asst. Professor	1
	Lecturer	1
History	Asst. Professor	1
	Lecturer	1
Political Science	Asst. Professor	1
	Lecturer	1
Geography	Asst. Professor	1
	Lecturer	1
Mathematics'	Asst. Professor	1
	Lecturer	1

Subject	Post	Number of post
Science	Asst. Professor	1
	Lecturer	1
Islamic Ideology	Asst. Professor	1
	Lecturer	1
Arts & Craft	Asst. Professor	1
	Lecturer	1
Guidance and Counselling	Asst. Professor	1
	Lecturer	1
Agriculture	Asst. Professor	1
	Lecturer	1
Home Economics	Asst. Professor	1
	Lecturer	1
Professional Ethics	Asst. Professor	1
	Lecturer	1
Advance Management	Asst. Professor	1
	Lecturer	1
Library Science	Asst. Professor	1
	Lecturer	1
Mental Hygiene	Asst. Professor	1
	Lecturer	1
-----	Research Assistant	2
-----	Physical Teacher	1

3.2.2. Appointment of Teaching Staff

Three kinds of appointing criteria of the teaching posts is existed in the Govt. TTCs, viz - (1) Appointment by the Public Service Commission (PSC) in the BCS (General Education) cadre for the existing teaching posts; (2) The teaching posts of lectureship in different subjects under Secondary Education Development Project (SEDP) from 1995; and (3) Absorbed teaching posts from the Secondary Education and Science Development Centres (SESDC) who were appointed as the staff of a project for short course training for the in-service secondary level teachers. The posts and persons of the SESDC are absorbed recently under revenue budget, However, the Figure 3-1 shows the present posts and strengths of the govt. TTCs.

Figure 3-1
Management and Teaching Posts of Government Teachers Training Colleges



3.2.3. Qualifications and Promotion of the Teaching Staff [2]

Requisite qualification of an entry post of lecturer of the Govt. TTC is second class master degree with honours in relevant discipline at degree level from any faculty of Arts, Science, Social Sciences or Commerce and it also requires a 2nd class BEd degree. Only MEd or MA in Education degree is eligible for the post of Lecturer in Education. Lecturer in Arts and Crafts requires Bachelor of Fine Arts (BFA) or MFA degree and lecturer in Library Science also requires MA degree in Library Science. In fact, a majority of the teaching staff has extra MEd and other higher degrees.

To get promotion from Lecturer to Assistant Professor it is obligatory to fulfil the following conditions:

- to pass the compulsory departmental examination;
- to complete the compulsory foundation training course successfully;
- to pass the compulsory senior scale promotion examination after four years of service with fulfilment of the above conditions.
- an excellent average score in Annual Confidential Reports (ACR) for last five years.

In recent promotion cases of lecturers the above criteria have been followed strictly for promotion cases like Assistant to Associate and Associate to Professor along with seniority and average of ACR marks have also been considered. It is mentionable that the promotion criterion of the TTC teaching staff is not different from the existing promotion rules' of the Government Services.

3.2.4. Structure of the Office Staff

The office under the principal of the Govt. TTC is consists of 20 members according to the recommendations of the Enam Committee's Report. Fifteen office staff under SEDP and 25 office staff are also absorbed under SESDC to each of the Govt. TTCs except the TTC Mymensingh (Women) and TTC Barisal. Therefore, the total number of present office staff varies from one TTC to another, but minimum 35 posts of office personnel remain in service at all of the old ten TTCs. The office staff under the principal of the govt. TTC works in a team, headed by a 'Head Assistant' of the office. A post of 'Head Assistant' also remains under SESDC. Following posts of office staff exist in all the govt. TTCs and they are:

Two Accountant, one Accounts Assistant, two LDC cum Typist, two Assistant Librarian cum Cataloguer, two Driver and one post of Cashier, Cash Sarker, Mechanic cum Electrician, Book Sorter except the TTC Mymensingh (Women) and TTC Barisal.

([Note: The SESDC is not attached with TTC (Women) and Barisal.])

3.2.5. Appointment and Qualification of the Office Staff

Normally, the office staff (3rd and 4th class employees) of the govt. TTC is appointed by the DSHE by a selection board or by the principal of the relevant TTC obtained permission from DG (DSHE) under the revenue budget. The process of regular appointment of those personnel of the govt. TTCs do not appear recently, but recruitment through various projects such as SEDP, SESDC and PROMOTE are found, which is initially for the project period but in the long run the project personnel are being absorbed under revenue budget.

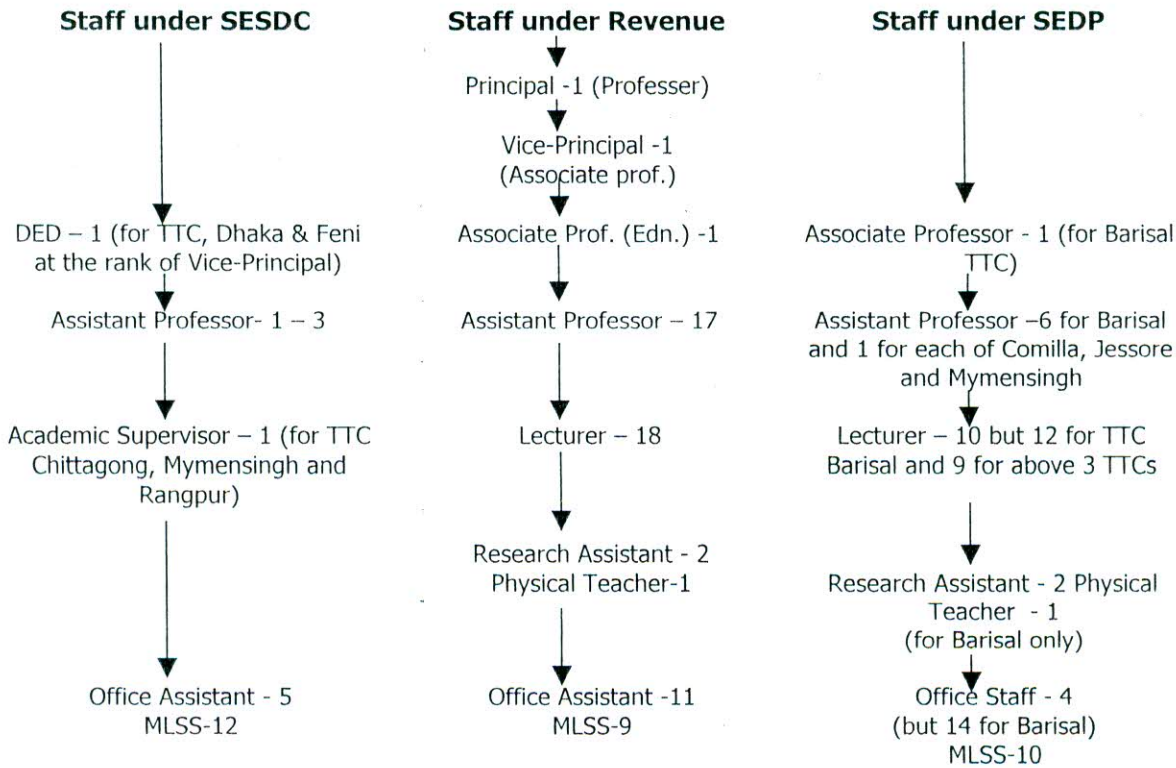
Academic qualification for 'Head assistant' is graduation in any discipline and skill of type writing or computer operating is nessary with definite experience as 'Office Assistant'. Qualification is relaxed for the experienced departmental candidates. A certain qualification, relevant diploma or certificate course and definite experience is necessary for the other posts of Accountant, Librarian, Mechanic, Driver etc.

Table 3-2
Office Stuff Under Different Recommendation

S. No	Name of Post	No. of post	
Office Staff under Enam Committee's Recommendation[3]			
1.	Head Assistant /UDA	1	
2.	Accountant	1	
3.	Accounts Assistant	1	
4.	LDA Cum Typist	2	
5.	Cashier	1	
6.	Cash Sarker	1	
7.	Asst. Librarian Cum Cataloguer	1	
8.	Book Sorter	1	
9.	Mechanic Cum Electrician	1	
10.	Lab. Assistant	1	
11.	MLSS (Including Gardener, Sweeper, Night Guard)	9	
Office Staff under SEDP[4]			
1.	Librarian	1	TTC Barisal only
2.	Asst. Librarian Cum Cataloguer	1	
3.	Physical Teacher	1	
4.	Head Assistant /UDA	1	
5.	Lab. Assistant	1	
6.	Accountant	1	
7.	Accounts Assistant	1	
8.	Cashier	1	
9.	LDC/Office Assistant	2	
10.	Driver	2	All the TTCs
11.	Cash Sarker	1	
12.	Cook	1	
13.	MLSS (including Sweeper and Night Guard)	10	
Office Staff under SESDC[5]			
1.	Head Assistant	1	
2.	Accountant	1	
3.	Asst. Librarian Cum Cataloguer	1	
4.	Lab. Assistant	1	
5.	Cook	1	
6.	MLSS (including Cook Helper, Night Guard & Sweeper)	12	

The above office staff in service is in different TTCs under SESDC, and they have been absorbed in revenue budget since 1998. However, the reorganised pattern of teaching staff and office personnel of the govt. TTC may be shown like the follows:

Figure 3-2
Present Managing and Teaching Personnel of Govt. TTC



So the total posts of administrative, teaching and office staffs of Govt. TTC is like the follows:

Table 3-3
Management Strength of Govt. TTC

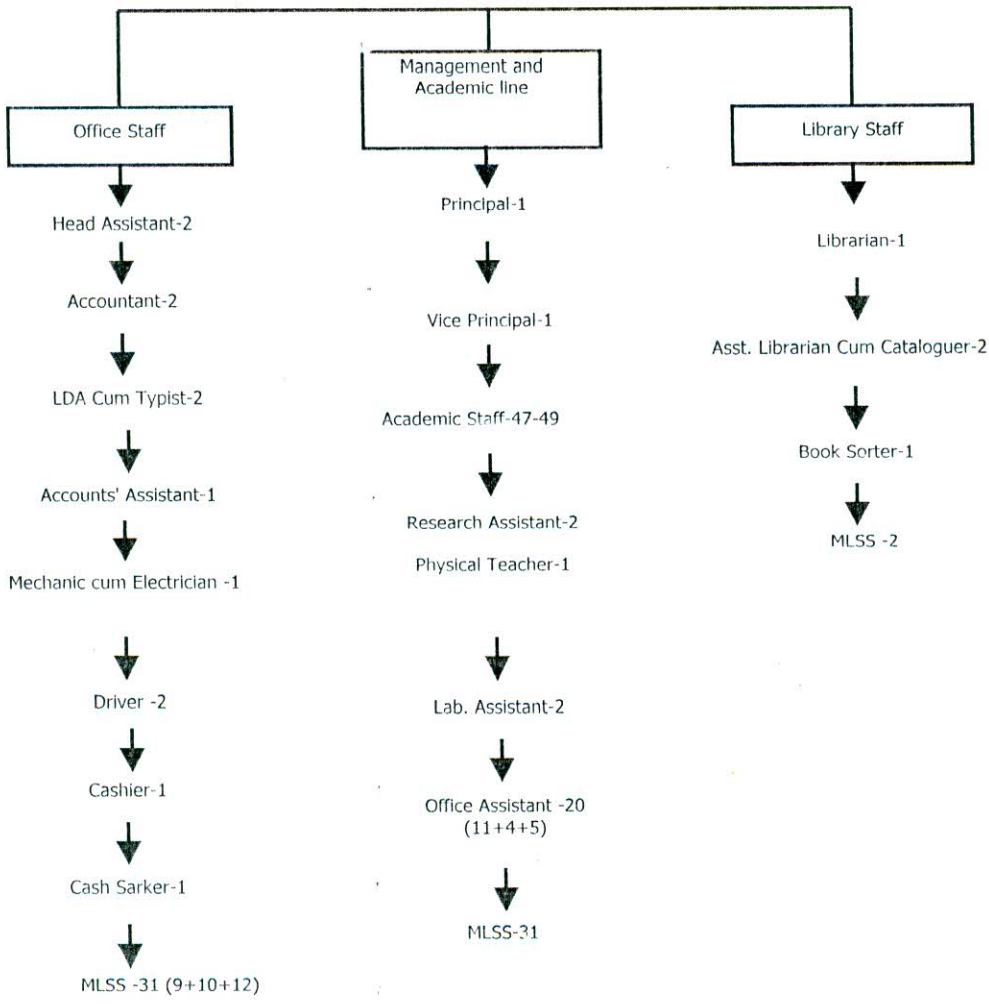
Sl. No.	Post	Number
1	Principal	1
2	Vice-Principal	1
3	Associate Professor	1
4	Asst. Professor	18-20 (except TTC Women and TTC Barisal)
5	Lecturer	28 (but 29 where the post of Academic Supervisor exist)
6	Research Assistant	2
7	Physical Teacher	1
8	Office Staff	51 (20 +17 + 14) but 21 for TTC Barisal and 34 for TTC. (w)

(Note: The posts under SESDC have been included in revenue budget. Existing number of teaching and office staff is fewer then the posts except the TTC Dhaka.)

3.2.6. Management Structure of the Govt.TTC

According to the above arrangement of the govt. TTC's personnel a management structure of govt. TTC may be shown like the Figure 3-3:

Figure 3-3
Management Structure of the Government Teachers Training Colleges (both revenue and deveploment)



3.2.7. Curriculum and Syllabus of the BEd Course[6]

Table 3-4
Curriculum of BEd Course

(a)	Title of the Course	:	Bachelor of Education (BEd)
(b)	Duration of the Course	:	10 months
(c)	Participants of the Course	:	Both In-Service and pre-service teachers of secondary level
(d)	Entry Requirements	:	Graduation of any discipline from any recognized University with minimum one 2nd division/ class.
(e)	Age Limit	:	Below 40 generally; but relaxed for the teachers experienced more than 10 years with special permission by the DG of DSHE.
(f)	Govt. Conditions	:	Seventy percent (70%) of the total seats must be filled up by in service teachers.
(g)	Syllabus	:	Syllabus is described below

Syllabus

The syllabus of BEd course has been renewed and redesigned in 1998 by the SEDP with a view to make it more effective, modern and suitable for the present day. The National University has approved it and it has also been executed in all the TTCs from 1998. It may be mentioned here that the Open University has not yet adopted the new syllabus and still carrying on the old syllabus. It is interesting to note that for the same course there exists two different syllabuses approved by the Government. In making the new syllabus the structure has not been changed completely. All most all the old contents were included with some new contents under different names of each subject such as 'Principles of Education' and the 'History of Education' together, which has been designated as 'Foundation of Education' course (Philosophical, Historical, Social & Legal) in the new syllabus. However, the new syllabus has been designed as follows:

Table 3-5
Syllabus of BEd Course

A. Compulsory Subjects			
Sl. No.	**Name of Subject**	**Internal+ Final Evaluation**	**Total Marks**
1.	Foundation of Education (Philosophical, Historical, Social and Legal)	40+60	100
2.	Psychological Foundation of Education	40+60	100
3.	Secondary Education	40+60	100
4.	Educational Administration & Management	40+60	100
5.	Measurement & Evaluation in Education	40+60	100
B. Elective Subjects (any two from own background)			
1.	Bengali	40+60	100
2.	English	40+60	100
3.	Mathemetics	40+60	100
4.	Physics/Chemistry	40+60	100
5.	Biology	40+60	100
6.	Geography	40+60	100
7.	Social Sciences/History	40+60	100
8.	Business Education	40+60	100
C. Optional Subjects (any one)			
1.	Islamiat	-	100
2.	Agriculture Education	-	100
3.	Home Economics	-	100
4.	Arts & crafts	-	100
5.	Library Science	-	100
6.	Computer Education	-	100
7.	Pre-Primary Education	-	100
D. Practice Teaching		-	200
E. Viva-Voce		-	100
		Total Marks+Optional marks	1000

3.2.8. Curriculum and Syllabus of MEd Course

Table 3-6
Curriculum of MEd Course

(a)	Title of the course	:	Master of Education (MEd)
(b)	Duration of the course	:	10 months
(c)	Entry Requirements	:	Graduation from any recognised University of any faculty and 2nd class BEd or equivalent degree.
(d)	Age	:	Below 40
(e)	Candidacy	:	Open to every candidate with minimum qualification.
(f)	Syllabus	:	Syllabus is given below

Table 3-7
Syllabus of MEd Course

Sl. No.	Name of Subject	Internal	Final	Total
	A. Compulsory Subjects (all subjects must be taken)	**400**		
1.	Philosophical, Social and Psychological Foundations of Education.	40 +	60	100
2.	Comparative Education	40 +	60	100
3.	Educational Research	40 +	60	100
4.	Curriculum Studies	40 +	60	100
	B. Elective Subjects (any two)/ Research Papers	**200**		
1.	Educational Administration	40+	60	100
2.	Measurement and Evaluation	40+	60	100
3.	Educational Technology	40+	60	100
4.	Higher Education	40+	60	100
5.	Secondary Education	40+	60	100
6.	Pre-Primary and Primary Education	40+	60	100
7.	Economics of Education	40 +	60	100
	C. Research Paper for Thesis Group:	**200**		
(i) Thesis + (ii) Viva Voce (to defend the thesis)		150 +	50	200
D. Viva-Voce (for all)				100
Total Marks				700

3.2.9. Controlling Authority of the Govt. TTC

Every field level organization has an obvious linkage to the center through a few mid units. As a govt. educational institute the TTC has also a relation to the Ministry of Education through the Directorate of Secondary and Higher Education as its controlling authority. Nevertheless, all affairs of the Govt. TTC are not under the control of the Ministry. Appointment, posting, transfer, allocation of budget, rules and regulations of service are under control of the MOE and the DSHE. The DSHE through the Director General (DG), Director and other personnel of the Training and Manpower (TM) section deal with all the administrative affairs related to the TTCs. The National University (NU) controls the academic affairs such as compilation of curricula and syllabi, registration and affiliation of admission examination evaluation and award giving activity etc. So, it is clear that the TTC works under dual administrations and therefore, there prevail a number of conflicts between the two controlling bodies, which are naturally more or less influential to the academic atmosphere of the Govt. TTCs.

The DSHE approves the budget of the Govt. TTCs. Principals of the respective TTCs submit the proposed budget to the Director General timely and then he (DG) allocates money. Periodically auditors are sent by the DSHE to the TTCs to audit the Government accounts. These are known as internal audit. In every two years there is a further external audit provision undertaken by the Ministry of Finance. Money for developments is allocated through different projects like SEDP, SESIP, and PROMOTE.[7]

The National University (NU) prerares and approves the syllabi of the BEd and MEd courses. It also sets the final examination and processes the marks for internal assessment. The NU sends a team of inspectors to the TTCs for observation that whather the examination system is conducted fairly.

3.3. Managerial Aspects of Govt. Teachers Training College

The affairs or things of an organization to be dealt or to be managed with its existing strcture and strength are simply called managerial aspects. The managerial aspects or affairs of Govt. TTC are listed below on the basis of empirical data, reports,

observation and experience of the researcher. The key issues of managerial aspects are as follows:

- Academic Management;
- Resource Management;
- Co-curricular activities of the trainees;
- Financ Management;
- Office management;
- Personnel management;
- Hostel administration and management;
- Library management;
- Laboratory management;
- Store and Stock maintenance;
- Purchase and sale;
- Students Union;
- Inter-relations (staff and line relations);

All the above managerial aspects of Govt. TTC may be categorized into two major groups of management. The management groups are- (i) academic management and (ii) administrative management. The following discussion has also been organized under the above two groups or categories.

Let us know and discuss the various aspects of Govt. TTC's management as we have pointed out above.

3.3.1. Academic Management

The academic management of Govt. TTC includes the following aspects:

Admission: Before starting the academic session (July to April 10 months) the Govt. TTCs need to process the received application forms accordingly to select the deserving candidates and admit them through the two months long enrolment process with its own resources. In order to conduct the admission procedure TTCs need to initiate scrutiny of the applications and maintain register. They also need to take test and give selection. They finally enrol the trainees for the coming session. Qualification

for applying in the BEd course is a bachelor degree in any discipline with at least second-class/division in any stage of education life. In service secondary school teachers are preferred at the BEd course. In case of MEd course, candidates need to have minimum a bachelor degree with 2nd class BEd degree.

Academic Calendar: At the beginning of every academic session the govt. TTCs need to plan a new schedule for the whole session. The schedule covers all the possible affairs or activities round the session. The yearly activities generally done ley the govt. TTCs are like admission test, enrolment, class routine, various co-curricular activities, examinations, national ad other days observation etc. In preparing academic calendar it is essential to hold a general meeting with the academic staff to be initiated by the principal at the beginning of each academic session. Normally every activity of the govt. TTC is done with the schedule of this calendar.

Class Routine: To run the classes regularly and to complete the syllabus timely there needs to design a reasonable class schedule at the beginning of the session, where both the teachers and the trainees could find their own involvements properly. A committee of the teaching staff prepares the class routine in every year before starting the session. Every trainee as well as every teacher should have class schedule in every day which is ensured and approved by the college authority (principal/vp) in the designed class routine.

Subject Distribution: Though the teachers of the govt. TTCs are appointed to teach a particular subject but the core subjects and a few elective and optional subjects are not related to any appointing subject. Therefore, the teachers of the govt. TTCs have a responsibility to teach one or more subjects which are not directly related to one's own background. This is why at the beginning of every session such type of subject distribution is an important responsibility of the TTC authority.

Curriculum and Syllabus: Curriculum and syllabus of BEd and MEd courses are revised sometimes, and the TTCs have responsibility to adopt with the revised curriculum. Syllabus must be completed within the timeframe of July to December (January to March for teaching practises and April for final examination). The college authority and the teachers are jointly responsible for ensuring to complete the syllabus and other tasks of the curriculum.

Classroom Supervision: Supervision of classroom activities is an essential part of academic management for any kind of educational institute. The local authority i.e. the TTC head is particularly responsible for this kind of academic supervision. Effectiveness or seriousness of classroom teaching could be assured through such a supervisory role by the authority. In fact, the concept and practice of academic supervision in true sence is not exist not only in the govt.TTCs be over the whole education management system of the country. Furthermore, the classroom supervision activity is being not obligatory may happen seldomly by the TTC authority.

Evaluation of Teachers: Evaluation of teaching personnel is most important in assuring quality education in any educational institution. The relevant authority should ensure such evaluation in the related job where everybody related to teaching would find own position and could get proper judgment. In the present teacher-training program the provision of teacher evaluation does not exist. Neither the teachers nor the authority has accountability to ensure quality teaching and training in the existing system. So, teacher evaluation does not exist in the govt. TTCs in terms of teaching queality and performance.

Examination: There are three major forms of evaluation of the trainees of govt. TTCs. They are as fallows: (i) Written examinations, (ii) Observation of teaching practices and (iii) Viva-Voce. The written tests are held thrice in a session in the forms of essay and critical types. The 1st and 2nd terms are held through internal examinations and finally the public examination is held in each year. The Viva-Voce is also held once in every year side-by-side the final examination. A Viva board is consists of internal and external examiners Appainted by the National University. Practice teaching activities by done the trainee teachers are evaluated by the teaching staff over the practicing period is counted as internal teaching evaluation. The final teaching of the trainees is examined before a board appointed by the NU, which also consists of both internal and external examiners.

Evaluation of the Trainees: The Assessment of the examinations attended by the trainees or the trainees' evaluation is done both internally and externally. Forty percent of assessment is done through 1st term and 2nd term examinations, practical works and written assignment or term papers internaly. Two internal examinations and practice teaching are also evaluated as the part of the final assessment conducted by

the college authority. The TTC teachers also evaluate the answer sheets of the final examination, which carries sixty percent of written marks with arrangement and appointment of the National University. The members of the related boards conduct and evaluate the viva performence of the candidates.

Accountability of the Teaching Staff: Everyone of an institute should have particular responsibilities with accountability on the duties that he /she is assigned in the management process. In an educational institute the teachers are mainly responsible for teaching duties. In the Govt. TTCs the teachers are responsible to perform their duties and they have accountability for such duties in the forms of written Annual Confidential Report (ACR) and personal quaries by the college authority. The staff. Infact, accountibility and transparency as a principal and and vice-principal of the respective colleges should take accounts of the teaching means of effective management not exist anywhere of the educational administration management process of the country.

Practice Teaching: Teaching practice of the trinee teachers is one of the vital parts of the teacher-training program. It reflects the effectiveness of the total training activities. The main target of BEd course is to produce effective classroom teachers and with this view all the pedagogical papers and the elective subjects are taught within the first six months of the course. Then the trainees are sent to the schools to practice his/her daily teaching lessons. All the teachers of a TTC are assigned to visit the classes of the practicing schools and evaluate the teaching practices accordingly. A committee of teaching staff is responsible for arranging and supervising all the things related to practice teachingsssss and the Principal/VP has overall responsibility to oversee and maintain or control over the whole situation. It is desirable that a trainee will practice minimum sixty lessons to fulfil practicing course and to become a trained teacher. In fact, it is very difficult to get adequate opportunity for such a long period of practices by the tranees and in this case the college authority us to arrange alternative process of teaching practices like micro teaching or simulation teaching.

Micro Teaching/Simulation Teaching: The two other ways of teaching practices are generally arranged by the TTCs in absence of adequate practice teaching in the schools. Those are arranged inside the respective TTCs with the trainees in an artificial environment. In these processes each trainee teacher gets a very little time for acting as a class teacher of a school. These techniques are used generally in case of covering the

shortage of practice teachings of the trainees at the school environment. The practice teaching committe of the relevant TTC is responsible for arranaging and managing the activites of the microteaching or simulation teaching and the teaching staff is also responsible to attain and to evaluate those alternative teaching practice classes.

3.3.2. Administrative Management

Administrative management of the govt. TTCs includes affairs like:

3.3.2.1. Resource Management

Naturally, every institute have some own resources. As a Government institute the TTCs' also have more or less resources of its own. The basic resources of a Govt. TTC are as follows:

- Own campus with a surrounding boundary wall;
- Necessary buildings for administrative and academic uses and for library, laboratory, auditorium and residential purposes;
- Playground with necessary space;
- Garden with different kinds of trees and flowers;
- Ponds, tube wells, mosques and other facilities for common uses;
- Different types of furniture;
- Equipments for instructional uses;
- Equipments for administrative uses;
- Vehicles for transportation;
- Necessary teaching aids;
- Others (if any based on local opportunity) etc.

The amount and size of the above resources arc not same in all the Govt. TTCs. The TTC authority is responsible to maintain the existing resources of ones own college. At present the Govt. TTCs are not sufficient with thir own resources in some cases. Many hazards are lying with the process of maintaining the resources.

3.3.2.2. Co-curricular Activities

Co-curricular activities are considered most significantly in the teacher-training program. The trainee teachers are the future guides and directors of the schools. They

need to develop their probable abilities and skills through practicing such co-curricular activities during the training period. Therefore, the teacher-training program has given special emphasis on the co-curricular activities of the trainees. The co-curricular activities of BEd course can cover the following areas:

- Formation and Oath taking of the Student Union.
- Annual Milad Mahphil (Annual religious congregation);
- Annual Sports;
- Annual Drama;
- Wall Magazine;
- Cultural Competitions;
- Celebrating of National and other days;
- Picnic;
- Annual feast;
- Study Tour;
- Plantation program;
- Cleaning program, etc.

At the begining of the academic session the TTCs form different committees including the above co-curriculer activity committee which comprises of teaching staff and the trainees. The relevant committee is responsible for initiating and arranging any particuler co-curriculer activitiy withing a suitable time. The trainees have an obligation to take part in those co-curriculer activites during the training period side by side their academic tasks.

3.3.2.3. Finance Management

Management of financial affairs is one of the vital responsibilities of any organization. Every year the govt. TTCs get money for yearly expenditure from the government fund and also from other sources like trainees' admission, activity fund, hostel fund etc. The principal of govt. TTC is the only person who enjoys financial power. All the sources of income and expenses of the college must be approved by the principal. There are three posts of finance assistants under the office of the principal. A committee of the teaching staff is involved with a particular expenditure of the college. The posts are-(i) Accountant; (2) Accounts Assistant; and (3) Cashier. The principal can

appoint anybody from the teaching staff to deal with any source of income and expenditure. Allocation from the government is auditable both internally and externally, but audits are done very irregularly.

Non-govt. sources of money e.g. trainees' enrolment, examination and other fees are non-auditable and use of those funds mainly depends on the principal's decision. So, the principal of the govt. TTC is the absolute finance manager of the institute and success or failure in financial line completely depends on his/her capability.

3.3.2.4. Office Management

Office is considered as the pulse of an institution. The head of the office is the key player of any kind in office management process. The office of the principal of the govt. TTC consists of some third and fourth-class employees. The office staff work under the principal in a team headed by a head assistant, and the other assistants of the office are the office assistant, accountant, accounts assistant, cashier, typist, driver, cash sarker and a number of MLSS.The office staff of the govt. TTC is directly linked with the principal as the office head. No middle tier of administration exists between the principal and the office assistants. vice-principal of the govt. TTC is the 2nd man who deals mainly with the academic affairs both in presence and absence of the principal. So, the principal and the VP both personally and jointly are responsible to direct and control the TTC office and any success or failure naturally goes on their credit or discredit records.

3.3.2.5. Library Management

Library is the container and bearer of human knowledge as well as the center for information and communication. Every educational institute must have a library.

There is a library attached with each of the govt TTCs. The created posts for managing the govt. TTC library are-(i) a Librarian (for TTC Dhaka only). (ii) Assistant Librarian cum Cataloguer; (iii) Book Sorter and (iv) Two MLSS. Though the TTC libraries are equipped with books and other reading materials but the modern facilities and equipments such as computer, photocopier, projector, internet, latest publication of books, journals, newspapers and periodicals are not available in the library. The trainees are highly dependent on the library but the provided reading materials and services are quite insufficient for them.

3.3.2.6. Laboratory Management

There exists minimum a laboratory for scientific experiments for the science group trainees with a few equipments in an independent room in each of the govt. TTCs. A post of laboratory assistant is also created to deal with the scientific experiments. In fact, the facilities of scientific experiments by the trainees are not so available due to lack of adequate room(s), equipments and shortage of appropriate teachers.

3.3.2.7. Hostel Management

Naturally, a training institute needs to be residential in convinience of exercising all the components related to training. The govt. TTCs are partly residential and about fifty percent of the total trainees can avail residential opportunity every year.

Each of the govt. TTCs has more or less hostel accommodation for the trainees for each course duration. To deal with the hostel managing functions there exist a management team comprises of hostel super, asst. hostel super, cook, cook-helper, night guard and sweeper. The hostel management team i. e. the super and asst super of the TTCs are appointed and guided by the principal of the relevant college. The hostel management is fully liable to the principal for managing every thing fairly.

3.3.2.8. Personnel Management

Personnel management deals with the management process involved in selecting, training, motivating, rewarding, compensating and evaluating the employees who are called the institute's work forces. The administration has a mandatory responsibility to maintain service records and manage all the personnel offairs attached with the office. The TTC principal being the local authority of the govt. TTC is responsible for maintaining records and manage all the service affairs of the teachers and the employees of the institute through the attached office. All the affairs except recruitment of the 2nd, 3rd and 4th class employees of the govt. TTCs are under direct control of the principal. Besides, granting casual leaves giving counter signature on the ACR and TA bills of the 1st class employees are the principal's reaponsibilities. Any application of the employees to the higher authority also must be forwarded through the principal.

3.3.2.9. Store and Stock Management

Every institute has a general stock of valuable goods and a store of wastage goods. It is one of the components of office management. The matters and goods of the store and stock must be maintained by the authorised person of the institute. The TTC has a general store for preserving different goods and a stock of various valuable things and equipments. One or more teachers are generally authorised by the principal to maintain and look after those affairs.

3.3.2.10. Purchase and Sale

Purchase of various goods when necessary and sale of any resource or wasteages are duties or rights of a govt. institute. For both the purposes the govt. TTC is bound to follow the existing government rules. According to the govt. rules an institute needs to have one or two particular committee(s) to deal with the purchasing and selling affairs of the institute. There is a purchasing committee in each of the govt. TTCs but still selling affairs do not come into accounts of the TTCs.

3.3.2.11. Students Union

Recognition of forming of 'Student Union' is a right of the students of any educational institute. Though the govt. TTC is a training institute, every TTC has a student body to assist the authority to perform the compulsory co-curricular activities under the course curriculum. The student body may be formed through election or selection process. The name of the student body is not same in all the TTCs. The majority TTC has given the name "Co-curricular Activities Committee." The committee members assist the 'convening committee' of the teaching staff to assist and conduct the cultural activities, sports and other relevant actives successfully

3.3.2.12. Inter-Relationship

Inter-relationship is one of the important issues of any organization. It is expected that the relationship between the teaching staff and the trainees of the govt. TTCs should remain excellent. The teachers are well trained and the trainees are also mature by age, education and experience. So, inter-relationship between the teachers and the trainees of the govt. TTCs is different from any other institutes. Sometimes there may occur some

unexpected things between two or more groups of the teachers and trainees. If there is any untoward occurrence between the different groups or the individuals TTC authority is responsible to resolve the conflict properly in time.

3.3.3. Role of Principal and Vice-Principal

The role of a manager can be expressed in diverse ways. Now a day the role of a manager is compared with the role of a bus driver. A manager is fully concerned with making decisions as well as its implimentations. The principal of govt. TTCs is the actual manager in terms of decision making, impimenting and controlling all matters of the colleges. His authority and role are unparalleled in the institute. Everybody of the institute is dependent on him. The position of the vice principal is next to the principal. A vp can play some vital roles both academically and administratively. In absence of principal vp become the key manager of the college.

3.3.4. Role of the Academic Staff (Teachers)

The role of the academic staff is also very important in the managerial process of the Govt. TTCs. They play a vital role to manage the entire affairs particularly in academic management of the TTCs from one's own position. Although there is no stipulated middle management in the TTC administration best the roles have been playing by the teaching staff are very important in managing all the affairs properly. Therefore, the role of the academic staff is als considered significant in this study.

3.3.5. Role of the Office Assistants

Role of the office assistants is also a key concern of the management process of any type of organization. Services by the office, library, laboratory and hostel assistants of the govt. TTC are very significant to analyze the management situation of those institutes. Managing capacity of the govt. TTCs naturally depends on their strengths and expertise. Therefore, the role of the office and other assistants of the govt. TTCs is also considered very significantly.

3.4. An Overview

Organizational structure and managerial aspects of the Govt TTCs are examined and analyzed in this chapter reveals that there remain a number of lapses and shortcomings with the present structure of the TTC's organization and the managerial

aspects as well. Therefore, necessary critics and suggestions are made to overcome the existing challenges.

Academic and administrative control of the Govt. TTCs rest on the seperate authorities of educational management (NUSMOE) but proper coordination among those controlling bodies does not exist. Staffing pattern of the TTCs' teaching posts found defective. Number of teaching posts is very limited and vertical development is confined. The teaching posts under development budget and also the absorbed teaching posts appeared unplanned and not so suitable with the accurate needs of the institutes. The posts of office staff under revenue, SEDP and SESDC also inappropriate according to the needs of the Govt. TTCs. Number of MLSS under three types of appointing process appeared too many but the other necessary posts and persons e.g. electrician cum mechanics, Librarian etc. are very limited.

Curricula, syllabi and evaluation process of the BEd and MEd courses are still quite traditional. The renewal curricula of the above courses introduced in 1998 not succeeded to bring anything new.

The sizes of curricula of those courses are too long compared to the duration. The concepts and processes of academic supervision, accountability and staff evaluation do not exist in true sense with the TTC's management process.

In managing the administrative affairs like office, library, hostel, finance and resources of the Govt. TTCs found ineffective and the TTC authorities have been facing a number of challenges in these regards. The TTC personnel are also lack of training, experience and skill.

Therefore, the organizational structure and managerial aspects of the Govt. TTCs need to be reshaped and moderated according to the present needs as well as the managing pre-conditions and support services for the training institutes.

Notes and References

[1] DSHE, Information about In-service and Vacant posts of Teacher and Office Staff of Govt. TTCs (According to Enam Committee Report's Recommendation).

[2] Saleha Khatun, *op.cit.*, p. 13.

[3] DSHE, *loc.cit.*

[4] SEDP *Project Proposal* (Dhaka : SEDP, Ministry of Education, 1994).

[5] Office Order, DSHE, MOE, Memo No. Sha : 12/6-2/91/230/1(4)-Edn, Date : 24-04-93.

[6] Rezina Sultana, *op.cit.*, p. 2.

[7] Hilary Thornton, *The Organisational Development of Teachers Training Colleges in Bangladesh* (Dhaka : PROMOTE, 2001), p. 4.

Chapter IV

Managerial Problems of Government Teachers Training Colleges

1. Introduction
2. Analysis and Interpretation of Data
3. Overview

Chapter 4

Managerial Problems of Government Teachers Training Colleges

4.1 Introduction

The term managerial relate to something with management. Managerial problems simply mean a set or a group of problems those are related with the managing process of an organization. It is beyond debate that no organization can run without its management structure, managing team and tools. Teachers' training college is a kind of educational institution, which provides training for in-service and pre-service secondary level teachers. The govt. TTCs in Bangladesh have been serving over the country for a long time in producing secondary level trained teachers, which are facing a number of strong challenges. The challenges, which directly or indirectly disrupting the congenial atmosphere of the management process of govt. TTCs is indicated here the managerial problems of govt. teachers' training colleges.

The managerial aspects of govt. TTCs are determined in the previous chapter on the basis of empirical data and observations. All the managerial aspects of the govt. TTCs could be categorized into two major groups, which are as follows:

- Academic management; and
- Administrative management.

Academic management includes the aspects directly related to academic activities plus co-curricular activities, library and laboratory management also, when administrative management includes the managements of office, finance, personnel, hostel, resources, store and stock, purchase and sale, student and employee unions, inter-relationships etc.

Thus, the present chapter attempts to determine the managerial problems of the govt. TTCs with opinion survey collected through questionnaires, interviews and observations of the selected respondents.

4.2 Analysis and Interpretation of Data

In order to determine the managerial problems of the govt. TTCs a set of questionnaires were prepared and distributed among the respondents to collect necessary primary data/information. Lack of resources, manpower and other facilities considered as the major challenges in the way to management of any organization and on this point of view a questionnaire titled 'Data on existing facilities and managerial aspects' was prepared and used in collecting data to asses the existing facilities as well as lacks were lying with the govt. TTC's management process.

The other sources of collecting primary data were the respondents viz: Principals/Vice-Principals, teaching staff, office staff, library staff, hostel managers and the trainees of BEd and MEd courses of 2001-2002 and 2002-2003 sessions of the Govt. TTCs. Besides, additional information was collected through observations and informal discussions with different sections of the Govt. TTCs personnel which supplemented to the views and opinions of the respondents.

4.2.1. Information about the Existing Facilities and Lacks of the Govt. TTCs

Lack of necessary resources, manpower and other facilities may be considered as the major challenges in the management process of an organization, and in this point of view a questionnaire entitled 'Data on Existing Facilities and Managerial Aspects' was prepared and used in collecting data to asses the existing facilities as well as the lacks and constraints were lying with the Govt. TTCs' management process.

4.2.1.1. A Profile of the Government Teachers Training Colleges in Bangladesh

There are eleven Govt. TTCs in Bangladesh established within 1909 to 1999. The Table 4-1 shows that among the eleven Govt. TTCs the TTC Dhaka is the oldest one. It was established in 1909 under the British rule. It is noticed that there is a big time gap between the establishment of the first TTC and the second one, the TTC Mymensingh which was established in 1948, as well as the same thing happened between the tenth and the eleventh (last one) in the period from 1978 to 1999. The table also presents the name of courses offered by the Govt. TTCs, enrolment capacity and total periods per week of the different TTCs. All the Govt. TTCs offer the BEd course where the TTC

Dhaka, Mymensingh, Mymensingh (women), Rajshahi, Chittagong and TTC Khulna also offer the MEd course. Besides, the BEd and MEd courses the TTC Dhaka also offers BEd (Hons.) course in a limited range. The enrolment capacity of each of the eight TTCs for BEd course is 600. TTC Jessore, Feni and Barisal have smaller capacity of 550, 500 and 400 respectively. TTC Dhaka, Mymensingh and Rajshahi have the same capacity (150) for MEd course, where TTC Chittagong and Mymensingh (Women) have 100. Total number of periods per week of those colleges varies from 42 to 55. The highest number is 55 with the TTC Mymensingh (Women), and the lowest number is 42 with the TTC Rajshahi. The 2nd highest number is 54 in TTC Chittagong, next 48 in TTC Mymensingh and Burial followed by 46 with TTC Dhaka and Rangpur, 45 in the of TTCs Feni, Khulna and Jessore and 43 with the TTC Comilla.

The table also reports that the older TTCs established from 1909 to 1970, offer MEd course in addition to BEd course except the TTC Comilla (established in 1962). Among the TTCs established after 1970 only the TTC Chittagong offers MEd course. Enrolment capacity of the older TTCs are also higher then the afterwards. The TTCs established after 1970 including the TTC Rangpur have a capacity of enrolment 600 for BEd and 100 for MED course (Chittagong only).

Table 4-1
Name, Year of Establishment, Types of Courses Offered, Capacity of Enrolment, total Number of Periods per Week of the Govt. TTCs

Sl. No.	Name of TTC	Established	Courses offered	Enrolment capacity	Total No. of periods per week
01.	Dhaka	1909	BEd, BEd (Hons), MEd	600-50-150	46
02.	Mymensingh	1948	BED, MEd	600-150	48
03.	Mymensingh (Women)	1952	BEd, MEd	600-100	55
04.	Rajshahi	1955	BEd, MEd	600-150	42
05.	Comilla	1962	BEd	600	43
06.	Khulna	1970	BEd, MEd	600-75	45
07.	Feni	1976	BEd	500	45
08.	Chittagong	1977	BEd, MEd	600-100	54
09.	Jessore	1978	BEd	550	45
10.	Rangpur	1978	BEd	600	46
11.	Barisal	1999	BEd	400	48

4.2.1.2. Area of Land in Possession (in acre), Total Number of Buildings and Rooms, Equipments for Administrative and Instructional Uses

It is a significant finding from the Table 4-2 that area of land in possession of the govt. TTCs varies extensively. The TTC Mymensingh has the highest amount of 27.50 acre and the latest established TTC Barisal has the lowest only 3.00-acre of land in possession. TTC Dhaka has 6.00 acre, TTC Mymensingh (Women) 9.00, Comilla 10.50, Rajshahi 9.00, Chittagong 4.62, Feni 5.00, Khulna 7.75, Jessore 6.47 and TTC Rangpur has 7.50 acre of land in uses. It is also apparent from the table below that the campus of the maximum govt. TTCs is not as comfortable as they require for an academic purpose. There are five HSTTIs situated inside the campuses of the TTCs of Mymensingh, Rajshahi, Comilla, Khulna and Barisal independently, which covers a sufficient area. Moreover, a few project offices like PROMOTE, ELTIP also occupies some rooms of the Govt. TTCs. TTC Mymensingh and TTC Feni have secondary level of schools in the same campus.

Total number of buildings and rooms exist for academic and administrative purposes are not adequately enough. TTC Rangpur and Barisal have only 3 buildings; meanwhile TTC Feni and Jessore have only 17 rooms both for official and instructional purposes. Moreover, a number of rooms are not usable. The TTCs have no independent auditorium for holding functions except the TTCs of Dhaka and Rajshahi. Most of the colleges have no separate hostel accommodation for the female trainees. Recently a number of hostel rooms of male trainees are lying vacant in TTCs of Comilla, Feni and Khulna.

The number of equipments of the govt. TTCs for official and instructional uses is very limited. None of the colleges has any computer or any other modern equipment like projector, photocopier, telex etc. Audio-control console is found in only one college, only three colleges have photocopying machines and five colleges have duplicating machines. Five colleges also have only one telephone for official use.

Table 4-2
Area of Land (in acre), Total Number of Buildings, Rooms and Equipments for Administrative and Instructional Uses

Sl. No.	Resources TTCs		Dhaka	Mymen	Mymen(w)	Rajshahi	Comilla	Khulna	Feni	Chittagong	Jessore	Rangpur	Barisal
01.	Land		8.25	27.5	9.00	10.50	9.00	4.62	5.00	7.25	6.47	7.50	3.00
02.	Buildings		9	6	4	7	11	11	6	11	5	3	5
03.	Total Rooms		30	24	23	47	31	18	17	26	17	18	20
	a. Total for administrative uses		7	10	6	5	6	7	5	8	6	9	6
	b. Total for Instructional uses		23	14	17	42	25	11	12	18	11	9	14
04.	EQUIPMENTS	a. Total for administrative uses	6	6	5	8	5	5	5	5	6	3	7
		Duplicating Machine	-	1	1	1	1	-	-	-	-	-	1
		Photocopy	1	-	-	1	-	-	-		-	-	1
		Computer	-	-	-	-	-	-	-	-	-	-	-
		Type Writer	2	2	3	4	3	4	3	3	4	2	4
		Telephone	3	2	1	2	1	1	2	2	2	1	1
		Telex	-	-	-	-	-	-	-	-	-	-	-
		Control Console	-	1	-	-	-	-	-	-	-	-	-
		b. Total for instructional uses	4	3	1	5	8	1	1	4	4	1	-

4.2.1.3. Number of Furniture in Use

A tentative figure of furniture was provided from the offices of each of the govt. TTCs, which is accommodated in the Table 4-3.

The table indicates that number of chairs both for official and classroom uses which are more or less adequate. The other equipments such as normal table, steel almirah, bookshelves were also available in each of the Govt. TTCs. Though, little furniture like secretariat table, sofa set etc. were not adequate compare to the requirements of each of the govt. TTCs.

However, the table explains that inadequacy of furniture is not a factor that exists with the govt. TTCs managing process.

Table 4-3
Number of Furniture in Use (approximate)

Sl. No.	furniture TTCs	Dhaka	Mymensingh	Mymen (w)	Rajshahi	Comilla	Khulna	Feni	Chittagong	Jessore	Rangpur	Barisal
01.	Chair for official use	50	45	50	80	80	50	37	50	30	50	30
02.	Chair for classroom use	700	600	600	600	800	700	500	500	750	600	400
03.	Secretariat table	5	5	10	10	10	5	3	10	5	7	4
04.	Normal table	20	10	20	20	20	10	10	5	20	15	6
05.	Seminar table	1	1	2	1	1	2	1	1	1	-	-
06.	Steel Almirah	25	35	52	60	20	18	17	25	25	12	16
07.	Shelves	10	8	15	20	15	13	13	20	20	7	6
08.	Sofa set	2	4	4	1	2	1	2	-	2	-	-

4.2.1.4. Accommodation Facilities for the Administrative and Teaching Staff

The accommodation facilities both for the administrative and teaching staff were not satisfactory. Table 4-4 shows that three TTCs have no accommodation for the Principal, though it is compulsory that a Principal must stay inside the college campus for twenty-four hours. Only two TTCs have accommodation for the Vice-Principal, six collages have accommodation for teaching staff which is not adequate. Two colleges have no accommodation for the hostel superintendents and four colleges have no accommodation for assistant supers. Again, only two TTCs have a very limited accommodation for the third class, and five TTCs have a few accommodations for the fourth class employees. Though staff accommodation is an important pre-condition for a successful training environment but the Govt. TTCs were far away from this. The table reflects clearly the real picture of the Govt.TTCs that many teaching staff and the third and fourth-class employees have no opportunity to leave inside the TTC campuses.

Table 4-4
Accommodation Facilities of the Teachers and the Employees of Govt. TTCs

Sl. No.	Aecomadation TTCs	Dhaka	Mymensingh	Mymen (w)	Rajshahi	Comilla	Khulna	Feni	Chittagong	Jessore	Rangpur	Barisal
01.	Principal	1	1	1	1	1	1	-	1	-	-	1
02.	Vice-Principal	-	-	-	1	1	-	-	-	-	-	-
03.	Teaching Staff	-	3	6	-	10	-	-	5	-	4	8
04.	Hostel Superintendent	2	2	1	1	4	1	1	1	-	2	2
05.	Asstt. Hostel Super	2	1	1	1	4	1	1	-	-	-	-
06.	3rd class employee	-	-	-	-	-	-	-	-	7	1	9
07.	4th class employee	10	-	2	-	10	-	-	-	2	3	11
08.	Total	15	7	10	4	30	3	2	5	4	10	31

4.2.1.5. Common Facilities for the Trainees

As a training institute the Govt. TTC has some common facilities for the trainees. Table 4-5 indicates that a few but necessary common facilities for the trainees like mosque, hostel, common room are available. At the same time it also shows that some important facilities like canteen, amusement and outdoor game were not available in all of the Govt TTCs. It finds that only four TTCs had canteen/cafeteria, eight TTCs had playground, six had garden, five had pond, ten had mosque, nine had hostel common room, four TTCs had amusement and five had indoor and outdoor game facilities respectively.

Table 4-5
Common Facilities for the Trainees of Govt. TTCs

Sl. No.	Facilities TTCs	Dhaka	Mymen	Mymen (w)	Rajshahi	Comilla	Khulna	Feni	Chittagong	Jessore	Rangpur	Barisal
01.	Canteen/Cafeteria	√	√	-	√	√	-	-	-	-	-	-
02.	Playground	√	√	√	√	√	-	-	√	-	√	√
03.	Garden	√	√	√	√	√	√	-	-	-	-	-
04.	Pond	-	√	√	√	-	√	√		-	-	-
05.	Mosque	√	√	-	√	√	√	√	√	√	√	√
06.	Hostel Common room	√	-	√	√	√	√	√	√	√	√	√
07.	Guest room	√	-	√	√	√	√	√	√	√	√	-
08.	Amusement facilities	√	-	-	-	√	-	-	-	√	√	-
09.	Indoor game	√	-	√	-	√	-	√	-	√	-	-
10.	Out door game	√	-	-	-	√	-	√	-	-	√	√

(Note: In table-4:5 item number 1-7 tick (√) means have and minus (-) mean have no and the rests, number 8-10 tick (√) means satisfactory and minus (-) means not satisfactory).

4.2.1.6. Existing Strength of Administrative and Academic Staff (under three criteria i. e. PSC, SESDC, SEDP)

The Table 4-6 presented below explains that total strength of administrative and academic staff of the govt. TTCs was not satisfactory. The present staffing pattern of the teaching posts of govt. TTCs is not appropriate. Number of sanctioned posts against each of the teaching subjects is inadequate. Present status of govt. TTC was designed at the status of an intermediate college. Moreover, a major part of teaching posts of the govt. TTCs were lying vacant. Two posts of Vice-Principal and three posts of Associate Professors also remain vacant. Meanwhile, majority posts of Assistant Professor of every TTC, except the TTC Dhaka and the majority posts of lecturer except the TTC Mymensingh (women) and TTC Comilla were also unfilled. A number of offering subjects had no recruitment as because of lacking of degree offering on those subjects by the higher educational institutions in Bangladesh. The non-teaching TTC subjects are- (i) Professional Ethics; (ii) Advance Management; (iii) Guidance and Counseling; (iv) Mental Hygiene etc. Besides, a few subjects offered in the BEd course which are not introduced in the recruiting subjects of the Govt. TTCs and those subjects are- (i) Agriculture; (ii) Business Education; (iii) Home Economics etc.

One post of Deputy Executive Director, 21 posts of Assistant Professor, two posts of Academic Supervisor (equivalent to lecturer) have been absorbed recently in the revenue budget with the academic staff of the Govt. TTCs. The SESDC project centers were located at the compounds of the old Govt. TTCs except the TTC Mymensingh (w). The posts under SESDC were not distributed equally among the TTCs but approved as it were. The teaching posts under SESDC are not encadred and seniority with the other teaching posts are also not clarified.

The Government still does not approve the teaching posts under SEDP from 1995 on permanent basis, though the MOE has taken up initiative to absorb the project personnel into the revenue budget since by the year 2000. The posts under SEDP also not equalized among the subjects as well as the Govt. TTCs.

Table 4-6
Existing Strength of Administrative and Academic Staff (under PSC, SESDC and SEDP)

Sl. No.	S/Posts TTC	Principal	Vice principal	Associate Professor	Assistant Professor			Lecturer			Research Asst	Demonstrator	Physical instruc.tor	Lob. Assistant.
					PSC	SESDC	SEDP	PSC	SESDC	SEDP				
01.	Dhaka	1	1	1+1 (DED)	11	5	-	11	-	10	2	-	1	3
02.	Mymensingh	1	1	1	5	3	1	6	1	9	1	-	-	1
03.	Mymensingh (w)	1	1	1	3	-	-	14	-	8	1	-	-	-
04.	Rajshahi	1	1	1	6	1	-	5	-	8	1	1	1	1
05.	Comilla	1	1	1	3	1	1	14	-	9	1	1	1	1
06.	Khulna	1	1	1	4	3	-	6	-	6	-	-	-	1
07.	Feni	1	-	-	2	1	-	10	-	9	-	-	-	3
08.	Chittagong	1	1	1	5	3	-	9	-	11	1	1	1	1
09.	Jessore	1	1	1	4	2	1	4	-	7	2	-	-	1
10.	Rangpur	1	1	-	2	2	-	6	1	10	-	-	1	1
11.	Barisal	1	-	-	-	-	4	-	-	10	-	-	1	1

4.2.1.7. Total Number of Teaching Posts and Number of Posts Lying Vacant

The data shown in the Table 4-7 and the bar diagram reveal that a large number of teaching posts under revenue budget of the Govt. TTCs were lying vacant. The highest number of posts 27, (67.50 percent) under revenue was vacant in the TTC Rangpur. The second highest vacancy of 25 posts (62.50 percent) remained with both the TTCs of Rajshahi and Feni. The next highest vacancy, 24 (60 percent) posts were at the TTC Khulna and TTC Jessore. TTC Mymensing (women) had 20 (50 percent), TTC Chittagong had 19 (47.50) TTC Mymensingh and Comilla have 17 (42.50) vacancies of the teaching posts. The lowest vacant posts of 7 (17.50 percent) under revenue budget were remained in the TTC Dhaka.

The TTC Barisal is of different nature. It had only one post i. e. the post of Principal who was in revenue budget and the other teaching posts 27 in number were under development budget, where 13 (48.15 percent) posts were lying vacant. So, it is very easy to understand that the Govt. TTCs are in trouble to impart proper training to the trainee teachers with such a vacancies of the teaching posts.

Table 4-7
Total Number of Teaching Posts and Number of Posts Lying Vacant

Sl. No.	TTCs Posts	Total Posts		Vacant Posts		Total Vacancy	Percentage
		Revenue	Development	Revenue	Development		
01.	Dhaka	40	10	7	-	7	14.00
02.	Mymensingh	40	11	17	1	18	35.29
03.	Mymensingh (w)	40	10	20	2	22	44.00
04.	Rajshahi	40	10	25	2	27	54.00
05.	Comilla	40	11	17	3	20	39.22
06.	Khulna	40	10	24	4	28	56.00
07.	Feni	40	10	25	1	26	52.00
08.	Chittagong	40	10	19	-	19	38.00
09.	Jessore	40	11	24	3	27	52.94
10.	Rangpur	40	10	27	-	27	54.00
111.	Barisal	01	27	-	13	13	46.43

4.2.1.8. Existing Number and Vacant Posts of Office and Library Staff (under revenue, SESDC and SEDP)

It is shown in the Table 4-8 that TTC Mymensingh, TTC Mymensingh (W), TTC Comilla and TTC Rangpur had no permanent head assistants. There was no accountant in the Govt. TTCs offices of Chittagong, Feni and Khulna. The TTCs of Dhaka, Mymensingh, Feni and Khulna had no accounts assistant. It is also seen that there was no office assistant/typist in the TTC Rajshahi and no cashier in the three TTCs namely- TTC Mymensingh, TTC Mymensingh (W) and TTC Feni. The post of cash sarker was lying vacant in the seven TTCs and the post of librarian also lying vacant in the nine TTCs (only TTC Dhaka and TTC Rajshahi have the librarian). Even the TTC Mymensingh (W), TTC Chittagong, TTC Feni and TTC Jessore had no assistant librarian or library assistant in service.

Hence, it appears that there is an acute shortage of manpower for the offices as wells the libraries of the Govt. TTCs. So, it is needless to say that a very difficult task is being done by the Govt. TTCs with such a shortage of manpower. It is also worthwhile to mention that a large number of MLSS work with the Govt. TTCs are unnecessary to run the institute smoothly.

Table 4-8
Existing Number and Vacant Posts of Office and Library Staff

Sl. No.	TTCs /Posts	Head Assistant	Accountant	Accounts Assistant	Office Assistant	Cashier	Mechanics	Driver	Cash sarker	Librarian	Assistant Librarian	MLSS	Total
01.	Dhaka	1	1	-	1	1	-	2	1	1	1	15	24
02.	Mymensingh	-	1	-	1	-	1	2	-	-	1	28	34
03.	Mymensingh (w)	-	1	1	2	-	-	2	-	-	-	17	23
04.	Rajshahi	-	1	1	-	1	-	2	-	-	1	29	35
05.	Comilla	2	2	1	4	1	1	3	-	-	1	31	45
06.	Khulna	2	2	1	2	1	1	2	-	-	1	28	40
07.	Feni	2	-	-	1	1	-	3	-	-	-	32	39
08.	Chittagong	1	-	1	1	1	-	1	1	-	-	21	27
09.	Jessore	2	-	-	2	1	1	2	1	-	-	30	39
10.	Rangpur	-	1	1	2	1	1	2	-	-	1	35	44
11.	Barisal	1	1	1	2	1	1	2	1	-	1	16	27
Total Vacancy		4	3	4	1	2	5	-	8	10	4	-	41

4.2.1.9. Subjects offer having no Teachers with Appropriate Qualifications

A number of subjects in elective and optional groups are offered in the BEd and MEd courses have no teachers with appropriate qualifications. Generally, the teachers of other disciplines teach these outside subjects.

It is visible from Table 4-9 Chous that all most all the TTCs offer Agriculture, Business Education and Home Economics as an optional subject but no college had teachers with appropriate qualifications of those subjects. Some TTCs also offered Computer Science, Educational Research and Islamiat as optional subjects without its subject teachers.

On the other hand, few TTCs offered a number of elective subjects without appropriate teachers. The table also shows that the TTC Mymensingh (women) offered Geography, Comilla; Social Sciences, Rajshahi, English and History, Khulna; Biology and Chemistry, Rangpur; Bangla and TTC Barisal; Social Sciences, History and Biology are offered without having the subject teachers. It is quite likely that teaching and learning of any discipline without appropriate knowledge may mislead the learners as well as the program as a whole both conceptually and practically.

Table 4-9
Subjects offer having no Teachers with Appropriate Qualifications

Sl. No.	TTC. Subjects	Elective Subjects	Optional Subjects
01.	Dhaka	-	Agriculture, Home Economics, Computer Science
02.	Mymensingh	-	Agriculture, Home Economies, Computer, Primary Education
03.	Mymensingh (w)	Geography	Home Economics, Education and Islamiat
04.	Rajshahi	English, History	Agriculture, Economics, Library Science, Educational Research.
05.	Comilla	Social Sciences	Home Economics, Islamiat,
06.	Khulna	Biology, Chemistry	Islamiat, Educational Research, Computer Science
07.	Feni	-	Agriculture, Islamiat, Computer Science
08.	Chittagong	-	Agriculture, Home Economics, Islamiat, Computer Science
09.	Jessore	-	Agriculture, Home Economics
10.	Rangpur	Bangla	Agriculture, Home Economics and Islamiat
11.	Barisal	Social Sciences, History, Biology	Agriculture, Islamiat, Library Science

4.2.1.10. Subjects Offer having More or Less than Required Number of Teachers

Table 4-10 reflects that the Govt. TTCs have been suffering from an acute crisis of teachers. The table also shows that a few subjects of six TTCs had more than required number of teachers but a number of subjects of each of the Govt. TTCs had less than required number of teachers.

TTC Dhaka had more teachers in the subjects under science faculty, Rajshahi had more teachers in Chemistry, Feni had more in Political science, Jessore had in Sociology and Rangpur had more in science and education subjects. On the other hand, TTC Dhaka had least number of teachers in Business Education; TTC Mymensingh had less in English, Islamiat and Business Education. TTC Mymensingh (women) had less in English, Bangla, History Geography, Mathematics and Business Education. TTC Comilla had fewer teachers in English, Political Science and Business Education. TTC Rajshahi had less in English, Bangla, History, Political Science and Business Education, TTC Chittagong had less in English, Mathematics and Business Education, Feni had less in English, Mathematics, History and Business Education. Khulna had less in English, Geography, Political Science and Business Education; Jessore in Mathematics, Geography and Business Education, Rangpur in Bangla, English, Mathematics, History, Business Education, and TTC Barisal had less than required number teachers in English, Mathematics, Biology and Social Sciences.

One thing is very clear that every TTC has more or less shortage of teachers in English, Mathematics and Business Education. Other wide range teacher shortage subjects were Islamiat, History, Geography, Social Sciences and also a few science subjects. However, the above analysis indicates that the govt. TTCs have been suffering from an acute shortage of teaching staff for a long time.

Table 4-10
Subjects Offer have More or Less than Required Number of Teachers

Sl. No.	TTC	More than required number of teachers	Less than required number of teachers
01.	Dhaka	Science Subjects	Business Education
02.	Mymensingh	-	English, Islamiat & Business Education
03.	Mymensingh (w)	-	English, Bangla, History, Geography, Mathematics, Islamiat and Business Education.
04.	Rajshahi	Chemistry	English, Bangla, History, Political Science, Business Education
05.	Comilla	-	English, Political Science, Business Education
06.	Khulna	-	English, Political Science, Geography & Business Education
07.	Feni	Political Science	English, Mathematics, History, Islamiat, Business Education
08.	Chittagong	-	English, Mathematics & Business Education
09.	Jessore	Sociology	Mathematics, Geography & Business Education
10.	Rangpur	Science & Education subjects	English, Bangla, Mathematics, History, Business Education
11.	Barisal	-	English, Mathematics, Social Sciences, Biology

4.2.2. Opinion of the Principals/Vice-Principals of Govt. TTCs

Opinion of the principals or vice-principals of the govt. TTCs were collected through questionnaires and informal discussions to assess their perception, attitude and level of managing ability about the institutes they were serving. A total of 11 Principals/VPs were conducted taking one either Principal or Vice-Principal from each of the Govt. TTCs being the key players of those institutes.

4.2.2.1. A Profile of the Respondent Principals and Vice-Principals

Table 4-11 shows the profile of the respondent Principals/VPs of the Govt. TTCs. Of eleven respondents six were Principals and other five Vice-Principals. With regard to educational background seven had MA/MSc/MCom plus MEd degree and four had MA/MSc/Mcom plus BEd degrees. Their range of experience were from one year to three years in administrative position and 23 to 29 years in the teaching as a whole.

Table 4-11
A Profile of the Respondent Principals/VPs

Sl. No.	TTC	Designation	Qualification	Experience in present the post (years)	Total experience in teaching (in years)
01.	Dhaka	Vice Principal	MA, MEd	3	25
02.	Mymensingh	Principal	MA, MEd	1	32
03.	Mymensingh (w)	Vice Principal	MSc (Ag.) BEd	2	27
04.	Rajshahi	Principal	MSc, BEd	2+	28
05.	Comilla	Principal	MSc, BEd	2+	29
06.	Khulna	Principal	MA, BEd	2+	28
07.	Feni	Associate Professor in-charge	MA, MEd	2	26
08.	Chittagong	Vice Principal	MA, MEd + Certificate course in abroad	2	24
09.	Jessore	VP	MA, BEd	1	23
10.	Rangpur	Principal	MA, BEd	3	25
11.	Barisal	Principal	MSc, MEd	3	27

4.2.2.2. Means of Control by the DSHE over the Govt. TTCs

The respondents were asked to express the means of control over the Govt. TTCs by the higher authority (DSHE). The responses are furnished in the Table 4-12.

The table speaks that DSHE, the controlling authority of the Govt. TTCs had maintained communication with them whenever found necessary by the means of official letters or over telephone and sometimes by other means available for the administrative purposes only. Recently, the DSHE executives introduced a provision of asking the TTCs to send their academic schedules like year plan, class routine, leave list etc. It is also discovered through informal discussion that the TTCs were visited very seldom by the DSHE. Moreover, the TTCs were completely dependent on the DSHE for its annual budget and other financial allocations.

Table 4-12
Objectives& Means of Control by the DSHE Over the Govt. TTCs

Sl. No.	Objectives and means of Communication	Frequency	Percentage
01.	Regular correspondences are made for academic purposes through letters and over Telephone and visits.	0	0.00
02.	Irregular correspondences are made both for academic & administrative purposes.	1	9.09
03.	Communications are made when necessary through letters and Telephone for administrative purpose only	4	36.35
04.	Correspondences are made when necessary through any means available for administrative purpose only.	6	54.56
05.	Others (specify)	0	00.00
06.	Total	11	100.00

4.2.2.3. Extent of Satisfaction Over the Role is playing by the DSHE

The respondents were requested to mention their extent of satisfaction with what role was played by the DSHE and also they were asked whether the present role of the DSHE needs further modification. The extent of satisfaction of the respondents expressed here as 'highly satisfied' 'satisfied' 'less satisfied' and 'not satisfied'. The data are presented below:

An analysis of data indicates that 63.64 percent of the respondents were 'satisfied' with the role was played by the DSHE, while 18.18 percent were 'not satisfied' as well as the same (18.18 percent) were 'less satisfied' and none was 'highly dissatisfied' with their role. At the same time, it also appears that 90.91 percent the of respondents were in favor of extension of the present role of the DSHE and only 9.09 percent did not approve modification of the role. Every one of the respondents expressed dissatisfaction with the role was played by the DSHE.

4.2.2.4. Consideration Regarding the Present Role of the Ministry of Education

The principals and vps were asked to express their opinion that how they consider the present role of the ministry of education. Available data confirm that 54.36 percent of the respondents considered the present role of the ministry of education was 'authoritarian' 27.27 percent considered as 'less democratic' and 18.17 percent considered 'democratic'. Those who said authoritarian also found that decision-making authority stayed completely with the ministry of education (MOE).

The respondents were also asked to state whether the centralized role of the MOE was one of the major constraints to educational development of the country?

Data shows that 72.73 percent of the respondents admitted the present role of the centralized educational administration as one of the major constraints that stands in the way of educational development of the country; while 18.17 percent did not support the view and the rest 9.09 percent gave other ideas. It is generally believed that the centralized nature of the educational administration system is the main constraint in the way of the country's educational development.

4.2.2.5. Opinion on the Condition of Lack of Coordination Between the Two Controlling Bodies (DSHE & NU) of Govt. TTCs

The respondents were asked to express their opinion on lack of coordination between the two controlling bodies (i.e. DSHE and NU) of the Govt. TTCs if found and also requested to mention the type(s)of such lapse(s). The data of responses are presented in Table 4-13.

Examination of data reveals that 63.64 percent of the respondents had responded positively that they found such a lack of coordination between the two controlling authorities of Govt. TTCs and the rest 36.36 percent answered negatively. Again 54.36 percent commented that lacks of coordination like the appointing subjects determined by the DSHE and MOE were not similar with the offering subjects determined in the curricula by the NU and so on; but still 36.36 percent opined that no body maintained correspondences with the another, 9.09 percent also indicated the others. The comments made by the majority respondents were examined by the researcher and found it correct for example the appointing subjects like Professional Ethics, Advance Management etc. were not incorporated in the BEd or MEd curricula of the Govt. TTCs.

Table 4-13
Opinions on Lacks of Coordination between the two Controlling Authorities (DSHE &NU) of Govt. TTCs

Sl. No	Opinion on Lacks of Coordination	Frequency	%	Types of lackings	Frequency	%
1	Lacks of coordination is found	7	63.64	Appointing and offering subjects are not similar	6	54.36
2	Lacks of coordination is not found	4	36.36	One body is not maintained connection with another	4	36.36
3	Others	0	00	Others	1	9.09
4	Total	11	100.00		11	100.00

4.2.2.6. Criteria of Subject Distribution Among the Teaching Staff

The Principals/VPs were asked to mention the criteria they follow to distribute the teaching subjects among the teaching staff. The data are presented in Table 4-14.

Table 4-14
Criteria of Subject Distribution among the Teaching Staff

Sl. No.	Distribution criteria	Frequency	Percentage
1.	Teachers' background	4	36.36
2.	Teachers' choice	2	18.17
3.	Principal's wish	3	27.27
4.	Needs of the situation	2	18.17
5.	Total	11	100.00

The table shows that the TTC heads follow one or more criteria in this regard. The criteria presented here had a few repetitions. A significant number (45.45 percent) Govt. TTCs emphasized the 'teachers background', 18.17 percent considered the 'teachers choice' while 27.27 percent determined by the 'Principal's wish' and 18.17 percent again stated that subject distribution was depended on the 'needs of the situations'.

4.2.2.7. Lesson Plan Prepared by the Teaching Staff and its Duration

The Principals and VPs were asked to mention whether were the teachers prepared lesson plan and if so, requested to mention its duration. The data are presented to the Table 4-15.

Analysis of data reveals that 90.09 percent of the respondents given positive answer in favor of lesson plan that the teaching staff prepared it lesson plan and only 9.09 percent answered negatively regarding the question. Meanwhile, 72.73 percent of those who answered positively again mentioned that the teachers prepared lesson plan terminally, 9.10 percent mentioned monthly and 18.17 percent remarked the teachers prepared lesson plan daily basis. Experience and observation of the researcher also evidence that almost none of the teaching staff used to prepare lesson plan regularly.

Table 4-15
Preparation of Lesson Plan and its Duration

Sl. No	Position of preparing lesson plan	Freq.	Percent	Duration	Freq.	Percent
1	Prepare lesson Plan regularly	10	90.09	Prepare terminally	8	72.73
2	Prepare lesson plan sometime	0	00.00	Prepare monthly	01	9.10
3	Prepare lesson plan very rarely	0	00.00	Prepare weekly	0	0.00
4	Never prepare lesson plan	1	09.09	Prepare daily	2	18.17
5	Total	11	100.00	N=	11	100.00

4.2.2.8. Existence of Lack of Knowledge and Skill with the Teaching Staff

The Principals and VPs were asked to express their view on whether the teaching staff belongs to of knowledge and skill or not. Data of responses are presented with the following discussion.

Data of responses indicates that 54.36 percent of respondents agreed that to some extent the teaching staff of the Govt. TTCs belonged to lack of both subjective knowledge and teaching skill, but 18.17 percent reported the teachers' had only lack of 'teaching capacity' and 27.27 percent of respondents remained 'silent' in this regard.

4.2.2.9. Opportunity of In-service Training for the Teaching Staff

The Principals/VPs were asked whether there was any opportunity of in-service training for the teaching staff.

An analysis of data revealed that 81.82 percent of respondents agreed that there were a limited opportunities of in-service training for the teaching staff of the Govt. TTCs. There remained 15 to 120 days in-service training opportunity for the time being in abroad and workshops, seminars for 1 to 5 days at home and those were initiated by few foreign aided projects like PROMOTE, SESIP etc. in collaboration with the Government of Bangladesh. On the other hand 18.17 percent respondents not admitted such provision of in-service training for the teaching staff. In fact, opportunity of in-service training either in the job or off the job is very limited for the faculty members of the government colleges.

4.2.2.10. Needs and Types of Training for the Teaching Staff

The Principals and VPs were asked again whether the teaching staff of their TTCs needed more in-service training and if so, requested to mention the types of training were mostly needed. The data is given in the Table 4-16.

The table refers that cent percent respondents felt the needs of in-service training for the teaching staff. In answering the question 'what types of training are mostly needed' 72.73 percent respondents suggested for all types of training, namely – (i) subjective and professional skill; (ii) management techniques and (iii) moral values, while 27.27 percent suggested for professional skill and management techniques only.

Table 4-16
Needs and Types of Training for the Teaching Staff

Sl. No	Needs of Training	Freq.	Percent	Types of Training	Freq.	Percent
1	Training is needed	11	100.00	Subjective and Professional skill and moral values	8	72.73
2	Training may be needed	0	0.00	Subjective and Management techniques	0	0.00
3	Training need not	0	0.00	Professional skill and management techniques	3	27.27
4	No response	0	0.00	Management techniques	0	00.00
5	N =	11	100.00	N=	11	100.00

4.2.2.11. Training Facilities and Training Needs for the Office and Library Staff

The principals and vps were asked to mention the existing training facilities with types for the office and library staff and further training needs for them. Data are analyzed in the Table 4-17.

The analysis disclosed that cent percent of the respondents reported that there were no existing training facilities for the office and library staff. Again 81.82 percent of respondents suggested 'secretarial training' for the office staff and 'library management training' for the library staff, while 18.18 percent supported only 'management training' for both types of staff. The researcher observed that secretarial training is mostly needed for the office staff and library management training for the library staff.

Table 4-17
Training Facilities and Needs for the Office and Library Staff

Sl. No	Training Facilities	Freq.	Percent	Training Needs	Freq.	Percent
1	Adequate training exist	0	0.00	Secretarial and library management training	9	81.82
2	Inadequate training exist	0	0.00	Management training	2	18.18
3	Very limited training exist	0	0.00	Foundation training	0	00.00
4	No training exist at all	11	0.00	Others (specify)	0	00.00
5	Total = 4	11	100.00	4	11	100.00

4.2.2.12. Satisfaction over Office and Library Management

The respondent Principal/VPs were asked to mention the extent of their satisfaction over the present state of office and library management and efficiency of the related personnel. The data are presented in Table 4-18.

The table shows that none of the respondents was 'highly satisfied' with the present situation of the office and the library management of the Govt. TTCs, while 18.17 percent were 'satisfied', 63.64 percent were 'dissatisfied' and 18.17 percent also were 'highly dissatisfied'. The researcher also observed that the position of efficiency of the office and library staff of Govt. TTCs were very poor.

Table 4-18
Satisfaction over Office and Library Management

Sl. No.	Extent of Satisfaction	Frequency	Percentage
01.	Highly Satisfied	0	00.00
02.	Satisfied	2	18.17
03.	Dissatisfied	7	63.64
04.	Highly dissatisfied	2	18.17
05.	N=	11	100.00

4.2.2.13. Satisfaction and Suggestions over the Financial Power of the Principals of the Govt. TTCs

The responded principals/vps were asked to express their satisfaction over the existing financial power they enjoy and also requested to make suggestion if any. The data are projected in the Table 4-19.

Data reveals that none was 'highly satisfied,' 18.18 percent were 'satisfied' and 81.82 percent of the respondents 'dissatisfied' over the present position of financial power they enjoyed; and cent percent of the respondents suggested to increase their scope of financial power to a wider range. Informal discussion with the principals of the govt. TTCs also revealed that they were dissatisfied over the present financial power they enjoyed and they also claimed for enhancing their financial power to a large extent.

(Note: The Principal is the only drawing and disbursing officer of Govt. TTC as the office head. Salary of all the 2nd, 3rd and 4th class employees of his office could be drawn and any TA bill under his office must be adjusted with his signature. Only he can sanction any advance in favour of any non-gazetted employees of his office and any advance application of the gazetted officers also needed to be forwarded by him with recommendation).

Table 4-19
Satisfaction and Suggestions of the Principals/VPs over their Financial Power

Sl. No.	Extent of Satisfaction	Frequency	Percentage	Suggestion	Frequency	Percentage
01.	Highly Satisfied	0	00.00	To be reduced	0	00.00
02.	Satisfied	2	18.18	Financial power to be extended largely	0	00.00
03.	Dissatisfied	9	81.82	To be extended at wider range	11	100.00
04.	Highly dissatisfied	0	00.00	To be remained as presently	0	00.00
05.	Total	11	100.00		11	100.00

4.2.2.14. Existence of Student Union and its Role

The Principals and VPs were asked whether there was a provision of 'Students Union' at their respective colleges or not if so requested to mention the overall role was played by that union. Data of responses are provided in the following discussion.

A review of data reveals that 81.82 percent of the respondents answered positively that their colleges had existence of 'student union' and the rest 18.18 percent remarked negatively. Regarding the role of the student union 63.64 percent indicated positive, 18.18 percent negative and 18.18 percent also mentioned the other situation. It was also observed that nature of student union formation of the govt. TTCs and its role are different from other colleges. Generally, the training programs of the Govt. TTC's are tide and under control of the authority. The formation process of student union of the govt. TTC is different. First, the college authority decides how the union would be formed; either election or selection. If decided election process, then election schedule should be declared. The contesting panels or individuals must be non-partisan and projection of the candidates would be arranged officially. The student body selected or elected gives maximum cooperation to the college authority. Besides, the trainees (students) have no opportunity to non-cooperate with the authority or the teachers due to tide nature of training.

4.2.2.15. Satisfaction over the Existing BEd and MEd Courses Curricula and Suggestions for any Changes

The Principals/VPs were asked to mention the extent of their satisfaction over the present curricula of BEd and MEd caurses. The responses are presented in Table 4-20.

An evaluation of data exposed that only 18.18 percent of the respondents were 'satisfied' and 81.18 percent were 'dissatisfied' with the existing BEd and MEd courses curricula, while nobody of the respondents was neither highly 'satisfied' nor 'highly dis-satisfied' over the curricula.

Again, the respondents were asked whether the present structure of BEd and MEd courses curricula would be changed and if so, requested to give particular suggestions if any.

The table shows that 90.91 percent of respondents opined in favor of changes of the courses curricula and they mentioned particular suggestions in this regard, but only 9.09 percent not favored the proposal of any changes. The suggestions made by the Principals and VPs are as follows:

- Curriculum should be modified according to the present needs. At first, field level need assessment should be done regarding the curricula change.
- The curricula should be revised in every three years.
- Curricula should be more practical and methodical than the present theoretical pattern.
- Appropriate contents for teacher education should be added in the syllabi with proper approaches and curricula should be shortened and practice oriented.
- Course duration to be extended up to twelve to eighteenth months from present ten months.
- Teaching posts of the TTCs should be re-arranged and upgraded according to the curriculum's needs.
- Teaching methods and teaching practices should be introduced in the MEd course.

To some extent changes of curricula and syllabi of BEd and MEd courses was widely claimed by many executives and faculty members of the govt. TTCs.

Table 4-20
Satisfaction over the Existing BEd and MEd Courses Curricula and Suggestions for any Changes

Sl. No.	Comments on curricula	Frequency	Percentage	Suggestions of the Principals/VPs of Govt. TTCs.
01.	Structure should be changed	10	90.91	(a) At first field level need assessment should be done regarding curricula change.
02.	Structure should not be changed	1	09.09	(b) Curriculum should be modified according to the present needs.
03.	Others (specify)	0	00.00	(c) The curricula should be revised in every three years.
04.	Total	11	100.00	(d) Curriculum should be more practical and methodical than the present theoretical pattern.
				(e) Appropriate contents for teacher education should be added in the syllabi with proper approaches, and curricula should be shortened and practice oriented.
				(f) Course duration should be extended up to twelve to eighteenth months from present ten months.
				(g) Teaching posts of the TTCs should be re-arranged and upgraded according to the curriculum needs.
				(h) Teaching methods and teaching practices should be introduced the MEd course.

(Note: Summarized suggestions of the Principals and VPs are shown in the right side of the table)

4.2.3. Opinion of the Teaching Staff of Govt. TTCs

The teaching staff serving in the Govt. TTCs appointed through three different ways i.e. BCS, SEDP and SESDC which are playing a pivotal role in catering pedagogical knowledge and training to the trainee teachers. Hence, an attempt has been made to probe their opinion and attitude towards the existing management constraints as well as the modalities of discharging managerial responsibilities of Govt. TTC personnel including the Principals and VPs.

4.2.3.1. Distribution of the Respondent Teaching Staff on the Basis of Designation, Qualification and Experience

Table 4-21 shows that a total of 53 respondents of different types of teaching staff from the eleven govt. TTCs were included for the purpose, where a total of five staff members from each of the old ten govt. TTCs and three from the single shifting new govt. TTC Barisal. Of 53 respondents 18 were Assistant Professors, 33 Lecturers and 2 Research Assistant. Four respondents had BA/BSc/BCom (Pass) Plus MA/MSc/MCom and BEd or equivalent degree twenty three had BA/BSc/BCom (Hons.) and MA/MSc/ MCom plus BEd degree, ten had MA/MSc/ MCom with MEd or equivalent

degree. Thirteen had honors degree with masters plus MEd or equivalent and only three had degree (pass) with MEd degrees.

The figure presented in the table indicates that the cent percent of the respondents teaching staff of the Govt. TTCs had requisite qualifications and some had more. In the length of service 4 had 1 to 2 years, 18 had 3 to 5 years 14 had 6 to 10 years and 17 had 11 to 15 years teaching experience. So, it is understood that almost all the respondents were experienced at a certain level.

Table 4-21
Distribution of the Respondent Teaching Staff on the Basis of Designation, Qualification and Experience

Designation	Number	Qualification	Number	Experience range	Number
Professor	-	Degree (Pass) +Masters + BEd	4	1-2	4
Associate Professor	-	Degree (Hons) + Masters +BEd	23	3-5	18
Asstt. Professor	18	Degree (Pass)+MA + MEd	10	6-10	14
Lecturer	33	Degree (Hons) + Masters + MEd	13	11-15	17
Research Assistant	2	Degree (Pass) + MEd	3	16 and above	0
Total	53	5 Types	53	1-15	53

4.2.3.2. Distribution of Respondents on the Basis of Types of Appointments and Gender

Table 4-22 shows that out of 53 respondents 24 (45.28 percent) were BCS, the same (24) SEDP and 5 (9.43 percent) were SESDC according to the existing types and proportion of teaching staff of the govt. TTCs. With regard to gender proportion among the existing teaching staff male was higher than female, which is shown in the table. There were 30 (56.60 Percent) male, while 23 (43.40 Percent) were female where an attempt was made to maintain gender equity.

Table 4-22
Distribution of Respondents on the Basis of Types of Appointment and Gender

Sl. No.	Types of appointment	Number	Percent	Sex	Number	Percentage
1	Bangladesh Civil Service	24	45.28	Male	30	56.60
2	Secondary Education Development Project	24	45.28			
3	Secondary Education and Science Development Center	5	9.44	Female	23	43.40
4	Total	53	100.00	-	53	100.00

4.2.3.3. Area of Teaching Subjects and its Relation to Own Discipline of the Teaching Staff

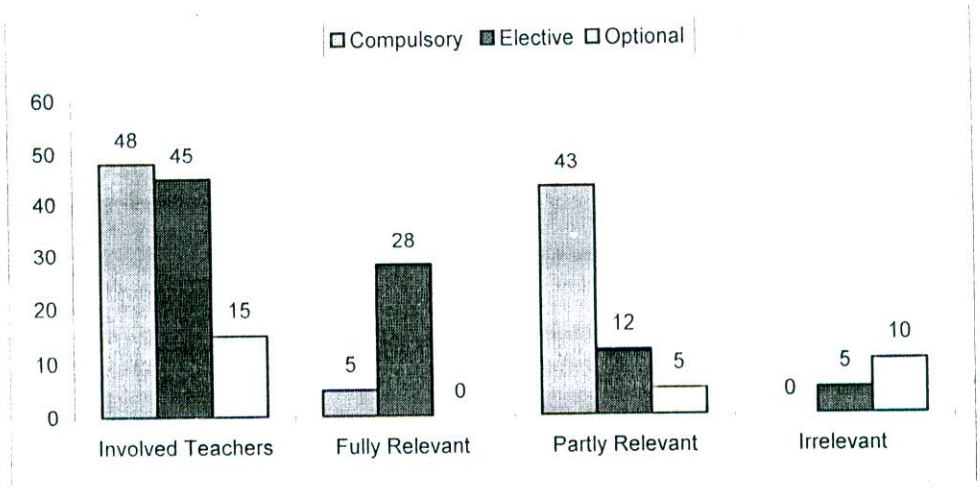
The respondents were asked to mention the name of their area of teaching subjects and also requested to disclose the fact that which area of teaching subjects was most related to their own discipline. The responses are provided with the Table 4-23 and Figure 4-1.

The table and the figure indicate that among the 53 respondents 48 were involved with the teaching area of compulsory subjects, 45 with elective and 15 with the area of optional teaching subjects. The table shows that majority of the teaching staff (approximately 87%) were involved with more than one area of teaching subjects at the same time. That means, a teacher was responsible to take a lot of classes both from his/her own and other disciplines as like a primary or secondary level teacher in every week. It also appears that in the compulsory area only 5 (10.41 percent) had fully, 43 (89.58 percent) had partly relation with their own disciplines though nobody was quite irrelevant in this area. In the elective area 28 (62.22 percent) had fully relevance, 12 (26.67 percent) had partly and 5 (11.11 percent) had no any relevance. In the optional criterion nobody had fully, only 5 had (33.33 percent) partly relevance and the rest 10 (66.67 percent) were quite irrelevant with their own disciplines. Indeed, such a lack of similarities of the teaching subjects with the own disciplines of the TTC teaching staff was really a immense cause of creating backward situation in pertaining the teacher training through BEd and MEd courses by the trainees of the TTCs.

Table 4-23
Area of Teaching Subjects and its Relevance to the teachers' Own Discipline

Sl. No.	Area of Teaching subjects	Involved Teachers	Fully Relevant	Percentage	Partly Relevant to own discipline	Percentage	Irrelevant to own discipline	Percentage
1.	Compulsory	48	5	10.41	43	89.58	0	00.00
2.	Elective	45	28	62.22	12	26.67	05	11.11
3.	Optional	15	0	00	05	33.33	10	66.67

Figure 4-1
Area of Teaching Subjects and its Relevance to the teachers, own Discipline



4.2.3.4. Teaching Methods, Aids and Equipments were Used by the Teaching Staff

The teaching staff was asked to point out the teaching methods, teaching aids and equipments they generally used in their class teachings. The responses are placed in Table 4-24.

The table indicates that the concern TTC teachers' were dealt with three major components of teaching affairs i.e. the teaching methods, teaching aids and equipments. The table explains that 84.91 percent, the highest number of respondents used teaching method of lecturing followed by discussion, 20.75 percent used participatory discussion, 16.98 percent used educational field trips, 13.21 percent used only lecturing and 3.77 percent used the other methods of teaching. The figure also indicates that the teaching staff of the Govt. TTCs used more than one methods.

Meanwhile, 84.91 percent respondents used only chart in their class presentation, picture was used by 52.83 percent, sample by 47.17 percent, model by 41.51 percent, map & globes were used by 32.08 percent and other aids were used by 9.43 percent; but nothing was used by the rest 5.66 percent of the respondents.

No equipments were used by 81.13 percent of the respondents, while 13.21 percent respondents used Audio-Cassette Recorder, 7.55 percent respondents used Overhead Projector and Video Cassette Recorder, Slide Film and other equipments were used by only 5.66 percent of the respondents but nobody used Computer because of its lack of availability. It is worthwhile to mention here that majority teaching staff (84.91) of the Govt. TTCs used very traditional lecture method followed by discussion and only

chart was used as the teaching aid, while almost the same used nothing as teaching equipments, which may be considered as a strong constraint in the way of catering quality training at the academic management area of the Govt. TTCs.

Table 4-24
Teaching Methods, Aids and Equipments are Used by the Teaching Staff

Teaching Methods			Teaching Aids			Teaching Equipments		
Methods	Freq.	Percent	Aids	Freq.	Percent	Equipments	Freq.	Percent
Only Lecture	7	13.21	Map & Globe	17	32.08	Overhead Projector	4	7.55
Lecturing fallowed by Discussion	45	84.91	Chart	45	84.91	Slide film Projector	3	5.66
Participatory Discussion.	11	20.75	Picture	28	52.83	Audio Cassette player	7	13.21
Special Projects	4	7.55	Model	22	41.51	Video-Cassette Recorder	4	7.55
Field Trips	9	16.98	Sample	25	47.17	Computer	0	0.00
Others	2	3.77	Use nothing	3	5.66	Use nothing	43	81.13

(Note: Every method and is used by more than one teacher. That is why the total number and percentage of method and ids users are higher than the total respondents [53]).

4.2.3.5. Existence and Process of Teacher Evaluation in the Govt. TTCs

The teachers were asked to mention if there was a provision of teacher evaluation in the TTCs and if so, requested to mention who did it in which way. Responses are presented below:

Available data expresses that 90.57 percent of respondents agreed that the provision of teacher evaluation was prevailed in the Govt. TTCs but 9.43 percent did not admit it. While 89.58 percent of the agreed respondents mentioned that the college authority dealt with the evaluation process, 10.42 percent commented evaluation as the 'trainees' function' and they claimed 'no evaluation was existed which was done either by the higher authority or the community'. Meanwhile, 83.33 percent teacher evaluation were done through ACR by the college authority, 8.33 percent was done by direct observation, and 5.66 percent by indirect information, while 12.50 percent evaluation were done by the college authority. The process of teacher evaluation need to be strengthened by using concrete definite scale and both of evaluation the college authority and the trainees the observation revealed.

4.2.3.6. Existence and Involved Authority of Academic Supervision

The respondents were asked to state the fact if there was any existence of academic supervision at their respective TTCs and if so, also requested to mention the position of the involved authority or person with such a supervisory activity. Data of responses are accommodated in the Table 4-25.

The table dictates that 52.83 percent of the respondents stated positively that academic supervision was existed at their respective TTCs but 47.17 percent did not admit it. Meanwhile cent percent of the respondents those who answered positively mentioned that only the college authority i. e. the principal/vp was involved with such kind of supervisory activities. Generally, academic supervision refers to the supervisory functions which are related to academic purposes or activities i. e. lesson planning, class routine, teaching-learning, syllabus, examination, evaluation etc.

In fact, the concept and practices of academic supervision in true sense was not found in the govt. TTCs as observed by the researcher.

Table 4-25
Existence and Involved Authority of Academic Supervision

Sl. No.	Position of academic supervision	Freq.	Percent	Involved authority	Freq.	Percent
1.	Academic supervision exist	28	52.83	Higher authority	0	0.00
2.	Academic supervision not exist	25	47.17	College authority	28	100.00
3.	Different opinion	0	0.00	Community or any other organization	0	0.00
4.	No response	0	0.00	No Comments	0	0.00
5.	N =	53	100.00	N=	28	100.00

4.2.3.7. Attitude of the Teaching Staff towards Their Self-Accountability

The teaching staff of the govt. TTCs was asked whether they would like their self-accountability to someone for the assigned responsibilities and if so, requested to mention the name of their chosen authority in this regard. Data of responses are given in the Table 4-26.

The table shows that 96.27 percent respondents expressed positive attitude regarding their self-accountability and only 3.73 percent did not support it. Again 83.09 percent teachers had chosen the office head (Principal/VP) as their authority for taking

accounts of responsibilities, while 9.43 percent supported the departmental head (DG) and 7.55 percent chosen the trainees of running courses but none of the respondents supported their accountability to the community.

Table 4-26
Attitude of the Teaching Staff towards their Self-Accountability

Attitude	Freq.	Percent	Chosen authority	Frequency	Percentage
You should have accountability	51	96.27	Departmental head (DG)	5	09.80
You may have accountability	0	0.00	Office head (Principal/VP)	44	86.27
You should not have accountability	2	3.37	Community	0	0.00
Other opinion	0	0.00	Trainees of current courses	2	03.93
Total=	53	100.00		51	100.00

4.2.3.8. Opinion about the Effects of Mult Ways of Recruiting the Teaching Staff

The respondent i.e. teaching staffs were asked whether they admit that multi ways of recruitment of the teaching staff of govt. TTCs recruitment through competitive BCS examination and with different projects like SEDP, SESDC had influenced in deteriorating the quality of teacher training program of the country. Responses are presented below:

A compilation of data appeared that 52.83 percent of the respondents admitted that due to different nature of recruitment of teaching staff of the govt. TTCs was one of the major causes of deterioration of the quality of teacher training program in Bangladesh; but the other 47.17 percent did not admit the statement. However, the researcher felt that the teaching staff appointed through competitive Bangladesh Civil Service (BCS) examination or by the Public Service Commission (PSC) opined in favor of the statement but the teaching staff under SEDP and SESDC did not agree it. Besides, observation also revealed that the majority teaching staff recruited other than BCS examination was not as potential as the needs for conducting quality teacher training in the present time.

4.2.3.9. Conflict among the Teaching Staff

The respondent teachers were asked whether there was prevailing any conflict among the teaching staff, which was appointed in different ways and if so, requested to

mention the type (s) of such conflicts. Data of responses are presented in the Table 4-27 and also in Figure 4-2.

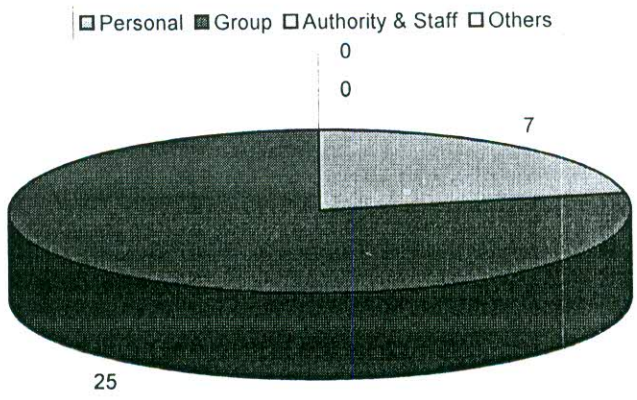
The table shows 60.36 percent of the respondents admitted that conflicts were prevailing among the teaching staff of the Govt. TTCs, though the rest 39.64 percent did not admit it. Among the respondents those who admitted 78.12 percent mentioned that such conflicts prevailed between the teaching staff recruited through BCS and SEDP or SESDC projects; while 21.88 percent mentioned the conflicts were personal types. Observation made by the researcher also supported the opinion of the majority (78.12 percent) respondents. The observation also appeared that the nature of conflicts between the two persons or groups or among the majority teaching staff were as follows:

- Seniority claimed by the teaching staff was recruited under SEDP for 2nd shift: They claimed seniority from their joining date in position with the other teachers as well as the teaching staff under SESDC were recruited for in-service short training of the secondary school teachers also claimed seniority in the same manner; but the teaching staff recruited through PSC or BCS examination denied their claims and argued that seniority of the project teachers could be started from the date of recommendation of their services by the PSC according to the absorption rules.
- Superiority-inferiority complex: The BCS teachers claimed themselves superior for their way of qualitative recruitment and other obligatory performances conducted by the PSC, where the other teaching staffs recruited with different projects (SEDP & SESDC) were weak in the recruiting process. Even some of them suffered from inferiority complexes in this regard. Therefore, both the groups of teaching staff were very much aware of their group interest, and as a result conflicts of personal and group interests prevailed among the teaching staff of the govt. TTCs.

Table 4-27
Conflicts among the Teaching Staff of the Govt. TTCs

Position of affiliation	Frequency	Percent	Types of Conflict	Frequency	Percentage
Conflicts prevail among the teaching staff	32	60.36	Personal interest	7	21.88
No conflicts among the teaching staff	21	39.64	Group interest	25	78.12
Different opinion	0	0.00	Authority & Staff	0	00.00
	53	100.00	Other type(s)	0	00.00
N=			N=	32	100.00

Figure 4-2
Types of Conflict among the Teaching Staff



4.2.3.10. Opinion on the Existing BEd and MEd Courses

The respondents were asked to express their opinion on the extent of suitability of the existing BEd and MEd courses for preparing secondary level teachers. Data of responses are given in the Table 4-28.

The table shows that 22.64 percent of the respondents opined in favour of the existing BEd course that it was 'suitable' in preparing secondary level teachers; while a great majority of 77.36 percent respondents did not admit and stated that it was 'not so suitable' for the secondary level teachers. On the other hand, 24.54 percent supported the MEd course as 'suitable', 37.73 percent stated 'not so suitable' and also the same (37.73%) kept silent in this regard. An evaluation of the BEd and MEd courses appeared to the researcher that the courses were not as suitable as the needs for preparing secondary level teachers for the present time.

Table 4-28
Opinion on the Existing BEd and MEd Courses

Sl. No.	Opinion on the BEd course	Frequency	Percent	Opinion on the MEd course	Frequency	Percentage
1.	Most suitable for preparing secondary level teachers	0	0.00	Most suitable for preparing secondary level teachers	0	0.001
2.	Suitable for preparing secondary level teachers	12	22.64	Suitable for preparing secondary level teachers	13	24.54
3.	Not so suitable	41	77.36	Not so suitable	20	37.73
4.	Not suitable at all	0	0.00	Not suitable at all	0	0.00
5.	No response	0	0.00	No response	20	37.73
6.	N=	53	100.00	N=	53	100.00

4.2.3.11. Suggestions for Modifying the BEd and MEd Courses

The respondents were requested to make particular suggestion(s) if any to modify the existing BEd and MEd courses. Suggestions are placed in the Table 4-29.

The table says 45.28 percent of the respondents suggested that the curricula of the BEd and MEd courses should be revised and redesigned for any radical change. A minor part (24.53 percent) of the respondents suggested for reforming the curricula in accordance with the present demands and 7.55 percent also supported that only the syllabi might be redesigned if necessary, while 22.64 percent opposed that modifications of curricula or syllabi were not necessary. Whereas the analysis of the table and observation over the courses conducted by the researcher speak for reforms or modifications of the BEd and MEd courses curricula were necessary to a greater extent.

Table 4-29
Suggestions on Modification of the BEd and MEd Courses Curricula

Sl. No.	Suggestion(s)	Frequency	Percent
1.	Curricula should be revised and redesigned for any radical change	24	45.28
2.	Curricula should be reformed in accordance with the present demands	13	24.53
3.	Only Syllabi may be redesigned	4	7.55
4.	Modification is not necessary	12	22.64
5.	Others	0	0.00
6.	N=	53	100.00

4.2.3.12. Consideration Regarding the Staffing Pattern of the Teaching Posts of the Govt. TTCs

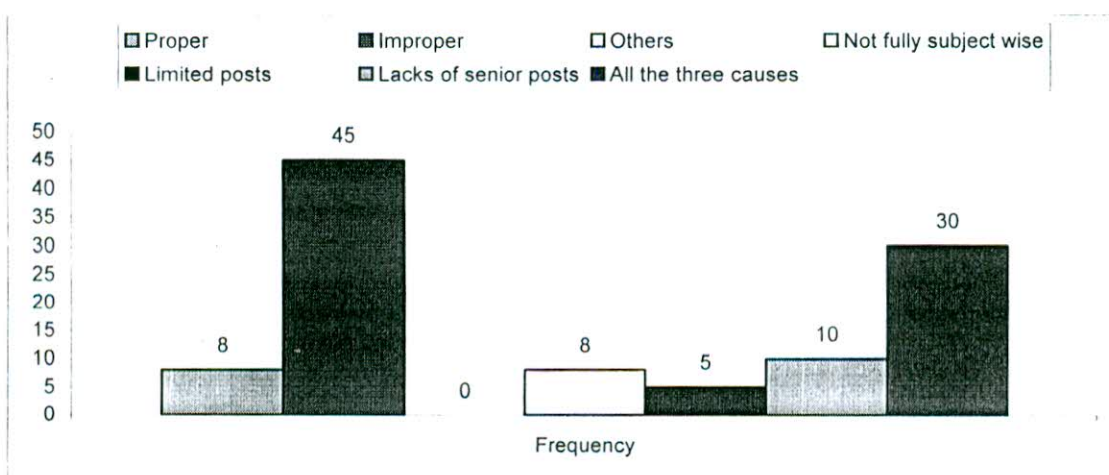
The teaching staff were asked whether they consider the present staffing pattern of teaching posts of the govt. TTCs is 'proper' or not. If 'not proper' they were requested to mention the cause (s). Data of responses are presented in Table 4-30 and Figure 4-3.

Data appears that 84.91 percent of the respondents considered the present staffing pattern of the teaching posts of the Govt. TTCs as 'not proper'; while the rest 15.09 present considered 'proper'. Further, 56.60 percent respondents told the courses 'not proper'and stated three major causes for the defective staffing pattern of the teaching posts. The causes were- (i) not fully subject wise; (ii) limited posts; and (iii) lack of senior posts. While 18.87 percent supported only 'lack of senior posts,' 15.09 percent for 'not fully subject wise' and 9.43 percent only for 'limited posts'. The study reveals that the present number of teaching staff was decided by the recommendations of the Enam Committee's Report in 1983. In fact, this number of teaching staff was fixed for an intermediate college and the status of the Govt. TTCs was brought to that level.

Table 4-30
Consideration Regarding the Staffing Pattern of Teaching Posts of the Govt. TTCs

Position of consideration	Frequency	Percentage	Cause (s) of impropriety	Frequency	Percentage
Proper	8	15.09	Not fully subject wise	8	15.09
Not proper	45	84.91	Limited posts	5	9.43
Others (specify)	0	00.00	Lack of senior posts	10	18.87
No response	0	0.00	All the above three causes	22	56.60
N =	53	100.00	N=	45	100.00

Figure 4-3
Consideration Regarding the Staffing Pattern of Teaching Posts of the Govt. TTC



4.2.3.13. Opinion on Disparity between the Appointing and Offering Subjects

The teaching staffs were asked whether they find any disparity between the subjects for appointing the teaching personnel and the subjects offered in the BEd and MEd courses curricula of the govt. TTCs and if so, requested to mention the extent of such disparity. The Table 4-31 and Figure 4-4 and 4-5 speak of that.

The table and the figure explain that existence of such disparity, which were supported by 79.25 percent of the respondents and denied by the rest of 20.75 percent. While 71.44 percent of the respondents who answered positive further mentioned the range of such disparity was 'below fifty percent', 19.04 percent favored 'fifty percent' and 9.52 percent for 'more than fifty percent' but nobody favored 'cent percent'. An analysis of appointing and offering subjects under BEd and MEd courses curricula also reveals the existence of such disparity to a noticeable range.

Table 4-31
Opinion on Disparity between the Appointing and Offering Subjects

Position of support			Extent of disparity		
Form	Frequency	Percentage	Extent	Frequency	Percentage
Disparity exists	42	79.25	Cent percent	0	00.00
			More than 50%	4	9.52
Disparity not exists	11	20.75	Fifty percent	8	19.04
			Below 50%	30	71.44
Other opinion	0	0.00			
N =	53	100.00	N =	42	100.00

Figure 4-4
Opinion on Disparity between the Appointing and Offering Subjects

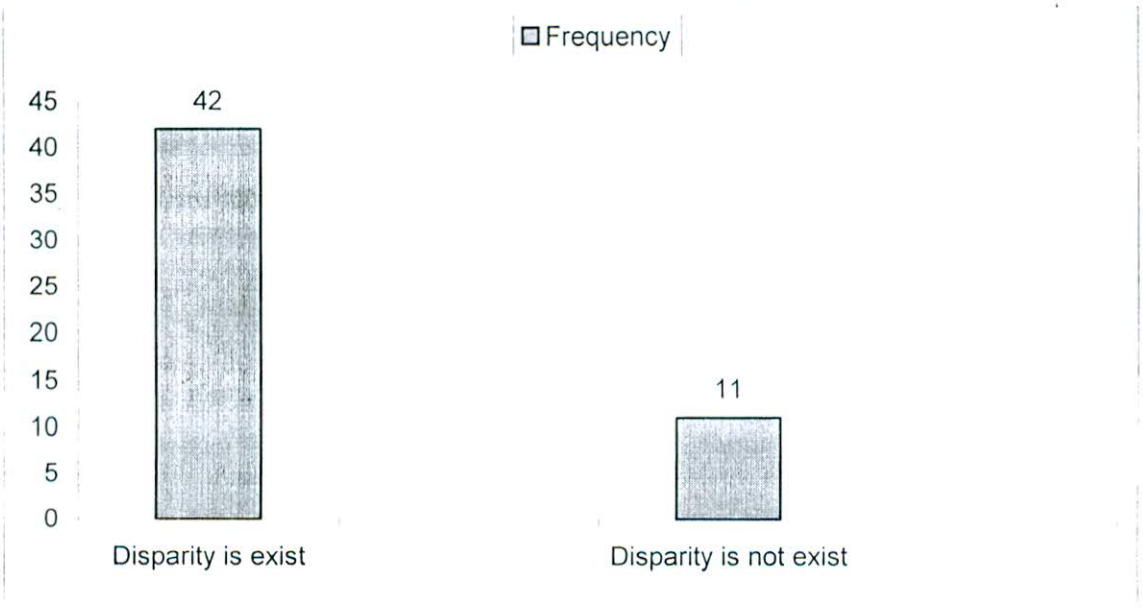
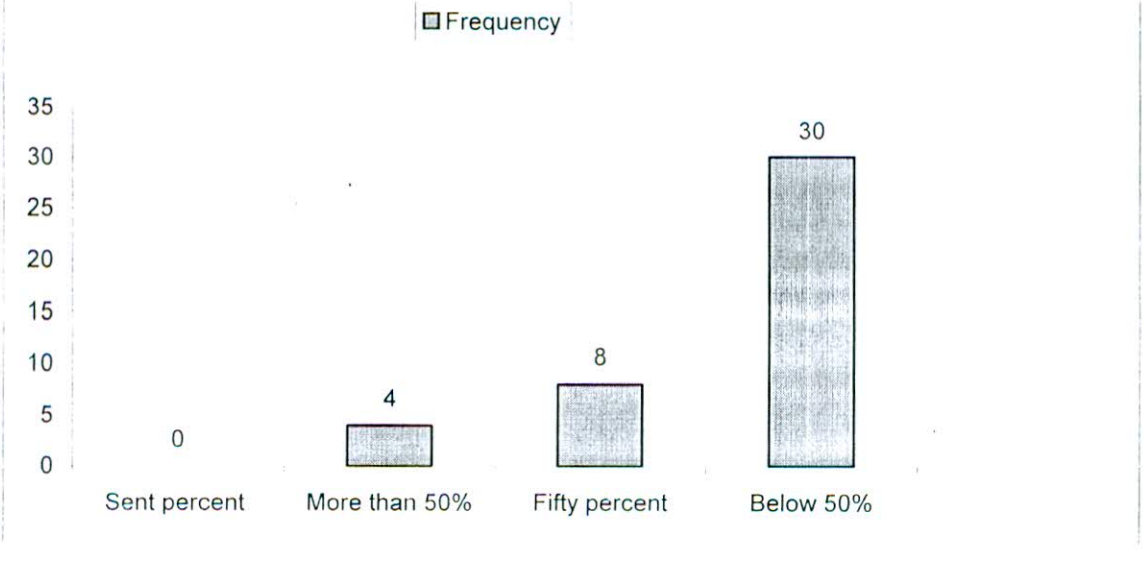


Figure 4-5
Extent of disparity



4.2.3.14. Form of Disharmony between the Two Controlling Bodies (DSHE & NU) of the Govt. TTCs

The teachers of the govt. TTCs were asked whether they find any disharmony or discord between the two controlling bodies (DSHE & NU) of govt the. TTCs and if so; requested to state the form(s) of such disharmony. Data are placed in Table 4-32

The table presents that 84.91 percent of the respondents admitted that a few disharmonies were existed between the two controlling bodies (administrative control by the DSHE and academic control by the NU) of the govt. TTCs and only 15.09 percent of them did not admit it; while nobody admitted it to a 'large scale'. On the other hand, in mentioning the form(s) of such disharmonies 73.33 percent of admitting respondents stated that there remained 'lack of proper coordination' between the administrative and academic controlling authorities (DSHE & NU) of the govt. TTCs, While 17.78 percent indicated 'one body's decisions and actions were not suited to another but nobody admitted that 'objectives of the above two bodies were different.'

Informal discussions and analysis of the situation was made by the researcher also revealed that normally, there were no coordinating activities between the above two controlling bodies of the Govt. TTCs except a few cases.

Table 4-32
Forms of Disharmony between the Two Controlling Authorities (DSHE & NU) of the Govt. TTCs

Sl. No.	Position of observation			Form(s) of disharmonies/discords		
	Observation	Frequency	Percent	Forms	Frequency	Percent
1.	Large scale disharmonies exist	0	0.00	Objectives of two bodies are different	0	0.00
2.	A few disharmonies exist	45	84.91	Lack of any coordination	4	8.89
3.	No disharmony found	8	15.09	Lack of proper coordination	33	73.33
4.	Other opinion (specific)	0	0.00	One body's decisions and actions are not suited to another	8	17.78
5.	N=	53	100.00	N=	45	100.00

4.2.3.15. Observation on the Tendency of Unfair Means in the Exam Halls by the Trainees

The teachers were asked to mention their observation on the rate of unfair means adopted by the trainees in the exam halls. Rating scale in this regard are presented below:

The data reports that 84.91 percent of the respondents mentioned that the tendency of unfair means of the trainees in the exam halls was 'low', while 7.56 percent mentioned 'high rate', 5.66 percent 'very high rate' and only 1.87 percent mentioned 'very low rate. The researcher also observed that the rate of adopting unfair means in the exam halls by the trainees of the govt. TTCs were very low.

4.2.3.16. Comments and Recommendations on the 'Evaluation System' of the BEd & MEd Courses

The teachers were asked to make their comments and also recommendations on the existing evaluation system of the BEd and MEd courses referring as it stated in the previous chapter. Remarks are presented in the Table 4-33.

The table indicates that 75.47 percent of the respondent teachers commented and recommended that the present evaluation system of the BEd and MEd courses were 'traditional and it should be explored for modification', 15.09 percent commented 'defective and it should be explored for modification' which 9.44 percent remarked it was 'moderate and should remain unchanged' but nobody supported that it was 'awfully defective and it should be rejected'. Observation also supports that the evaluation system of the BEd and MEd courses are still most traditional and they need to be explored for an effective modification.

Table 4-33
Comments and Recommendations on the 'Evaluation System' of BEd and MEd Courses

Sl. No.	Comment (s)	Recommendations (s)	Frequency	Percentage
1.	Moderate	It should remain unchanged	5	9.44
2.	Traditional	It should be explored for modification	40	75.47
3.	Defective	It should be explored for modification	8	15.09
4.	Awfully defective	It should be rejected	0	00.00
5.		N=	53	100.00

4.2.3.17. Satisfaction over the Office Facilities and Services Provided by the Office Personnel

The teachers' were asked to note their satisfaction over the office facilities and services provided by the office personnel of their colleges, and if they were 'dissatisfied' also requested to mention the cause (s) of such dissatisfactions. Responses are presented below :

An analysis of data appeared that 83.02 percent of the respondent teachers were 'dissatisfied' with the present office facilities and services provided by the office personnel of the Govt. TTCs, while only 16.98 percent were satisfied. The respondents also pointed out the cusses of dissatisfactions in the following manner:

Only few respondents were dissatisfied for 'lack of required number of posts' of the office personnel, 11.32 percent were dissatisfied for 'vacancy of the maximum existing posts,' 20.55 percent for 'lack of necessary skill and efficiency of the office staff,' while 9.43 percent for' 'lack of necessary equipments for official is uses' and 53.04 percent were dissatisfied for 'all the above causes'. Indeed, the existing situation of the Govt. TTC offices are highly dissatisfactory such a large-scale vacancies and inefficiency of the existing office staff.

4.2.3.18. Satisfaction Over the Library Facilities

The TTC teachers were asked to mention their level of satisfaction over the library facilities were available in their respective colleges, and also requested to state the causes if they were any dissatisfaction. The level of satisfaction and causes of dissatisfaction are reported in Table 4-34.

The table shows that 94.34 percent of the respondents were 'dissatisfied' and only the rest 5.64 percent teachers were 'satisfied' with the existing library facilities of Govt. TTCs. It again shows that 5.66 percent were 'dissatisfied' for 'shortage of necessary library staff,' 18.87 percent were for 'shortage of necessary books and other materials in the library', 3.77 percent for 'lack of adequate reading facilities in the library' and 71.70 percent were dissatisfied over the library condition of govt. TTCs for 'all the above causes'. The library condition of the govt. TTCs also appeared in a position the TTC authority and very unusual for the trainees of the Govt. TTCs during the visiting hours of the researcher.

Table 4-34
Satisfaction Over the Library Facilities of the Govt. TTCs

Level of Satisfaction			Causes(s) of Dissatisfactions		
Position	Frequency	Percentage	Form deficiency	Frequency	Percentage
Satisfied	3	5.66	(a) Shortage of library staff	3	5.66
Dissatisfied	50	94.34	(b) Shortage of books and other study materials	10	18.87
Others	0	0.00	(c) Lack of adequate reading facilities	2	3.77
			(d) All the above	38	71.70
Total =	53	100.00	N =	53	100.00

4.2.3.19. Satisfaction over Few Physical Facilities like Classroom Size, Furniture, Sound System, Drinking water, Toilet and Amusement Opportunity of the Govt. TTCs

The teaching staffs were asked to mention their level of satisfaction over the few available physical facilities like classroom size, furniture, sound system, drinking water, toilet, game and amusement facilities in their respective colleges. Data in this regard are presented below:

Data show that only 33.96 percent of the respondent teachers expressed their satisfaction in this regard and 66.04 percent expressed their dissatisfaction. Observation reveals that classroom size and number of trainees in each class, sound system, drinking water, toilet, game and amusement facilities for the trainees were not so satisfactory in most of the govt. TTCs.

4.2.3.20. Satisfaction over the Laboratory and Hostel Facilities

The teaching staffs were asked to express their level of satisfaction over the existing laboratory and hostel facilities of their respective TTCs. Responses are furnished and analyzed below:

Available data refers that 81.13 percent of the respondents were 'dissatisfied' and only the rest 18.87 percent of respondents were 'satisfied' with the existing laboratory facilities of the Govt. TTCs. The laboratory facilities refer an independent house or room which is equipped with necessary tools for scientific experiments which are available for the TTCs' science trainees.

On the other hand, 66.04 percent of the same respondents expressed their satisfaction and 33.36 percent expressed dissatisfaction over the existing hostel facilities of the Govt. TTCs, while hostel facilities also refer to availability of accommodation, footing, reading and few amusing facilities in the TTC hostels.

4.2.4. Opinion of the Office, Library and Hostel Staff

4.2.4.1. A Profile of the Office Staff in Respect of Their Designation, Qualification, Experience and In-service Training

A profile of the respondent office staff of the Govt. TTCs regarding designation, qualification, experience and in-service training is shown in the Table 4-35.

From the table appears that out of eleven Govt. TTCs only four (36.36 Percent) TTCs had permanent 'head assistant' and the others (63.64 percent) had the persons 'in-charge of head assistant' from lower positions. The acting head assistants were below the position like 'office assistant' (OA) or accountant. Only one office in-charge (9.10 percent) had master degree in Commerce, 3 (27.27 percent) had BA pass degree; one (9.10 percent) had HSC and the other six (54.36 percent) passed the SSC examination only. Most of the head assistants of the Govt. TTCs were with very low qualifications, which means they just passed the SSC examination.

The head assistants of the old ten TTCs had long experiences of 11 to 35 years, and the head assistant of the newly established TTC Barisal had only 3 years experience. On the other hand, only one (9.10 percent) respondent had short-term training of three days and the other 10 (90.90 percent) had no chance of getting any kind of in-service trainings over the whole service life.

Table 4-35
A Profile of the Respondent Head Assistants of the Govt. TTCs

Sl. No	TTC	Designation	Qualification	Experience (Year)	In-service training	
1	Dhaka	HeadAssistant	BA (Pass)	13 Years	Short	Long
2	Mymensingh	Accountant	MCom.	12 Years		
3	Mymensingh (Women)	Office Assistant (in charge)	SSC	25 Years	-	-
4	Rajshahi	OA (in charge)	BA (Pass)	11 Years	-	-
5	Comilla	OA (in charge)	HSC	17 Years	-	-
6	Khulna	Head Assistant	SSC	28 Years	-	-
7	Feni	Accountant	SSC	35 Years	-	-
8	Chittagong	OA (in charge)	SSC	16 Years	-	-
9	Jessore	Head Assistant	SSC	34 Years	3 days	-
10	Rangpur	OA (in charge)	SSC	10 Years	-	-
11	Barisal	Head Assistant	BA (Pass)	03 Years	-	-

4.2.4.2. Total Number of Office Staff and Vacant Number of Posts

The head assistants of the govt. TTCs were asked to mention the existing number of office staff and also vacant posts of office staff of their respective colleges. Data are presented in the Table 4-36.

The table shows that each of the Govt. TTCs had a total of 14 posts of office staff except the TTC Barisal. It has 11 posts only and every TTC had a large number vacancy for the office staff. Table demonstrates that TTC Feni had the highest number of vacancy. TTC Dhaka, Mymensingh, Comilla and Chittagong had the second highest vacancy (57.14 percent) and the TTC Mymensingh for women, Rajshahi, Khulna, Jessore and Rangpur each had lowest number of vacancies (50 percent). TTC Barisal had 54.55 percent vacancy of the office staff. It is also felt difficult to manage the office with inadequate office staff.

Table 4-36
Total Posts, Existing Number and Vacant Posts of the Office Staff

Sl. No	TTC	Total Posts	Existing number	Vacant Posts	Percentage
1	Dhaka	14	6	8	57.14
2	Mymensingh	14	6	8	57.14
3	Mymensingh for Women	14	7	7	50.00
4	Rajshahi	14	7	7	50.00
5	Comilla	14	6	8	57.14
6	Khulna	14	7	7	50.00
7	Feni	14	5	9	64.29
8	Chittagong	14	6	8	57.14
9	Jessore	14	7	7	50.00
10	Rangpur	14	7	7	50.00
11	Barisal	11	5	6	54.55

4.2.4.3. A Profile of the Library in-charge regarding Designation, Qualification, Experience and In-service Training

A profile of the library in-charge regarding designation, qualification, experience and in-service training. The table 4.37 presents the profile.

The table explains that among the eleven respondents only one (9.09 percent) were designated as 'Librarian' and the others (ten) were 'Assistant Librarian cum cataloguer' or in-charge of the post. Three respondents (27.27 percent) who were library in-charges came from the different fields i. e. library in-charge of the TTC Mymensingh (women) was a 'Research Assistant', library in-charge of TTC Feni was a 'Head Assistant'

of SESDC and library in-charge of TTC Jessore was an 'Assistant Professor' of Arts & Crafts. The rest 63.64 percent were from the relevant field, but the library in-charges of the TTCs of Chittagong and Comilla were in the status of a third class employee or below and another 45.45 percent were 'Assistant Librarian' in the position of a second class employee, though at least three of them had master's degree in Library Science or equivalent degree and the others had BSc or BA degree with Dip-in-Library Science. Experience range of the library-in-charges was from one year to thirty-two years but none of them had any in service training.

The figure is reflected in the Table 4-37 and through the personal visits and interviews with the library in-charges by the researcher reveal that the over all situation of the Govt. TTC the libraries were very depressing.

Table 4-37
A Profile of the Library-In-charges of the Govt. TTCs

Sl. No	TTC	Designation	Qualification	Experience	In-service Training	Others
1	Dhaka	Librarian	MA in Lib-Science	32 Years	-	-
2	Mymensingh	Assistant Librarian	MA in Lib- Science M.E.d	5 Years	-	-
3	Mymensingh (Women)	Research Assistant	M.Ed.	1 Year	-	-
4	Rajshahi	Assistant Librarian	BA, Dip-in Lib. Science	31 Years	-	-
5	Comilla	Library. Assistant	BSc, BEd	4 Years	-	-
6	Khulna	Assistant. Librarian	MA in library Science	12 Years	-	-
7	Feni	Head Assistant of SESDC	MA, MEd	1 Year	-	-
8	Chittagong	Library. Assistant	H,S,C,	3 Years	-	-
9	Jessore	Assistant. Professor	BFA, BEd	27 Years	-	-
10	Rangpur	Assistant. Librarian	BA, Dip-in- Lib. Science	16 Years	-	-
11	Barisal	Assistant Librarian	MA in Library Science	3 Years	-	-

4.2.4.4. Number of Library Staff and Vacant Posts

The library in-charges were asked to mention the total sanctioned posts with existing number and vacant posts of their respective libraries. Responses are presented in the Table 4-38.

The table expresses that every the TTC library except TTC Dhaka had a common shortage of library staff. It appears that the library in-charges of five Govt. TTCs viz: TTC Mymensingh for women, TTC Comilla, Chittagong, Feni and Jessore were dealing with libraries without having the appropriate background of librarian or assistant librarian. Information gathered through interviews with the TTC authorities speak that there was no appointment of any new library staff for a long time for the Govt. TTCs. It was also noticed that the highest (100 percent) vacancy of library staff were with the TTCs of Comilla and Jessore, 60 percent vacancy lie with the TTCs of Mymensingh (w), Feni, Khulna, Chittagong and Rangpur and 40 percent remain with the TTCs of Rajshahi and Barisal.

Table 4-38
Existing Library Staff and Vacant posts of the Govt. TTCs

Sl. No	TTC	Total Posts	Existing Posts	Vacant Posts	Percentage
1	Dhaka	5	5	0	00.00
2	Mymensingh	5	2	3	60.00
3	Mymen (Women)	5	2	3	60.00
4	Rajshahi	5	3	2	40.00
5	Comilla	5	0	5	100.00
6	Khulna	5	2	3	60.00
7	Feni	5	2	3	60.00
8	Chittagong	5	2	3	60.00
9	Jessore	5	0	5	100.00
10	Rangpur	5	2	3	60.00
11	Barisal	5	3	2	40.00

4.2.4.5. Total Number of Resources of the Libraries

The library in-charges were asked to mention the total number of books magazines and other materials in the libraries of the respective TTCs. Data are presented below:

Data reveal that the total number of books of the Govt. TTCs were within 3200 to 20,000 where number of text and reference books were fewer than others and the other services of the libraries were very poor. Only the TTC Dhaka and TTC Rajshahi had catalogue service and other few TTCs had one or more other services. The reference service, journal section, computer service, photocopying and Xerox services were not available at the Govt. TTC libraries.

4.2.4.6. Average Number of Readers Come Every Day in the Libraries and Total Number of Readers Can Read at a Time

The library personnel were asked to mention the average number of readers came everyday in the library and total number of readers could read at a time. Responses in this regard show that the highest number of readers came every day in the library of TTC Rajshahi i.e. 250 in number while the lowest number came in the library of TTC Feni i.e. 22 in number. Among the other TTC libraries TTC Mymensingh for women, Jessore and TTC Chittagong had 100 readers on average, TTC Dhaka 70, TTC Mymensingh 60, Khulna 40, Rangpur and Barisal 30 in average number of readers came every day.

Meanwhile, information evidences that 75 the highest number of readers could read at a time at the library of the TTC Rajshahi, 64 could read at the TTC Dhaka library, 60 at the TTC Mymensingh for women, Chittagong and Feni libraries, 30 at Comilla, 25 at Jessore and Rangpur TTC libraries, A total of 20 readers could read at a time at the TTC Barisal library. It is very significant that two TTCs libraries i. e. the libraries of TTC Mymeningh and TTC Khulna had no separate space or room for the readers.

4.2.4.7. Services Available for the Library Users

The library in-charges were asked to mention the services were available for the users at their respective libraries. Data in this regard are furnished in Table 4-39.

The table shows that the services provided to the reader's section of the Govt. TTC libraries were as follows:

Membership and reading room services' were provided by 81.82 percent TTC libraries, 72.72 percent libraries had 'book display', 63.64 percent had 'circulation facility', 27.27 percent had 'facilities of catalogue and reference services' and 9.10 percent had 'readers guide' and 'extension services'; while no TTC had the facilities of periodicals, 'special materials', and 'Xerox nd micro copying'. The scopes of 'book issue' by the trainees from the libraries were very inadequate. Four (36.36 percent) TTCs had scope of book issue from the library every day, six (54.36 percent) TTCs had scope of book issue 'twice in a week', TTC Rangpur had a scope of book issue 'once in a week'. The trainees were facing many problems regarding library such as limited scope of book

issue (one can issue only two books at a time) and lack of necessary text and reference books when journals and periodicals were not available in the libraries.

Table 4-39
Services Available for the Library Users

Sl. No.	Services for the readers	Frequency	Percent age	Scope of book issue	Frequency	Percentage
1	Membership	9	81.82	Every day	4	36.36
2	Book Display	8	72.72	Thrice in a week	0	00.00
3	Catalogue	3	27.27	Twice in a week	6	54.36
4	Readers Guide	1	09.10			
5	Circulation Section	7	63.64			
6	Reading Room	9	81.82	Once in a week	1	9.10
7	Periodical Section	0	00.00			
8	Special Materials	0	00.00			
9	Reference Service	3	27.27			
10	Extension Service	1	09.10			
11	Xerox and Micro Coping	0	00.00			

4.2.4.8. Opinion about the Facilities Provided for the Trainees

The respondents were asked to express their opinion about the facilities were provided to the trainees at their libraries and also asked to identify the causes for their dissatisfaction if any.

Data regarding these are analyzed which shows that cent percent of the respondents were quite dissatisfied with the provided facilities for the trainees at their respective libraries. The causes of dissatisfaction of the library in-charges in this regard are identified as follows:

- Lack of necessary posts of the library personnel and vacancy of the existing posts;
- Lack of in-service training for the library staff;
- Insufficient allocation for library development;
- Shortage or inadequacy of necessary equipments like computer, photocopier for the library users;

- Lack of required number of text and reference books; and
- Lack of necessary reading facilities for the users etc.

4.2.4.9. Number of TTC Hostel Staff

Total number of posts with vacant posts and distribution of the posts between Govt. and non-Govt. staff of the Govt. TTC hostels are shown with the Table 4-40.

The table shows that the total number of posts varied from one to another TTC hostel. The highest number of posts i. e.13 remain with the hostel of TTC Dhaka and the lowest number 5 remain with the hostel of TTC Barisal. The total posts and the existing posts were same except the TTC Feni where the total posts were 8 but existing number of hostel staff was 6. A comparison was made between the govt. and non-govt. hostel staff and which resulted that out of 105 staff 59 (50.48 percent) were Govt. and the rest 46 (49.52 percent) were non-Govt. In variation of Govt. and non-Govt. hostel staff TTC Khulna and Jessore had 90.91 percent Govt. and TTC Barisal had 80 percent non-Govt. hostel staff.

(Note: the govt. hostel staff who was appointed under govt. revenue or any development budget, and the non-govt. staff who was appointed only for any particular hostel for the time being by the college or hostel authority and their monthly salary was paid from the hostel fund.)

Table 4-40
Number of TTC Hostels Staff

Sl. No	TTC	Total posts	Existing posts	Vacant posts	Govt. Staff	Percent	Non-Govt. Staff	Percent
1	Dhaka	13	13	-	6	46.15	7	53.85
2	Mymensingh	12	12	-	7	88.33	5	41.67
3	Mymensingh (Women)	9	9	-	3	33.33	6	66.67
4	Rajshahi	12	12	-	5	41.67	7	58.33
5	Comilla	7	7	-	3	42.86	4	57.14
6	Khulna	11	11	-	10	90.91	1	9.09
7	Feni	8	6	2	5	83.33	1	16.67
8	Chittagong	10	10	-	5	50.00	5	50.00
9	Jessore	11	11	-	10	90.91	1	9.09
10	Rangpur	9	9	-	4	44.44	5	55.56
11	Barisal	5	5	-	1	20.00	4	80.00
12	Total =	107	105	2	53	50.48	46	49.52

4.2.4.10. Facilities for the Hostel Super and the Assistant Hostel Super

The Superintendents/Asst. Superintendents were asked to mention the facilities were available for them at their that position. The data are furnished in the Table 4-41.

An analysis of data appears that 18.17 percent of respondents mentioned that they got the facility of 'rent free house' and the same also motioned 'little amount of monthly honorarium only'; while 45.45 percent mentioned that they got 'both the facilities' (rent free and monthly honorium) but 18.17 percent also claimed for 'not getting any facility'. In fact, the facilities were getting by the TTC hostel supers and assistant supers were wider than the figure is provided in the table such as free electricity and free fuel for cooking.

Table 4-41
Facilities for the Super and Asst. Super of the TTC Hostels

Facilities Provided		
Facilities	**Frequency**	**Percent**
Everything is free	0	00.00
House rent is free	2	18.17
Monthly honorarium	2	18.17
Both the 2 & 3	5	45.45
Not getting any facility	2	18.17
N =	11	100.00

4.2.4.11. Satisfaction over the Study, Games and Amusement Facilities for the Trainees of TTC Hostels

The Supers/Assist. Supers were asked to mention the extent of their satisfaction over study, games and amusement facilities provided for the trainees at their hostel premises. Responses are furnished below:

An examination of available data state that 27.27 percent respondents agreed that the provided facilities for the trainees at their respective TTCs were 'satisfactory,' 72.73 percent stated as 'less satisfactory' and none of them remarked 'dis-satisfactory'. From informal discussion with the residential trainees of the Govt. TTCs it appears that every Govt. TTC hostel provides more or less indoor and outdoor games facilities for the trainees, but study and newspaper reading facilities were quite inadequate.

4.2.5. Opinion of the Trainees

4.2.5.1. A Profile of the Trainees Regarding Course, Profession and Gender

A total of 105 trainees were participated in the interview schedule for population-vi, where 75 (71.43 percent) were from BEd and 30 (28.57 percent) form MEd course.

Among the respondents 53 (50.48 percent) were 'teacher' and 52 (49.52 percent) 'non-teacher,' while 48 (45.71 percent) male and 57 (54.29 percent) were 'female' that included for the study purpose. Table 4-42 shows the characteristics of the trainee respondents.

Table 4-42
A Profile of the Trainee Respondents Regarding Course, Profession and Gender

Course	Teacher	Non-teacher	Male	Female	Total
BEd	40	35	36	39	75(71.43%)
MEd	13	17	12	18	30 (28.57%)
Total	53 (50.48%)	52 (49.52)	48 (45.71%)	57 (54.29%)	105

(Note: 10 respondents were chosen form each TTC through stratified random sampling; five from BEd and five from MEd, but ten from BEd where offer only the BEd course and only five from the TTC Barisal for its single shift strength.)

4.2.5.2. Considerations Regarding the Syllabi and Subject Matter of the Syllabi of BEd and MEd Courses

The respondent trainees were asked to note the extent of their consideration regarding curricula and the contents of syllabi of BEd and MEd courses in preparing themselves a good teacher. Data are shown in Table 4-43.

The table explains that 14.28 percent of the respondents noted the extent of their consideration regarding the BEd and MEd courses curricula as 'most complicated', 19.04 percent considered 'complicated'; while the highest number of respondents (66.68 percent) considered it 'not so complicated' but none of the respondents considered the courses curricula 'simple' or 'very simple'.

On the other hand, regarding the contents of syllabi of their respective courses the respondents expressed opinion in the following manner:

A significant majority of 75.19 percent respondents reported that the contents of syllabi were 'partly theoretical and almost appropriate', while 19.04 percent further supported that 'the contents were theoretical but not so inappropriate' and a negligible number (4.77 percent) commented 'most theoretical and quite inappropriate'. Although none of the respondents considered the contents of syllabi of the BEd and MEd courses as 'most appropriate for preparing themselves a good teacher'.

Table 4-43
Consideration Regarding Curricula and Contents of of Syllabi of BEd and MEd Courses

Sl.No	Consideration regarding course curricula			Consideration on the contents of syllabi		
	Extent of consideration	Frequency	Percentage	Extent of consideration	Frequency	Percentage
1.	Most Complicated	15	14.28	Most appropriate	0	0.00
2.	Complicated	20	19.04	Partly theoretical but almost appropriate	80	76.19
3.	Partly complicated	70	66.68	Theoretical but not inappropriate	20	19.04
4.	Simple	0	0.00	Most theoretical and quite inappropriate	5	4.77
5.	Total =	105	100.00	Total =	105	100.00

4.2.5.3. Opinion on the Duration (10 months) and Contact Hours (9 am to 4pm) of BEd and MEd Courses

Ten months (July to April) is the duration of the existing BEd and MEd courses in Bangladesh. The BEd course curricula comprises of theoretical lessons, a little practical works and teaching practices In the Bed course pedagogy and contents of the practicing subjects are taught as the theoretical lessons within the first six months, when at least two internal examinations are held. The next three months is allotted for the lessons practices in the schools or substitute teaching practices inside the TTCs, and the last month (April) is fixed for taking final examination, Viva-Voce and final teaching examination also. Present MEd course is also too lengthy compare to the duration, though it has no teaching practices. So, ten months' duration of the BEd and MEd courses appeared very tight to the trainees. Moreover, they were also exhausted through the long period of every day's class attendance from 9 am to 4 pm. Therefore, attempt was made to know their views on course contents and their duration.

Table 4-44 shows that 80.96 percent of the respondents noted that the course duration of the BEd and MEd courses were shorter compared to the contents and other activities in the curriculum, while only 9.52 percent considered it appropriate in accordance to the course curricula and the same (9.52%) respondents also strongly held that it was impossible to complete the contents of the syllabi within this period.

Again, regarding the contact hours every day from 9 a.m. to 4 p.m. almost everybody of the respondents were unhappy with the matter.

Table 4-44
Opinion on Duration and Contact Hours of BEd and MEd Courses

Sl. No.	Opinion on course duration			Opinion on contract hours		
	Opinion	Freq.	Percentage	Opinion	Freq.	Percentage
1.	The duration is appropriate compare to the course curricula	10	9.52	Contact hours is comfortable	0	0.00
2.	Duration is shorter compare to the contents of the course	85	80.96	Not so comfortable	15	14.28
3.	Duration is too shorter compare to the curricula	0	0.00	Uneasy to stay such a long period	75	71.44
4.	It is impossible to complete the course by this duration	10	9.52	Very uneasy to stay	15	14.28
5.	Total =	105	100.00	Total =	105	100.00

4.2.5.4. Methods and Aids are used by the Teaching Staff and its Affects

The trainees were asked to state their views on the uses of teaching methods and aids by the teaching staff and also the extent of effectiveness of those used methods and aids. The data are arranged in Table 4-45.

Data revels that 47.61 percent trainees mentioned the teachers were used only 'lecture' method in their classroom teachings, while 38.09 percent held 'lecture followed by discussion' and 14.30 percent favored the 'question-answer' method that was used by the teaching staff.

The second part of the table shows that 33.33 percent trainees favored that the teaching methods were 'effective' and 66.67 percent favored 'less effective'. Regarding uses of teaching aids 9.52 percent opined that the teachers used teaching aids 'properly and regularly', 47.62 percent mentioned they used 'sometimes properly' and 42.86 percent opined 'teaching aids never used by the teachers'. Experience of the researcher evidences that the teaching aids are used by the trainers sometimes were appropriate but the maximum trainers do not use any teaching aid at their regular class presentations.

Table 4-45
Methods and Aids are used by the Teaching Staff and Extent of Its Effects

Methods are used	Frequency	Percent	Effectiveness of methods	Frequency	Percentage	Uses and properness of aids.	Frequency	Percentage
Lecturing	50	47.61	Very effective	0	00.00	Use regularly and properly	10	9.52
Lecture followed by discussion	40	38.09	Effective	35	33.33	Use sometimes properly	50	47.62
Question-Answering	15	14.30	Less effective	70	66.67	Use sometimes improperly	0	00.00
Others	0	00.00	Not effective	0	00.00	Never use	45	42.86
N =	105	100.00	N =	105	100.00	N=	105	100.00

4.2.5.5. Extent of Satisfaction over the Existing Facilities for the Trainees Physical and Mental growth

The respondents were asked to note their satisfaction over the existing facilities of the respective TTCs for their physical and mental growth. Data are furnished below:

An assessment of data make us known that only 4.76 percent of the respondents mentioned the existing facilities 'adequate', while a largest majority of respondents i.e. 90.48 percent remarked the facilities were 'not adequate' and again 4.76 percent respondents mentioned 'there is no facility at all' in favor of physical and mental development of the trainees.

Observation confirmed that the existing facilities of the govt. TTCs like drinking water, toilet, common room, reading room etc. were not adequate in accordance to meet the needs of the trainees.

4.2.5.6. Co-operation with the Trainees by the Office and Library Staff of Govt. TTCs

The trainees were asked to express their opinion on the extent of cooperation with them by the office and library staff of their respective TTCs. Data are placed in the Table 4-46.

The table shows that 4.76 percent of the respondents ascertained the extent of co-operation with them by the office and library staff was 'very co-operative', 80.96 percent remarked 'co-operative' and 14.28 percent blamed them as 'non-cooperative'.

Many trainees through the informal discussions complained that the majority office and library staff of the govt. TTCs was not so cooperative with them.

Table 4-46
Co-operation with the Trainees by the Office and Library Staff of the Govt. TTCs

Sl. No.	Extent of co-operation	Frequency	Percentage
1	Very Cooperative	5	4.76
2	Co-operative	85	80.96
3	Non-cooperative	15	14.28
4	Very non-cooperative	0	00.00
5	No response	0	00.00
	N=	105	100.00

4.2.5.7. Availability of Books and Scope of Issuing Books from the TTC Libraries

The trainees were asked to mention the availability of necessary books and scope of book issue from their respective TTC libraries. Data are furnished in Table 4-47.

The table speaks that only 4.76 percent of the trainees agreed that 'necessary books and journals were available in their own TTCs', while 47.62 percent noted a 'few books were available' and they (47.62) also claimed that 'necessary books and journals were not available' in the TTC libraries.

On the other hand, regarding book issue 9.52 percent respondents opined in favor of 'adequate opportunity' and 66.68 percent complained for 'limited scope'; again 14.28 percent mentioned 'very limited opportunity', while 9.52 percent denied replying 'no scope exists at all' for book issuing from the TTC libraries.

The researcher personally visited the TTC libraries where found many troubles laid down with the library management process including shortage of necessary text and reference books and journals and limited scope of book issuing from the libraries by the trainees of the respective TTCs.

Table 4-47
Availability of Books and Scope of Book Issue from the Govt. TTC Libraries

Sl. No.	Availability of books and journals			Scope of book issue		
	Position of railbird	Freq.	Percentage	Extent of scope	Freq.	Percentage
1.	Most available	0	0.00	Adequate scope	10	9.52
2.	Available	5	4.76	Limited scope	70	66.68
3.	A few available	50	47.62	Very limited scope	15	14.68
4.	Not available	50	47.62	No scope at all	10	9.52
5.	Total =	105	100.00	Total =	105	100.00

4.2.5.8. Opinion on the Existing Pattern of Lesson Planning and its Effectiveness

The trainees were asked to express their opinion on the present pattern of lesson planning and the extent of effectiveness. The data of responses are compiled below.

An analysis of data reveals that 9.52 percent of the respondents viewed the present structure of lesson planning is 'too long and exhausting', 4.77 percent opined 'too lengthy,' 33-33 percent as 'appropriate' and 47.61 percent opined as 'most appropriate'.

Meanwhile, in answering the question on effectiveness of present pattern of lesson planning 52.39 percent viewed 'more or less effective', and 47.61 percent opined 'not effective'.

4.3 Overview

The existing managerial problems of the govt. TTCs are assessed through analysis of data. This chapter also indicates that various problems from both the administrative and academic sides of the management process which jointly affects the quality of teaching of the government teachers' training colleges.

Chapter V

Modalities of Discharging Managerial Responsibilities by the Heads and Other Personnel of the Government TTCs

1. Introduction
2. Opinion of the Principals/Vice-Principals Regarding their Modality of Discharging Managerial Responsibilities
3. Opinion of the Teaching Staff Regarding Modality of Discharging Managerial Responsibilities of the Govt. TTCs
4. Opinion of the Office in-charges of Modality of Discharging their Responsibilities
5. Opinion of the Library In-charges regarding their Modality of Discharging Responsibilities
6. Modality of Hostel Management of the Govt. TTCs
7. Chapter Summary

Chapter: 5

Modalities of Discharging Managerial Responsibilities by the Heads and Other Personnel of the Government TTCs

5.1. Introduction

Modalities of discharging managerial responsibilities by the managing authority as well as by the members of the managing team of the govt. TTCs are also key concern in the present study. Therefore, while the previous chapter (chapter four) deals with the existing managerial problems of the Govt. TTCs, the present chapter attempts to discover the existing situation of dealing (modality) with the managing affairs of the Govt. TTCs by the every relevant person and group i. e. the teaching staff, office staff etc. and individuals in general and the TTC heads (Principals and vice-Principals) in particular.

Hence, in order to determine the modalities of discharging managerial responsibilities by various types and levels of Govt. TTC staff responses to different relevant sections are processed and analyzed systematically in the following discussion.

5.2. Opinion of the Principals/Vice-Principals Regarding their Modality of Discharging Managerial Responsibilities

At first the Principals and VPs were asked to mention the technique(s) they usually follow to manage the schedule classes in the absence of responsible teacher(s) where an acute shortage of teaching staff was prevailing. Data of responses are presented in Table 5-1.

The data accommodated in the table shows that 72.73 percent of the respondents were used to request to another teacher(s) from the same or different discipline to take or manage an absentee classes, while 18.18 percent of the Principals/VPs mentioned that the absentee classes were managed by the other teachers who were attached to the same subject from the same or another discipline but 9.09 percent of respondents were 'silent' in this regard. Because of the nature of present teacher training curriculum, every teacher of the TTCs is attached or responsible to teach two or more subjects rather than any single one from three groups of teaching

subjects viz: compulsory, elective and optional. The researcher's observations also support that in absence of responsible subject teacher this type of class managing is process not so effective in terms of achieving learning object.

Table 5-1
Modality of Managing the Absentee Classes of the Govt. TTCs

Sl. No.	Modality of Managing the Absentee Classes	Frequency	Percentage
1	Request is made to another teacher from the same or different discipline	8	72.73
2	Managed by the other teachers who were attached to the same subject from the same or another discipline	2	18.18
3	Other techniques (specify)	0	0.00
4	No response	1	9.09
5	N =	11	100.00

The Govt. TTCs have been facing many challenges in managing and administrative affairs like acute shortage of teaching and office staff. A limited number of faculty members and administrative staff are leaving managing everything of the institutes. Moreover, each teacher is responsible to take classes of two or more subjects from the three categories, i. e. compulsory, elective and optional categories. This is why the teachers are over loaded with classes and other duties. In the current situation the TTC staff naturally are unwilling to take extra responsibilities but the colleges need to run normally. So, what are doing by the TTC authorities does in this situation is a big question.

Hence, the respondents were asked to state the techniques they follow to tackle the situation when the teachers were overloaded with classes and other duties of the colleges and were not willing to accept more responsibilities. Responses are presented in the Table 5-2.

The table reflects that the TTC heads (principals/vps) used techniques of motivation to tackle the above situation with the teaching staff.

The table indicates 36.36 percent of the respondents used to 'urge the teachers with simple request' to take the extra responsibilities, 18.18 per cent 'try to motivate the teachers with administrative authority' while the same (18.18 percent) of the TTC heads 'try to motivate the teachers with friendly attitude' and still 27.28 percent TTC heads use 'motivation process' with any suitable technique.

The researcher observed that whilst there was no actual middle management position in the TTCs there were evidences of a number of teaching staff taking on extra responsibilities and devoting considerable time and energy to run the colleges normally.

Table 5-2
Techniques of the TTC Heads (P/VP) to Motivate the Teaching Staff

Sl. No.	Techniques of motivation	Frequency	Percentage
1	Just request the teachers to take the extra responsibilities	4	36.36
2	Motivate the teachers through administrative power	2	18.18
3	Motivate the teachers through friendly attitude	2	18.18
4	Motivation process through any suitable technique	3	27.28
5	N =	11	100.00

The respondents were asked again to disclose whether the college authority supervised the academic activities of their respective colleges and if so, then how it was done. Data of responses are presented with Table 5-3 and Table 5-4.

Table 5-3 shows that 72.72 percent of the respondents answered positively that the college authority was involved with the activities of academic supervision to some extent, while 18.18 percent mentioned a little activities of academic supervision existed at their colleges and only 9.09 percent gave negative answer in this regard. The second part of the question was open ended, where six out of eleven respondents give opinion and the rest five did not respond.

Table 5-4 also shows that the respondents ventilated different ways of supervision, which are shown in the table. Some of the principals/vps mentioned that they use to visit the classroom surprisingly and they also ask questions and give suggestions to the class teachers. One of the respondents (9.09 percent) admitted that academic supervision was a part of responsibilities. The modality of supervising academic activities proves that the activities performed by the principals/ vps of the govt. TTCs were not up to the mark in terms of qualitative sense of 'academic supervision'. In modern concept academic supervision implies a process, which is dynamic and ongoing in its outlook towards realizing the creative ability of children, teachers and the community for the development of best possible educational programs.

One of the primary functions of supervision is to free the teachers from traditional controls, which have inhabited progress in the improvement of teaching-learning situations.

Table 5-3
Status of Academic Supervision

Sl. No.	Position of academic supervision	Frequency	Percentage
1	Academic supervision exist to some extent	8	72.72
2	A little activities of academic supervision exist	2	18.18
3	Academic supervision not exist	1	9.09
4	Different opinion(s)	0	0.00
5	Total =	11	100.00

Table 5-4
Modality of Academic Supervision

Modality of Academic Supervision		Responses of the Principals/VPs
Sl. No.	**TTC**	**Responses**
1	Dhaka	Academic supervision is done whenever the authority wish
2	Mymensingh	Some times Principal/VP observe the class room activities of the teaching staff
3	Mymensingh for women	Sometimes authority visits the class activates
4	Rajshahi	No response
5	Comilla	No response
6	Khulna	No response
7	Feni	College authority visits classroom sometimes
8	Chittagong	Academic supervision is a part of responsibilities
9	Jessore	No response
10	Rangpur	Principal/VP visit the classroom activities when possible
11	Barisal	No response

The principals/vps were asked to mention the fact that who does initiate in organizing the different schedule programs of the colleges. Responses are analyzed below:

From an analysis of data appears that 72.73 percent of the respondents mentioned that the schedule programs were organized and initiated by the relevant 'committees', while 27.27 percent admitted that they (principals/vps) organized the programs. At the beginning of every education session, the institutes have an obligation

to make an academic calendar as well as to form the necessary committees to perform the schedule programs in time.

In response to another question regarding the measures they have been taken earlier against any negative activity done the 'Students Union' 45.45 percent respondents mentioned that negative activities were not found with the 'Students' Union', while the same (45.45) remained silent in this regard but 9.10 percent answered that they dissolved the 'Students' Union' in this case. In fact, the structure of the students' union of the govt. TTCs is very different than the other institutes and the members of that union are structurally obliged to the college authority.

The Principals/VPs were asked to mention the ways of ensuring regular supply of necessary equipments for administrative, instructional and laboratory uses and update their library stock in their respective colleges. Data are presented in the table Table 5-5 which reflected the responses.

Table 5-5 shows that cent percent of the Govt. TTCs procured its necessary equipments for instruction, laboratory, office and other uses 'once in every year when Government fund was available'. In fact, no other ways were applied or no other scope of applying was remained in this regard. On the other hand, 72.73 percent TTCs had updated its library stock 'when Govt. fund was available for an indefinite time' and 33.33 percent referred to other ways of updating the library stock such as the ministry of education produced and supplied a few textbooks to the Govt. TTCs in 1999 once within more than a decade.

Table 5-5
Ways of Procuring Equipments for Official and Instructional Uses and Reading Materials for the Libraries

Sl. No.	Ways of procuring equipments & reading materials	Frequency	Percentage
1	Several times of a year when Govt. funds are available	0	0.00
2	Two or more times in every year with own resources	0	0.00
3	Once in every year when Govt. find is available	11	100.00
4	Once in every two or three years with Govt. or own resources	0	0.00
5	N =	11	100.00

5.3. Opinion of the Teaching Staff Regarding Modality of Discharging Managerial Responsibilities of the Govt. TTCs

The teaching staff of the govt. TTCs was conducted to identify their attitude, opinion and suggestions about the modality of discharging managerial responsibilities by their respective TTCs. A total of 53 teachers of eleven Govt. TTCs were taken for this purpose whose opinion towards managerial problems already interpreted in the previous chapter. At this stage the teachers were asked few questions on the above point and these are analyzed below:

The teachers were asked to assert the basis of subject distribution among them and criteria followed to constitute the various co-curricular activity committees in their respective TTCs. Data of responses are placed in the fallowing Table 5-6.

Table 5-6
Basis of Subject Distribution and Criteria of Forming Co-curricular Activity Committees

Sl. No.	Basis of subject distribution			Criteria of forming co-curricular activity Committees		
	Basis of distribution	Freq.	Percent	Criteria	Freq.	Percent
1	Teachers' back ground	32	61.38	Open discussion	26	49.26
2	Teachers' choice	11	20.75	Teachers' expertise	8	15.09
3	Experience of the teachers	7	13.20	Teachers' choice	4	7.45
4	Authority's choice	3	4.67	Authority's choice	15	28.20
5	Total =	53	100.00	Total =	53	100.00

Table 5-7 demonstrates that 61.38 percent of the respondents noted that the Govt. TTCs follow 'teachers' background in distributing the teaching subjects among them; 20.75 percent mentioned the 'teachers' choice' while 12.20 percent indicated 'teachers' experience' and only 4.67 percent told the 'authority's choice' was the basis of subject distribution.

On the other hand, the criteria followed by the govt. TTCs in forming the co-curricular activity committees is also shown in the table which discloses that 15.09 percent of the respondents mentioned 'teachers' expertise,' 7.45 percent 'teachers'

choice'. 28.20 percent and 49.26 percent respondents noted 'open discussion' as the criterion of forming the co-curricular activity committee of the Govt. TTCs.

The respondent teachers were asked to disclose the manner of making decisions in their TTCs, they were also asked to state whether the college authority delegate authority (power) to the relevant committee or person and if so, requested to mention the position of the authorized person or body. Data of responses are given in table 5.8.

The table shows 11.32 percent of the respondents reported that decisions were made only by the 'Principal', while 33.96 percent mentioned through 'consultation with the concerned person', and 54.72 percent noted for 'consultation were made with the faculty members'. Regarding delegation of authority 41.51 percent answered 'yes' and 58.49 percent answered 'no'. Those who answered positively 45.48 percent of them mentioned that the authority delegates power to the 'head of the committees', 31.82 percent remarked 'committee as a whole' and 22.70 percent also supported for 'anybody of the teaching staff'. In fact, delegation of authority is found seldom or not at all at any level of educational institutes and administration and management process in Bangladesh.

Table 5-7
Decision Making Criteria and the State of Delegation of Authority

Decision making criteria			State of delegation of authority			Position of the authorize person or body		
Criterion	Frequency	Percent	Existence	Frequency	Percent	Person or body	Frequency	Percent.
Authority's wish	6	11.32	Yes	22	41.51	(a) Head of the Committee	10	45.48
Consulting with the relevants	18	33.96				(b) Committee as a whole	7	31.82
Consulting senioracademic staff	0	00.00	No	31-	58.49	(c) Any senior teaching staff	0	00.00
Consulting with the faculty members	29	54.72				(c) Anybody of the teaching staff	5	22.70
Total =	53	100.00	Total =	53	100.00	Total =	22	100.00

The respondent teachers were asked to express their view on the modality of distributing financial and other facilities among the staff members of the college and also

the role played by the college authority over any conflict among them. Data of responses are analyzed and presented below:

The analysis of data reveal that regarding the first part of the question 18.87 percent respondents mentioned that financial and other facilities of the TTCs were distributed according to 'a set rule', 15.09 percent referred to 'quality' of the persons, while 56.60 percent reported 'seniority' of the persons and 39.62 percent denoted the 'authority's choice.' Regarding the question of role playing by the TTC authority over conflict among the staff members 58.49 percent mentioned the authority made 'proper judgment', 15.09 percent reported 'unfinished unity', and 22.64 percent referred 'avoiding tendency' while only 3.77 percent supper red no reaction'. Observation and experience of the researcher appeared that policies and practices on that human issue vary from one college to another depending on the administrator's characteristics.

Teaching practices for the trainee teachers in the school environment is one of the vital parts of teacher-training program. At least 60 lessons (30+30) from two school subjects are obligatory for practicing within the training period, which cover at least three months within ten months duration. In fact, the teaching-practicing season (January to March) of the trainees is almost always disturbed by many hazards of the season like winter and other vacations and various annual programs of the schools (sports, picnic, drama etc). This is why the TTCs need to arrange few substitute teaching practice classes inside the college to cover the necessary gaps of teaching practices. There are two types of substitute teaching practices exist in the teacher-training program. One is 'Microteaching' and another call 'Simulation teaching'.

'Microteaching' refers to a practicing class, which is presented within a very shorter space of time (micro duration from five to ten minutes). The total steps of a class lecture would be delivered with lesson note in an artificial classroom situation by this short period, while simulation teaching also held in such an environment where any single part of the lesson note to be presented by this short time.

Attempt was made to know what steps were taken by the govt. TTCs when adequate teaching practices were not possible and the principles were followed in supervising the teaching practice classes. The TTC Principals/ VPs were asked whether the trainees get sufficient number of classes in the practicing schools or not; if not,

requested to mention the measures they usually follow then and also were asked to note the principles followed to supervise the practicing classes by the trainers.

Through analysis of the Table 5-8 it appears that 81.82 percent of the respondents answered negatively about the first part of the question that the trainees did not get sufficient classes in the practicing schools and then they used alterative process of teaching practices; though the rest 18.18 percent gave positive response in this regard. Again 77.78 percent of those who answered negatively (81.82) stated that they arrange 'micro teaching' and 22.22 percent arranged 'simulation teaching' to cover the shortage of teaching practices of the trainees in the schools as the alternatives.

Meanwhile, 90.91 percent respondents noted that there was no any particular criterion to supervise teaching practice classes and any teacher could visit any practicing class any time; while only 9.09 percent of the Govt. TTC used to follow group wise visits to supervise the practicing classes.

Table 5-8
Teaching Practice Situation and Principles of Supervising Teaching Practices

	Extant of getting practice teaching classes			Alternative measures are taken			Principles of supervision		
Sl. No.	Extant	Freq	Measures	Freq	Percent	Percent	Principle	Freq	Percent
1	Trainees get highest number of practicing classes	0	Microteaching	7	77.78	0.00	Any teacher can visit any class	10	90.90
2	Trainees get sufficient no. of practicing classes	2	Simulation teaching	2	22.22	18.18	Subjective teacher can visit particular subjective class	0	0.00
3	Trainees get insufficient number of classes	9	Both the teachings	0	0.00	81.82	Teachers from the same faculty	0	0.00
4	They get most insufficient no. of classes	0	Others	0	0.00	0.00	Group visit	1	9.09
5	N =	11	N =	9	100.00	100.00	N =	11	100.00

5.4. Opinion of the Office in-charges of Modality of Discharging their Responsibilities

The success of an organization largely depends on the performances of various support units of the organization. The effectiveness of the Govt. TTCs as an educational and training institute also rests on the performances of the relevant support units such as office, library, hostel etc. Therefore, an attempt was made to identify the performances of the office, library and hostel functions of the Govt. TTCs for the study purpose. Hence, the modalities of discharging responsibilities of those units were examined through the relevant questionnaires, interviews and observations.

At first, the head assistants were asked to state their modality of distributing the office duties among the office staff. Data of responses are processed in the following manner:

Analysis of data suggests that 63.64 percent head assistants stated that 'all the duties are distributed among the office staff' and 36.36 percent of them told that 'some duties are distributed among the staff'. In fact, the present number of office staff of every TTC is very limited due to a large vacancy as well as they are not enough trained and skilled manpower to perform the office duties efficiently. So, division of labor or distribution of responsibilities is not so much effective in the govt. TTC's from office management perspective.

The respondents' were asked to note the duties of works they perform. Responses are accommodated in Table 5-9.

The table shows that cent percent of the respondents head assistants dealt with 'personal filing', 91.09 percent dealt with 'filling and record maintaining', 'note and substance writing' and 'draft writing' respectively. While 81.82 percent dealt with 'office decoration' and 'guest entertainment' 63.64 percent were responsible for 'report writing' and 'office security', 54.36 percent for 'purchasing stationeries' and 'bills paying', 27.27 percent were dealt with 'preceding writing', 'accounts maintaining', 'building and repairing' and 'voucher preserving' works of the colleges, while 45.45 percent also dealt with 'tender processing', 18.17 percent 'docketing' and only 9.09 percent dealt with 'type writing.' It is to be noted here that because of shortage of necessary and skilled office assistants the existing office staffs were overloaded with the office management affairs of the govt. TTCs.

Table 5-9
Dealing Affairs of the Office In-charges

Sl. No	Dealing affairs	Frequency	Percent
1	Filing & record maintaining	10	91.09
2	Note & substance writing	10	91.09
3	Report writing	7	63.64
4	Preceding writing	3	27.27
5	Draft writing	10	91.09
6	Accounts maintaining	3	27.27
7	Type writing	1	9.09
8	Entertainment	9	81.09
9	Office decoration	9	81.09
10	Office security	7	63.64
11	Personnel filing	11	100.00
12	Building repairing	3	27.27
13	Purchasing	6	54.54
14	Bills paying	6	54.54
15	Docketing	2	18.17
16	Tender processing	5	45.45
17	Voucher preserving	3	27.27

The respondents were asked to mention the files and registers they maintain for records at their offices. Responses are processed in Table 5-10.

The table presents that offices of the cent percent Govt. TTCs maintain the following files:

- Service rules and office orders;
- Personal files;
- Budget and accounts;
- Admission;
- Examination;
- Audit reports;
- Loans and advances;

- Activities fund;
- Contingency fund;
- Admission fund; and
- Ordinary letters etc.

However, the files were maintained by 90.91 percent of the Govt. TTC offices were-(i) Long term necessary orders and circulars: (ii) Annual planning and programs; (iii) TA and other bills (iv)Different funds & advances; (v) Examination fund; and the files maintained by the 81.82 percent TTC officer were as follows: (i) Record of the college resources; (ii) Records of the important persons; (iii) Practice teaching (iv) Hostel accounts etc. Side by side, the registers for records are maintained by the Govt. TTC offices were as follows:

The registers maintained by the cent percent TTC offices were-(i) Admission record (ii) Class attendance (iii) Examinations (iv) File register (v) Docketing (vi) Despatching; (vii) Peon book (viii) Cash book (ix) Stationary purchase and uses, and (x) Miscellaneous. While 90.91 percent offices maintain (i) Personal affairs; (ii) Appointment and transfer; (iii) Stock register; (iv) Annual budget; (v) Audit reports register; and 81.82 percent TTC offices maintained the files and registers of- (i) Co-curricular activities; (ii) Activities fund and; (iv) Resources of the institute. It is observed during the visits by the researcher that the files and registers of the Govt. TTC offices were not maintained and preserved systematically.

Table 5-10
The Govt. TTC Offices maintained the Files and Registers

Sl. No	Files	Frequency	Percent	Registers	Frequency	Percent
1	Service rules, orders, circulars	11	100.00	Admission record	11	100.00
2	Long term necessary orders/circulars	10	90.91	Class attendance	11	100.00
3	Record of the important persons	4	36.36	examinations	11	100.00
4	Record of the resources	9	81.82	Co-curricular activities	9	81.82
5	Personal records	11	100.00	Annual budget	10	90.91
6	Annual planning & programs	10	90.91	Personal affairs	10	90.91

Sl. No	Files	Frequency	Percent	Registers	Frequency	Percent
7	Budget & accounts	11	100.00	Annual income & expenditure report	8	72.72
8	Admission records	11	100.00	Appointment & transfer	10	90.91
9	Examinations	11	100.00	Stock register	10	90.91
10	Practice teaching	6	54.36	File register	11	100.00
11	Audit reports	11	100.00	Audit report	9	81.81
12	TA & other bills	10	90.91	Resource Records	8	72.72
13	Provident fund	11	100.00	Docketing	11	100.00
14	Loans & advances	10	90.91	Des-patching	11	100.00
15	Activities fund	9	81.82	Peon book	11	100.00
16	Contingency fund	11	100.00	Stationeries	11	100.00
17	Hostel fund	2	18.17	Cash book	11	100.00
18	Admission fund	11	100.00	Miscellaneous	11	100.00
19	Examination fund	10	90.91			
20	Ordinary letters	11	100.00			

An enquiry was made with the office staff of the govt. TTCs that whether they use file levels and if so, requested to tell the names of level of files and records they usually used.

Data of responses reveal that none of the office staff either use 'file level' or 'known the names of file levels.' Two respondents mentioned 5 types, five mentioned 3 types and one mentioned 2 types of files, but the rest was silent in this regard.

The head assistants were asked to state the process of filing and responses are recorded in the following manner:

In response to the question regarding the process of the filing' 9.10 percent mentioned 'tag is used on file cover', 18.17 percent referred 'filing is maintained date wise and according to the Principal's marking respectively;' while 36.36 percent mentioned,' first docketing then filing is done by subject wise' and 18.17 percent respondents kept silent in answering the question. It was appeared through observation

that the office personnel were not enough conversant with the filing proceedings. In response to another question regarding classification of 'secrete files' 81.82 percent respondents mentioned 'two kinds' of files and they were-(i) Secrete; and (ii) Most secrete; 9.09 percent mentioned 'three kinds' and they were-(i) Ordinary; (ii) Secrete; and (iii) Most secrete', and the same (9.09) also remained silent in this respect.

The respondents were asked to mention whether they deal with note writing; if so, requested to mention to whom did they write note and for which personnel? Data are analyzed and presented below:

Data analysis discloses that 81.82 percent respondents wrote note and 18.17 percent did not deal it. Cent percent of the respondents of those who wrote note mentioned that they were wrote note for the 'Principal' only; while 88.89 percent of them claimed note writing for all the TTC staff including the teachers, and 11.11 percent mentioned they dealt with note writing for 3rd and 4th class employees only.

The head assistant in-charges were asked to disclose the process they have follow in purchasing office goods. Data are categorized accordingly and presented below:

Data presents that 72.73 percent of the Govt. TTCs lased to purchase office goods through 'spot quotation with voucher'; while 9.09 percent used both 'spot quotation and tender' according to the Govt. rules. The same (9.09) also mentioned that office goods were purchased by the 'purchasing committee' of the college' through 'free voucher' respectively.

They were also asked to mention the process of destroying the unnecessary office records. Available data shows that 63.64 percent TTC offices used to 'burn' to destroy the unnecessary records and papers. Only 9.09 percent followed other way(s) and 18.17 percent remained with 'no response'.

Lastly, the respondents were asked to describe the step(s) they have taken to maintain the security and environment of their respective offices.

In replying the question different types of data come out and it shows that 54.36 percent TTC offices used to 'rearrange the files and records' irregularly, 9.09 percent formed 'environment committee' with teachers and students and the same (9.09 percent) also arranged 'cleaning program' sometimes and 18.17 percent offices used to

classify and maintain the files and papers 'subject wise' and used to check the files and registers regularly with a view to maintain the office security and environment.

5.5. Opinion of the Library In-charges regarding their Modality of Discharging Responsibilities

The role of library for documentation and information is very important for any educational or training institute. The Govt. TTC libraries are affected with many insufficiencies currently. Shortage of necessary books and journals, shortage of librarian and other library staff, lack of adequate reading materials etc. is the major threats to provide effective services. Interestingly, it appears that the library in-charges of the libraries were from different disciplines other than library science. Therefore, they were asked that how did they perform their responsibilities.

At this stage the library in-charges were asked to declare the sections they maintain and the process they followed in preparing the books requisition. The data are processed and presented below:

It is revealed that most of the (63.64 percent) TTC libraries maintain only one section: i. e. all the activities were done through only one section or single unit of manpower, exceptionally 2, 3, 4 and 5 sections were maintained by the each of 9.09 percent TTC libraries. On the other hand, 63.64 percent library in-charges had no idea or activities of books acquisition', though 9.09 percent of them mentioned that acquisition was done through the library committee's decision'. Besides, almost every year a few books were collected through 'donation or subscription' and the same (9.09 percent) respondents also remained silent with 'no comments' at this point.

The library in-charges were asked to report the services were available at the 'readers' section' of their libraries and also requested to mention the scope of issuing books. Data are furnished with the Table 5-11.

The table shows that the majority of the (81.82 percent) TTC libraries had 'membership service', and 72.72 percent had 'books display'. While 63.64 percent had 'circulation section', 27.27 percent had 'catalogue' and 'reference services' and only 9.09 percent had 'readers guide' and 'extension services' but none of them had the services of 'periodical section,' special material and 'xerox and micro-copying'.

Analysis of the scope of issuing book issue to the trainees by the libraries appears that 36.36 percent libraries offered book issue opportunity to the trainees 'every day'. 54.36 percent had the scope of 'twice in every week' and only 9.09 percent had the opportunity of book issue 'once in a week.'

Table 5-11
Services at the Readers' Section and Scope of Issue Books from the TTC Libraries

Sl. No	Services at the readers Section			Scope of book Issue from the TTc libraries		
	Services	Frequency	Percent	Scope in a week	Frequency	Percent
(a)	Membership	9	81.82	Every day	4	36.36
(b)	Book display	8	72.72			
(c)	Catalogue	3	27.27			
(d)	Readers guide	1	9.09	Twice every week	6	54.57
(e)	Circulation section	7	63.64			
(f)	Reading room	9	81.82			
(g)	Periodical section	0	0.00	Once in a week	1	9.07
(h)	Special materials	0	0.00			
(i)	Reference service	3	27.27	Others	0	0.0
(j)	Extension service	1	9.09			
(k)	Xerox and micro copying	0	0.00	Total	11	100.00

Library in-charges were asked to mention the schemes they followed in books classification, things write in the cataloguing process, tasks done in lettering process and books shelving. Data of responses are accommodated in Table 5-12.

The stable exposes that in books classification 63.64 percent TTC libraries were followed 'DDC' scheme and 36.34 percent followed 'nothing'. In cataloguing process, 90.91 percent 'did nothing' accordingly and 9.09 percent follow 'card cataloguing'. In lettering process 81.82 percent 'do nothing', 9.09 percent also 'did manually' and 9.09 percent 'did dictionary wise,' lastly in book shelving process 63.64 percent 'did' subject wise', 18.18 percent 'serial wise' and 9.09 percent 'did' group wise' and 'according to call number'.

Table 5-12
Schemes are done in Books Classification; Write in Cataloguing Process, Tasks are done in Lettering and Book Shelving Process

Books classification	Frequency	Percentage	Cataloguing Process	Frequency	Percent	Littering. prioress	Frequency	Percentage	Book shelving	Frequency	Percentage
DDC	7	63.64	Accordingly	0	0.00	Manually	1	9.09	According to call No.	1	9.09
Follow Nothing	4	36.36	Not accordingly	0	0.00	Dictionary wise	1	9.09	According to serial no.	2	18.17
UDC	0	0.00	Card Cataloguing	1	9.09	Others	0	0.00	Subject wise	7	81.82
Others	0	0.00	Not in use	10	90.91	Not done	9	84.82	Group wise	1	9.09
Total =	11	100.00	Total =	11	100.00	Total =	11	100.00	Total =	11	100.00

The respondents were asked to mention the steps they had followed in books circulation, preservation and in curative measures. Data in these regards are furnished in the Table 5-13.

The table expresses that in books circulation process 90.91 percent libraries issued books to the trainees through writing in the issue register and the rest 9.09 percent had no circulation process. In the preservation process 72.73 percent used both 'preventive and curative,' 18.18 percent only 'preventive' and 9.09 percent only 'curative' measures had taken and again in the curative process 27.27 percent used 'binding' and the same (27.27) also used 'repairing & binding' and 9.09 percent also used 'binding and lamination,' 'fumigation and binding' and 'repairing and mending' measures respectively. So, the existing condition of the Govt. TTC libraries refers to the less importance ness of the library uses as well as the lack of skilled manpower for the library management.

Table 5-13
Steps follow in Books Circulation, Preservation and in Curative Measures

Books Circulation	Frequency	Percent	Books Preservation	Frequency	Percent	Curative Measures	Frequency	Percent
Book issue in the	10	90.91	Preventive	2	18.18	Binding	3	27.27
register/card			Curative	1	9.09	Repeating & Binding	3	27.27
Borrowing	0	0.00	Both	8	72.73	Binding & Laminating	1	9.09
Other ways	1	9.09	Others	0	0.00	Fumigation & binding	1	9.09
Total =	11	100.00	Total =	11	100.00	Repeating & mending	1	9.09
						Not in use Application	2	18.18

5.6. Modality of Hostel Management of the Govt. TTCs

Being a training college once the TTC was a fully residential institute. Number of trainees has doubled during the last few years but accommodation capacity increased very slowly compared to the trainees' number. It is beyond debate that role of hostel management is very significant in conducting the training program of any institute like the Govt. TTCs. So, an attempt was made to find the fact about the modality of the Govt. TTCs hostel management.

The Hostel Supers/Asst. Supers were asked to declare if there were any 'hostel managing committee' and if so, requested to mention the members' criteria of that committee. The responses are interpreted below:

An examination of data appears that the absolute majority (81.82 percent) of the TTC hostels were supervised by a 'managing committee' while the rest 18.18 percent answered negatively. Again those who answered positively also mentioned that the 'Super/Asst. Super and the trainees' were the members of the managing committee and the rest 33.33 percent mentioned that only the 'teachers of the TTCs' were the members of those committees. So, it is to be noted here that though the majority but not all the TTC hostels were managed by a managing committee as well as all the TTC hostel managing committee were not justified by the trainee's representations.

The respondents were asked again to disclose some manner of discharging the hostel managing responsibilities i. e. who direct and who maintain the accounts of the hostel messes, was there any mess committee and if so, who were the members of the mess committee. The responses are presented in the Table 5-14.

The table explains that 36.36 percent of the TTC hostel messes were directed by the hostel supers, 27.27 percent by the assistant hostel supers and only 18.17 percent were managed by the 'trainees' and the same (18.17) also directed by the 'mess committee'. Meanwhile, the table also shows that 27.27 percent of the respondents' answered that the hostel superintendents maintained the accounts of hostel messes, 54.36 percent by the assistant supers and 18.17 percent were by the 'hostel prefects' or the 'messing secretary'. In reply to the question, 'Is there any mess committee'? 81.82 percent respondents answered positively and the rest 18.18 percent respondents answered negatively again. 55.56 percent of those who answered positively mentioned that 'super/asst. Super and the trainees' were the members of the 'mess committee' and the rest 44.44 percent referred that only the 'trainees' were the members of the hostel 'mess committee'.

Table 5-14
Manner of Discharging some Hostel Managing Affairs

Director of the hostel messes			**Maintainer of hostel mess accounts**			**Members of the Mess committee**		
Directed by	Frequency	Percent	Accounts maintained by	Frequency	Percent	Members	Frequency	Percent
Hostel super	4	36.36	The hostel superintendent	3	27.27	Super/Asst. super	0	0.00
Asst. hostel super	3	27.27	The Asst. hostel Superintendents	4	36.36	Super/Asst. Super + Trainees	5	55.56
Trainees	2	18.18	Hostel Prefect/ Messing Secretary	2	18.18	Only the Trainees	4	44.44
Mess committee	2	18.18	Member of the Mess Committee	2	18.18	Only the Teachers	0	0.00
Total =	11	100.00	Total =	11	100.00	Total =	11	100.00

The respondent supers/asst. supers were asked to mention, the authority of appointing and dismissing the hostel managers and the other personnel of the hostel and to whom they were responsible. It was also asked to disclose the name of the person who was responsible maintain the standard of food intake of the hostel mess The responses are furnished with the table-5.15.

An analysis of data in the table appears that the Principals of the cent percent Govt. TTCs were the only authority to appoint and dismiss the hostel managers, and the other personnel of the hostel. A majority of the respondents (81.82 percent) answered that TTC hostel management were responsible to the 'Principal' and only 9.09 percent answered that TTC hostel management were responsible to the 'supervisory committee' and the same (9.09 percent) also stated that the management were responsible to the 'general boarders.'

On the other hand, the analysis also reveals that 36.36 percent of the hostels 'supers/asst. supers' were responsible to maintain the standard of food intake of the hostel messes and 63.64 percent mentioned that 'mess committee' was responsible for the same thing.

Table 5-15
Appointing, Dismissal and Accounting Authority of the Hostel Managing Team and the Responsible Person for Maintaining the Standard of Hostel Messing

Appointing and dismissal authority of the hostel managing team			Accounting authority of TTC hostels			Responsible for maintaining the standard hostel messing		
Authority	Frequency	Percent.	Authority	Frequency	Percent.	Responsible	Frequency	Percent
Directorate of the secondary and Higher Education	0	0.00	Principal of the TTC	9	81.82	Super/Assistant super	4	36.36
Principal of the TTC	11	100.00	Super viding committee	1	9.09	Supervising committee	0	0.00
Supervising committee	0	0.00	Mess committee	0	0.00	Mess Committee	7	63.64
Others	0	0.00	General border	1	9.09	Principal of the college	0	0.00
Total =	11	100.00	Total =	11	100.00	Total =	11	100.00

The hostel supers/assistant supers were asked again to mention the duration they follow to adjust hostel audit and accounts; and what steps had taken by the college authority if there were found any anomaly of hostel funds. The data are analyzed and discussed below :

Available data in this regard show that 36.36 percent of the TTC hostel authority used to adjust hostel audit and accounts 'once in every month' and 45.45 percent TTCs adjusted it 'once in every year', while 18.18 percent remained with 'no response'. On the other hand, in reply to the question 'what steps were taken in case of any anomaly found' also appears that 36.36 percent TTC Principals issued 'show cause' notice to the relevant(s), while 54.36 percent mentioned the college authority 'could do nothing' in this case, and 9.09 percent told the authority 'dismissed the accused' from his/her position

5.7. Chapter Summary

Modalities of discharging responsibilities by the different sections of the govt. TTCs show its standard of management or level of management efficiency, which are described in this chapter. Analysis of available data reveal that thoughts, ideas and values of the majority Govt. TTC managers, teachers and other employees were very traditional and their modalities of discharging responsibilities or pattern of practicing responsibilities were not well planned, organized and systematic in terms of action and implementation.

The TTC managers (principals/vps) preferred themselves to be an administrator rather than a manager. They didn't understand clearly the role and functions of a modern manager.

Concept, commitment and devotion to own profession of the majority teaching staff are still beyond the expectation in terms of successful class teaching and other performances as a teacher.

Quality, sincerity and commitment to own profession of the office, library and other TTC staff are not also reflected the level of satisfaction. The existing modality of hostel management show a few unusual practices by a number of hostel managers.

Thus, the overall management culture or the modality of discharging responsibilities by the Govt. TTC managers, teachers, office and library staff and other employees cannot be forwarded at the level of gratification.

Hence, the existing managerial culture or the modality of discharging managerial responsibilities by the Govt. TTCs' executives, faculty members and the other employees suggest its improvement for betterment of the existing teachers' training program of the country. A fresh outlook, vision and managing modality are needed if the TTC is to be considered as a quality institute for providing necessary knowledge, skill and competence of teaching contents, methods and techniques for the teaching community of the country.

Chapter VI

Summary, Recommendations and Conclusion

1. Introduction
2. Opinion of the Principals/Vice-Principals Regarding their Modality of Discharging Managerial Responsibilities
3. Opinion of the Teaching Staff Regarding Modality of Discharging Managerial Responsibilities of the Govt. TTCs
4. Opinion of the Office in-charges of Modality of Discharging their Responsibilities
5. Opinion of the Library In-charges regarding their Modality of Discharging Responsibilities
6. Modality of Hostel Management of the Govt. TTCs
7. Chapter Summary

Chapter 6

Summary, Recommendations and Conclusion

6.1. Preamble

The World Book of Encyclopedia has defined "Education is the process by which people acquire knowledge, skills, habits, values or attitudes. The word education is also used to describe the results of the educational process. Education should help people to become useful members of the society. It should help them develop on appreciation of their cultural heritage." All sorts of affirmative expectations from education depend on the quality or standard of education and to a large extent it also depends on the quality and competence of teachers' community. Teachers' quality and competence cannot be achieved properly without providing them with appropriate pedagogical training.

Teacher training program has been introduced in the sub-continent since 1854 with the enactment of Wood's Despatch. During this long period, the quality or standard of the providing teacher training does not promoted into the optimum level. A number of predominant challenges are still prevailing in the way of providing quality training for the teachers' community of the country.

Administration is the paramount of any organization and the role of manager is the key concern in the managing process of any institute. So, both the administrative structure and managerial culture are equally important in achieving the goals and objectives of the organization. Educational administration and management structure and culture of the country are very traditional, and the various components related to educational management including manpower and resources are very limited and ineffective to play appropriate role in the managing process.

Therefore, the defective administrative and managerial structure of the Govt. TTCs and its other related constraints are considered as the major causes for below standard of the existing teacher-training program of the country.

6.2. Summary of Findings

A total of six chapters were designed to deal with the present study. Chapter one introduces the background of the problem and the chapter outline of the study. Chapter two makes a brief theoretical discussion of the educational management process of the country, three has pointed out the organizational structure and managerial aspects; four has discovered the existing managerial problems of govt. TTCs; five examined the modalities of discharging responsibilities by the principals/vps, teachers and other employees of the govt. TTCs; and finally chapter six has summarized the findings of the study and makes necessary recommendations to overcome the existing managerial problems of the govt. TTCs in particular and the difficulties with the overall management process of the country in general.

The data collected and analyzed on different managing issues of the govt. TTCs indicate the areas where problems lie and modifications are needed. Besides, the data collected from different secondary sources like Govt. documents, reports, journals and newspapers and presented in chapter two and three on educational administration and management also identify few areas where a little development has already been achieved but still the changes are necessary. The following findings emerge from the study.

Multi dimensions and floors of education particularly science and technology, information technology and business education are getting special attention through presently approved plans and policies of the Government. Privatization of education of all types at all levels is also emphasized by the present Government and therefore the number of educational institutes at the private sector have increased very rapidly but still qualitative development of education has not yet been achieved due to a number of prevailing predominant challenges.

The existing structure and role of the educational administration and management are admitted as one of the dominant factors for the existing sub standard of education. The authority of educational administration and management in Bangladesh still remains highly centralized though a little authority has been delegated to the District Primary Education Officer (DPEO) at the primary level.

Because of highly centralized nature of administration the MOE is tremendously overloaded with functions and responsibilities and can give less attention in policy

making rather than routine works. Administrative and academic control of the educational institutes at all levels are not in the same body e. g. the education boards control the academic affairs and the DHSE control the administrative affairs of the secondary and higher secondary levels of education, though still a few bodies have control over both the affairs.

Lack of community involvement is prevailing with the all types of public sector educational institutions management except primary education, where Upazila Resource Center (URC) becomes an effective innovative organ to the local level primary education management.

Acute shortage of trained, skilled, and stable managers, officers and other employees to administer the functions of the DSHE and the other education offices are prevailing; where harassments by the 3rd class and 4th class employees of those offices to the stakeholders are allegedly increased. Moreover, lack of proper coordination exists among the several types, units, levels and stages of educational administration and management bodies of the country.

The staffing pattern of faculty members of the govt. TTCs was designed with the status of an intermediate college through the recommendations by Enam Committee's Report; and still the same status is being held by the Govt. TTCs. Recruiting subjects of the Govt. TTCs by the same recommendations are not quite similar to the offering subjects of the BEd and MEd courses as well as with the subjects of the secondary level course curricula. The academic staff under the two-implemented projects (SESDC & SEDP) are attached and absorbed with the Govt. TTCs, which are not properly embodied with the revenue staff and which subsequently resulted many unexpected conflicts of group interests among the different types of teaching staff.

Curricula and contents of BED and MEd courses are overwhelmed with theory but light in practice and over extension compared to the course duration. Management structure, management issues, management functions and managerial aspects of the government teacher training colleges are not so different except teaching practice management from any other educational institutions. Co-curricular activities are emphasized specially in the BEd curriculum aiming at the training output would be implemented in the professional life of the trainee teachers.

Total areas of three Govt. TTCs are very congested (3-5 acres); other institutions like HSTTI and schools are also situated inside the seven TTC premises out of eleven. Three TTCs have only three to five buildings with a total of 17 to 23 rooms for both the administrative and instructional purposes. Among the eleven only two (18.17 percent) TTCs have accommodation for Vice-Principal, when three (27.27 percent) have no accommodation for the Principal. Excepting three (27.27 percent) TTCs the others (72.73 percent) have a very negligible number or have no accommodation for the teaching staff. Accommodation facilities for the 3rd and 4th class employees almost do not exist.

A few administrative and huge number of teaching posts (14-56 percent) of the Govt. TTCs are lying vacant. Six TTCs (54.56 percent) have no teachers with appropriate qualifications for seven elective subjects and hundred percent TTCs have no teachers with appropriate qualifications for seven optional subjects. Three TTCs have more than required number of teachers in five subjects and every TTCs have less than required number of teachers in eight subjects. Four posts (36.36 percent) of Head Assistant and Account Assistant, three posts (27.27) of Accountant, 5 posts (45.45) of Mechanic, 72.73 percent posts of Cash Sarker and 81.82 percent posts of Librarian of the govt. TTCs are lying vacant for a long time.

The range of experience with present position of the respondent principals/vps was within one to three years, which is likely not enough to administer the educational institutes efficiently. Moreover, a number of TTC Principals perform their jobs without having the appropriate educational and training backgrounds for the TTC management.

The overseeing role of the DSHE upon the govt. TTCs was mainly administrative and it was not on regular basis, but correspondences were made between the two whenever it was felt necessary. Although the maximum respondents principals/vps stated the role played by the DSHE was satisfactory but almost all (90.91 percent) of them suggested that the present role of the DSHE to the govt. TTCs should be extended and the majority (54.36) respondents also considered the present mode of educational administration and management as authoritarian, where decision making authority completely lies on the central body (MOE). Besides, a large majority (72.73 percent) of them admitted that the present inappropriate role of the centralized educational administration system was one of the major constraints on the way of educational development of the country.

Lack of co-ordination or disharmony prevailed to some extent between the two controlling authorities (DSHE and NU) of the govt. TTCs, and no similarity exists between the curricula and syllabi designed and revised by the NU for BEd and MEd courses and the recruiting subjects pattern and staffing pattern of the Govt. TTCs.

To some extent the teaching staff of the govt. TTCs performed their duties with lack of subjective knowledge and teaching capacity according to the majority respondents. Limited training opportunities exist for professional development of the teaching staff of the govt. TTCs which are sponsored by a few foreign aided projects like 'PROMOTE', SESIP, etc. but still there needs an adequate opportunity of short term and long-term courses on the job and off the job training for professional development of the TTC teaching staff. Besides, there is no provision of training for professional development of the office and library staff of those institutes, which naturally occurred below standard of services from those personnel. Limited number of posts, and vacancies of the existing posts of office and library staff and their inefficiencies due to lack of proper education and in-service training opportunity seriously hampered the management process of the govt. TTCs.

The principals and vps of the govt. TTCs were not satisfied with the present position of financial power they exercised and expected to extend their scope and ability in this regard. The provision and role of 'Students' Union' of the Govt. TTCs have created positive image among the Principals, VPs and the teaching staff of those institutions.

A significant majority (81.82 percent) of the principals/vps expressed their dissatisfaction with the present condition of curricula of BEd and MEd courses and also suggested to make probable changes to some extent. The present duration of BEd & MEd courses (ten months from July to April) was not enough to conduct the existing courses and it needs to be extended from the present position.

Three categories of subjects are taught in the BEd and MEd courses viz: (i) compulsory; (ii) elective and (ii) optional. A predominant majority of the teaching staff has partly relevance with the compulsory-teaching subjects. In the elective category a majority of teaching staff has relevance but no relevance has been found with their own backgrounds in the optional group of teaching subjects. A predominant majority of the teaching staff used only lecture method followed by discussion in the classroom teachings and the same number of teachers used only chart as a teaching aid and

almost the same number of teaching staff also used nothing as teaching equipments in their classroom presentations.

A marginal majority of teaching staff had opined that only the college authority (Principal and VP) was concerned with academic supervision process of the TTC, very rarely but the higher authorities (MOE, DSHE and NU) and any other local body had no involvement with such supervising activities. An overwhelming majority of the respondent teachers admitted that they should have a provision of accountability and only the college authority could take such accounts of their responsibilities. A significant majority of teaching staff also admitted that there prevailed a clear conflict among the different types of teachers of the Govt. TTCs mainly to protect the group interests (the groups are BCS, SEDP and SESDC). A majority number of respondents agreed that such prevailing conflicts among the TTC teachers were one of the major causes of deteriorating the standard of providing teacher training of the country.

Impact of the existing teacher-training program is too little in terms of practices and it should be improved effectively was reported by the majority number of the respondents teacher trainers of the govt. TTCs. An absolute majority of the teaching staff stated that the present staffing pattern of the academic staff of the govt. TTCs was not proper and most of the respondents also remarked the following causes for such an impropriety: (i) The staffing pattern of the teaching staff not fully subject wise; (ii) limited posts; and (iii) lack of necessary senior posts. The majority teaching staff also reported a disparity of around fifty percent between the appointing subjects under staffing pattern and offering subjects of the BEd and MEd courses. Moreover, disharmonies prevailed between the two separate controlling bodies (DSHE & NU) of the govt. TTCs and these disharmonies were admitted by an absolute majority of the faculty members and the forms of such disharmonies were also identified by them to some extent. The evaluation system and the courses of the training colleges are identified as the most traditional and the members of the teaching staff recommended that those should be explored for any optimum modification. Almost cent percent of the respondent teaching staff were dissatisfied with the office facilities and services by the office personnel of the govt. TTCs and the major causes of such dissatisfaction were-(i) vacancy of the maximum existing posts ; (ii) lack of necessary skill and efficiency of the office staff; and (iii) lack of necessary equipments for office uses. The library situation of the govt. TTCs was worse than the office was remarked by the same or more number of

respondent teachers and the causes of such worsening situation were also identified by them. The causes are as follows: (i) shortage of necessary text and reference books and Journals; (ii) vacancies of the library staff including librarian and (iii) lack of in-service training for the library staff. Hostel facilities of the Govt. TTCs were more or less satisfactory with seats and furniture but dissatisfactory in terms of messing and food intake, Laboratory and other facilities of the Govt. TTCs like classroom size, furniture, sound system, drinking water, toilet and amusement facilities were not adequate as observed by the majority teachers.

The posts of Head Assistant (HA) of the majority TTCs were filled with the persons of lower positions due to lack of new recruitments as well as lack of promotion process, and qualifications of the majority existing HAs were very low (SSC to BA pass degree). Majority posts of the office Assistant (OA) of all the TTCs were vacant. Moreover there was no any provision of in-service training for the office staff. As a result, the standard of office management of the Govt. TTCs had become very low.

The post of librarian was created only for the TTC Dhaka but assistant librarian cum cataloguer was the highest position for the other TTC library management. Notable persons holding library in-charges had no relevant background. Even they had no any short training on library management. Forty to hundred percent existing posts of the library staff of the Govt. TTCs were lying vacant. Total number of resources including text and reference books of those libraries were very poor. Allocation for updating those libraries stock had almost zero from 1991 to 2002. Many libraries had no reading room(s) or had a narrow space for reading. As a result, a few number of readers used to come every day to the libraries. Too limited facilities are available for the library users in the libraries where facilities like periodicals, special materials, journals, photocopier even newspapers were not available in a few libraries and scope of issuing books is very limited.

An extensive majority of the trainee teachers considered the syllabi of BEd and MEd courses easy but lengthy and the subject matters of the syllabi were partly theoretical but almost appropriate. An absolute majority of the respondent graduates considered the existing course duration shorter in compare with the syllabi and curricula of the BEd and MEd courses and regarding contact hours majority number of respondent also expressed uneasy attitude with such a long period (9 a.m. to 4 p.m.) of staying and class loads. A citable majority of the respondent trainee teachers were moderate that the

trainers of the govt. TTCs used only lecture method in their classroom deliveries, but a fewer pointed out that the trainers were used lecture followed by discussion. A greater majority of them considered the methods useful and effective used by the trainers and the same number on the first point also favored the statement that the teaching aids used by the trainers were 'sometimes proper' but a fewer number differed with it and claimed that the trainers of the TTCs used nothing as teaching aids. The largest majority of the trainees viewed in such a way that necessary books were not available or a few books were available in the library. They have also claimed that opportunity of library use and books issue from the library was very limited. An extensive majority of the trainee teachers expressed their satisfaction with the extent of cooperation by the office and the library staff but opportunity of laboratory use was very limited for the science group trainees. Present pattern of 'lesson planning' was considered 'more or less appropriate' by the absolute majority of the trainee teachers and a majority of them also considered it more or less effective for their development.

Different schedule programs of the TTCs were initiated and organized by the relevant committee but a few are different, and the formation and role of the 'Student Union' was safer than the other institutes. The trainees of the BEd course didn't get sufficient number of classes at the practicing schools for many reasons and in that case the college authorities used to arrange 'microteaching' or 'simulation teaching'. In supervising the practice teaching classes the TTCs followed the principle that any teacher could supervise any practicing class, but no evaluating tools like checklist were used in the evaluation process. Decisions concerning academic affairs were made through consultation with the faculty members in majority cases. Delegation of authority was found seldom either to the head of the committee or the committee as a whole. Financial or other facilities for the faculty members were distributed on the basis of seniority in major cases but authorities choice also emphasized many cases.

Although, almost all the necessary files and registers were more or less maintained at the office of the Govt. TTCs but the office staff were not so efficient to deal with those correctly. Even they didn't know the name(s) of many types of equipments of office uses such as file levels due to lack of proper professional training. Majority of the TTC libraries maintained only one section to serve all the purposes of the library use. A larger portion of the library in-charges had no idea of books acquisition or the accession process of books. Majority of the TTC libraries had membership, reading

room and books display services for readers' section but the scope of book issue for the trainees was very limited. In processing the different steps of library management and services an absolute majority of the library in-charges did nothing consciously but the situation was not taken in account by the TTC authorities.

Most of the TTC hostels were managed by a hostel managing committee which consisted of the Superintendent and Assistant Superintendent of the concerning hostel and the representatives of the trainees; but the other TTC hostels managing committee consisted of only the teachers of the TTCs where the scope of representation by the trainees were not open. The hostel supers or the assistant supers directed a predominant majority hostel messes though still a citable number of the messes were also directed by the mess committee and the hostel supers/assistant supers maintained almost all the accounts of those hostel messes. Principal of the Govt. TTC is the final authority to appoint, direct, control and to give final verdict to the hostel management. The hostel souer or the assistant super and the mess committee were responsible to maintain the standard of food intake. A large number of hostel accounts were used to audit once every month but the authorities of the majority hostels used it once every year and the Principals of the majority TTCs could do anything whatever they wished if there were found anomalies through audits.

6.3. Recommendations

From above findings of the study the following recommendations may be made with a view to resolving the ways of overcoming the existing managerial problems of the Govt. TTCs as well as to determine the steps be taken to address the challenges which are remaining with the educational administration and management process of the country in general.

6.3.1. General Recommendations on the Educational Administration and Management Process of the Country

Authority and functions of educational administration and management of the country must be decentralized from ministry to the autonomous, semi-autonomous bodies and the attached and other offices of the ministry with the idea of reaching the benefits of education to the general mass of the people.

Academic and administrative control of the same types and levels of educational institutes should be given to the same authority/body, if there remains any difficulty with such a unifying process and for this purpose proper coordination must be maintained among the different levels or stages and types of controlling bodies and offices of educational management.

Community involvement must be ensured with all types and levels of public sector educational institutes and any probable difficulties with such an involvement process should be checked within the process itself.

Existing workloads of the MOE must be reduced and more scope should be created in policy making rather routine works through decentralizing and rearranging the authority and functions of the ministry.

Properly qualified, trained and skilled managers, officers and other employees should be appointed at all the bodies and offices of educational administration and management including the MOE, Directorates and BISEs of the country.

Status of the teaching community of the country at all levels should be improved through providing proper salary, position and other benefits according to qualification and quality.

6.3.2. Recommendations on the Affairs of the Govt. Teachers Training Colleges

The status of the govt. TTCs must be brought to the status of a post graduate level college where staffing pattern of teaching, office and library staff should be rearranged accordingly so that the TTCs need not suffer with insufficiency of necessary manpower for teaching and other affairs.

6.3.2.1. Uniformity

Uniformity should be established between the offering subjects in the curricula and recruiting teaching posts of the govt. TTCs for maintaining standard of teacher education of the country. Additional teaching subjects should also be offered in the BEd and MEd courses curricula for the same purpose so that the TTCs could be able to fulfill the shortage of subject teachers of all groups and subjects.

6.3.2.2. Coordination

Close co-ordination should be established and maintained strictly between the two controlling bodies of the Govt.TTCs (DSHE and the NU) to protect the peaceful academic and administrative environment and development of those institutes.

6.3.2.3. Physical Facilities

The physical facilities of the Govt. TTCs such as buildings, classrooms, other useful rooms, furniture, play ground, canteen, mosque etc. should be increased and the premises of those institutes should not be confined with any other offices or institutes. Modern equipments such as computer photocopier, e-mail, fax etc. for office uses and transparent board, projector, slides etc. for academic uses should be provided by the proper authority and properly maintained by the TTCs.

6.3.2.4. Supervision

Overseeing role of the higher authorities i.e. the MOE and DSHE as well as the National University should be strengthened through more contacts and supervisions over the Govt. TTCs, and if possible a separate directorate of training could be created to incorporate with the other wings of educational training.

The college authority should strengthen academic supervision through making frequent visits to the classroom activities and fulfilling the demands of the teaching staff. Higher authority should also introduce the provision of making visits to the institutes both for administrative and academic purposes.

6.3.2.5. Accountability

An effective system of accountability and evaluation should be introduced at all the levels of TTC personnel i. e. the executives, faculty members, office and other staffs, where everybody would be accounted and evaluated for their assigned responsibilities.

6.3.2.6. Course Curricula and Duration

The curricula and syllabi of the BEd and MEd courses should be moderated according to the needs of the time, where practice should be emphasized rather than theories and similarity should be maintained with the course durations. The duration of

the BEd and MEd courses should be extended at least once a year from the present ten months and similarity also be maintained with the syllabi and courses of the programs.

6.3.2.7. Teaching Methods and Equipments

The teachers of the Govt. TTCs should use modern methods and techniques of teaching like project, participatory discussion, problem solving etc. in their everyday teaching practices rather than the presently used traditional lecturing and discussion methods. Modern equipments, as well as its using techniques and teaching aids should be used appropriately. They should prepare lesson plan annually, terminally and at their every day teaching practices also.

6.3.2.8. Teaching Practices

More attention should be given to the practice teaching aspect of the trainee teachers of the BEd course and the season of practice teaching should be shifted from the present February-April to a more suitable session of the year to avoid clash with the SSC examination, schools' co-curricular activities and vacations like Ramadan. More Effective supervision of the teaching practices should be ensured through appointing appropriate supervisors and specific supervising criteria for supervision and evaluation.

6.3.2.9. Managers (Principals/Vice-Principals)

Existing vacancies of the Principals and Vice Principals of the Govt. TTCs should be filled as soon as possible. The posts of Principal, Vice-Principal and the faculty members of the Govt. TTCs should not be filled by the person from other institutes like general college without having any degree (s) or training previously in education.

It is worth while to mention here that if the TTCs are to meet both the inside and outside demands placed on them and become a more effective training institution there needs a move from the present administrative culture that is prevalent amongst the managers of the Govt. TTCs to a more management oriented culture. That is a change in culture that is easier to achieve, if the managers know where they are going and what they want to achieve in other words they need to have vision and directions. They also need to understand how to build this vision with other staff and how to support staff not only in their day-to-day works but also through any change.

6.3.2.10. Faculty Members (Teaching Staff)

Staffing pattern of the faculty members of the Govt. TTC should be re-structured in such a way so that it could be fully matched with the subjects offered in the curricula of the National University, and necessary senior and entry posts should also be created so that vertical mobility within the TTCs would be possible where the experienced and trained teachers wouldn't be transfered to the other institutes.

A specific clarification of seniority, position and roles of the differently appointed (BCS, SESDC, SEDP) teaching staff of govt. TTCs should be made by the proper authority so that the existing conflicts could be resolved and the situation improved. Besides, without any stable planning recruitment through projects or other ways rather than BCs examination must be stopped in the future to maintain the quality and standard of the training courses. It is worthy to mention here that the attempt of integrating the courses of the Govt. TTCs for grades 9-10 with the courses of the HSTTIs for grades 11-12 may also result a cause of new conflicts among the integrated teaching staff for their different nature of existence e.g. the TTC BCS teachers are of cadre service and the HSTTI teachers are recruited through a development project.

Vacant posts of the faculty members should be filled quickly and rationality should be maintained in pasting and transfer of the subject teachers by the higher authority.

Adequate long and short term in-service training facilities should be provided for the managers and the academic staff as well as secretarial or office management and library management training should also be designed and implemented for the relevant personnel of the Govt. TTCs.

6.3.2.11. Office Staff

Necessary in-service short and higher training on office management and modern equipments should be provided for the office staff of the Govt. TTCs. Existing vacant posts of the office staff should be filled very soon and promotion process should also be regularized properly. Qualifications and salary scale of the office staff should be upgraded accordingly.

6.3.2.12. Library and Staff

Adequate accommodation for the library users should be provided at each of the Govt. TTCs. Separate reading room(s)/space(s) must be ensured for the trainees and the teachers, and the teachers could be engaged everyday to assist and supervise the library needs of the trainees. The library should be updated regularly through procuring latest published related books and journals to teacher education and also sufficient text and reference books according to the syllabi should be catered in the libraries. Sufficient budget allocation should be made available for updating the stock and maintaining the library. A post of librarian should be created for each of the Govt. TTCs and existing vacant posts should be filled up and promotion should be regularized so that the library staff could be mobilized at the higher positions so that they could get job satisfactions.

6.3.2.13. Laboratory Facilities

Existing lapses and constraints with the laboratory of the Govt. TTCs should be addressed through providing specific laboratory building or rooms, trained and skilled lab assistants and necessary equipments and other related lab facilities.

6.3.2.14. Evaluation System

The traditional evaluation system with the existing forms of examinations should be modified in such a way where actual quality of the BEd and MEd trainees could be reflected and improved in future. Practical works and teaching competence test may be introduced as evaluation technique rather than rotting type of written test.

6.3.2.15. Accommodation

Being a training institute the TTCs should be fully residential and accommodation for the TTC managers, teaching staff, trainees, office and other staff should be increased in such a way where everybody of the TTC concern could find accommodation inside or adjacent to the campus.

6.3.2.16. Hostel Management

The hostel management structure management team and the managing tools be more friendly to boarders where general management and messing activities would be

most transparent and the trainees oriented. Sports and amusement facilities should be available within the hostel compound.

6.4. Conclusion

Eleven Govt. TTCs and fifty-five private TTCs approved by the NU have been conducting ten-months long training courses for both the in-service and pre-service secondary level teachers currently. Teacher training program of the country did never get proper attention in the past. Of late it comes to the notice of the government. A new approach of teacher education for grades 9-12 is going to be implemented through the Secondary Education Sector Improvement Project (SESIP) from 2001-2006 under the Ministry of Education funded by the GOB and the Asian Development bank (ADB). There are a number of lapses and constraints existing with the present conventional pattern of teacher-training program of the country. Problems with management process are identified particularly in the present study. Organizational and other lacking of the educational administration and management have been probed into the study in general and managerial problems of the Govt. TTCs in particular. Through analysis and interpretation of the collected data in chapter four managerial problems of the Govt. TTCs have been identified and modality of discharging responsibilities by the TTC personnel also pointed out in chapter five. In the final stage summary of findings is drawn and a set of recommendations is given in the light of findings with a view to overcome the existing managerial problems of the Govt. TTCs, as well as to ensure an effective and qualitative teacher training program in the country.

It is expected that if the above recommendations were implemented, the overall performance of the present TTCs would improve further. Besides, the expected newly shaped teacher education under SESIP would also benefit the teachers who might help the Teacher Training Colleges for a greater mobility towards administrative and academic dynamism, freeing it from the present stagnating situation.

BIBLIOGRAPHY

BIBLIOGRAPHY

Public Documents and Reports

Begum, Lutfaun Nessa. *An Evaluation of the Teacher Education Programme of the Teachers' Training College, Dacca.* Dhaka : IER, University of Dacca, 1972.

Diregsilpa, Kosid. *A Comperative Study of Educational Administration in Pakistan and Thailand,* Dhaka: IER, University of Dacca, 1967.

Khatun, Saleha. *Report on Organisational and Management Aspects of BEd Course in Govt. Teacher Training Colleges*, Dhaka: PROMOTE, 1999.

Thornton,Hilary. *Report on The Organisational Development of Teachers' Training Colleges in Bangladesh,* Dhaka: PROMOTE, 2001.

Commonwealth Secretariat. "Initial Teacher Training: South Asian Approaches". *Quality in Basic Education*, London: Commonwealth Secretariat, 1993.

SEDP. *Project Proposal of Secondary Education Development Project*, Dhaka: MOE, GOB 1994.

The Fifth Five-Year Plan (1998-2002)of Bangladesh, Dhaka: Ministry of Planning, GOB, 1998.

The World Bank. "Bangladesh Key Challenges for the next Millennium". *Challenges*, Dhaka: The World Bank, 1999& 2000.

UNICEF. "Education" *The state of the World Children* 1999. New York: Unicef, 1999.

Report of the Martial Law Committee on Organizational Setup: *Table of Organization and Equipments, Phase -ii, 1983,* Brigadier Enamul Haq Khan, Chairman, Dhaka: GOB, 1983.

BANBEIS, *National Education Survey (Post-Primary*), Dhaka: BANBEIS, MOE, 1999.

The World Bank. *Bangladesh Education Sector Review, 2000*, Vol. i, ii, iii, Dhaka: UPL, 2000.

Report on National Education Week, Dhaka: MOE, GOB, 1998, 1999, 2000, 2001&2002.

SESIP.*Draft Report of the Teacher Education Task Force, Teacher Education Component.* Dhaka: SESIP, MOE, 2001.

Report of the Commission on National Education Policy, Prof. Shamsul Haque, Chairman, Dhaka: GOB, 1997.

Japan Bank for International Cooperation. *Bangladesh Education Sector Overview; Box 4.4 Teacher Education*, Dhaka: March, 2002.

PROMOTE. *Conference Report on Contemporary Secondary Education and Teacher Education*, Dhaka: PROMOTE, 1999.

Bangladesh Education Sector Strategy Note, March, 1999. Dhaka : MOE, GOB. 1999.

SEDP.*Report of the Review Committee on BEd.and MEd. Syllabuses by the SEDP*, Prof. Golam Rasul Miah, Chairman. Dhaka: SEDP, MOE, 1998.

Articles & Journals

Aftab, Meher. "Teacher Development Towards an Understanding of It". *Teacher's Mirror* (Journal of Education and Research), Vol. 1. No. 1, Teachers Training College, Comilla, Bangladesh, July, 1993.

Association of British Council Scholars Newsletter (ABCS) Newsletter, September, 1994.

Bunk, G.P. "Occupational Education". *Education*, Vol. 49 / 50. Tubingen, Institute for Scientific Co-operation, 1994.

Haque, Shamsul. "Training of Youth for Mass Education", In M. Shamser Ali (ed.). *Education and Society*, Professors World Peace Association, Bangladesh, 1988.

Kohtbantau, Sunthorn. "Issues in Teacher Training in Bangladesh", *Paper presented on workshop,* Dhaka: Secondary Education Development Project, Ministry of Education, GOB, 1996.

Lina, S. Jabbar and M. A. Jabbar "Teachers Training in Bangladesh". *The Bangladesh Observer*, January, 19, 2001.

Sultana, Rezina. "The B Ed Programme : Problems & Prospects of Teacher Education in Bangladesh" *(Conference Report on Contemporary Secondary Education and Teacher Education),* Dhaka : PROMOTE, March, 1999.

Foster, Ken. "Management Skills in Education: Theoretical and Practical Issues Arising from Work base Programmes", *International Studies in Education Administration,* Vol. 26, No. 2, 1998.

The Common Wealth Secretariat. "Managing the Curriculum and Resources (Resource Materials for School Heads)" *Better School.* Module 4, 1993

Haq, M. Anwarul. "Importance of Intigrated Human Capital Development to Achive Qualitative Standard of Education". [in Bangla]. *Report on National Education Week 2001,* Dhaka: MOE, 2001.

Books

Abedin, M. Zainul. *A Hand Book of Research for the Fellows of M.Phil. and Ph.D. Programmes.* Dhaka : Book Syndicate, 1996.

Adams, Harold P. and Dickey, Frank G. *Basic Principles of Student Teaching*. New York: American Book Company, 1956.

Ahmed, Shahid Uddin. *Byabasthapona o Proshasan* (in Bangla) [Management and Administration]. Dhaka: Bangla Academy, 1985.

Ahamad, A.D.M. Ali. *Gronthagar Proshasan O Byabasthapona* [Library Administration and Management]. Mymensingh : Aziz Printers, 1999.

Beeby, C.E. *The Quality of Education in Developing Countries*. Cambridge and Mass: Harvard University Press, 1968.

Blake, Robert R. Mouton, Jane Srygby and Williams, Martha Shipe. *The Academic Administrator Grid*. Sun Francisco: Jossey-Bass Publishers, 1982.

Turabian, Kate L. *A Manual for Writers of Term papers, Theses and Dissertations*. 5th ed. Chicago and London: The University of Chicago Press, 1987.

Byrne, Hubert J. *The Teacher and His Pupils*. London: Oxford University Press, 1954.

Chandra, K. Suman. *Education and Development: A Study of Human Capital Formation*. New Delhi: Discovery Publishing House, 1997.

Chowdhury, Roushan Ara. *Shiksha Proshasaner Mulnity* [Basic Principles of Educational Administration]. Dhaka : A.M.M. Faruk Chowdhury, 1988.

Compbell, R.F. *Introduction to Educational Administration*. Boston : Allyn & Becon Inc., 1971.

Das and Biswas. *Sadharan Shiksha Byabasthapona* [General Education Management]. Dhaka: Commitment Computer and Publications, 1996.

Decenzo, David A. and Stephen P. Robbins. *Personnel / Human Resource Management*. New Delhi: Printice Hall of India Private Limited, 1999.

Desai, D.M. *Some Concepts and Terms in Educational Administration*. Boroda : Faculty of Education and Psychology, M.S. University of Boroda, 1963.

Corw, Lester D. and Alice crow. *Introduction to Education*, New Delhi: Eurasia Publishing House (p) Ltd. 1962.

Dewey, John. *Dictionary of Education*, Ralph B. Winn (ed.). New York : Philosophical Library, 1959.

Edwards, A.J. and Scamell D.P. *Educational Psychology* (The Teaching-Learning Process). Bombay : Allied Publishers Pvt. Ltd., Indian Edition, 1975.

Fayol, Henri. *General and Industrial Managements*, New York : Pitaman Publishing Corporation, 1939.

Greanay W.P. Ananda. *Basic Concepts and Considerations in Educational Planning and Management*. Bangkok : UNESCO, 1977.

Gustavsson, Strybjorn. *Primary Education in Bangladesh : For Whom*? Dhaka : University Press Limited, 1990.

Haq, Muhammd Shamsul. *Education and Development Strategy in South and Southeast Asia*. Honolulu : East-West Center Press, 1965.

Jr. Chester O. McCorkle and Sandra Orr Archibald. *Management and Leadership in Higher Education*, SanFrancisco: Jossey Bass Publishers, 1982.

Knezevich, Stephen J. *Administration of Public Education*. New York: Harper & Row Publishers, 1971.

Ghosh, B. N. *Scientific Method and Social Research*, 3rd ed. New Delhi: Sterling Publishers Private Limited, 1985.

Harris, Chester W. *Encyclopedia of Education Research*, New York: The Macmillan Company, 1960.

Karim, A. H. M. "Academic, Administrative and Financial Management in Education Sector: The Second Level"; *Educational Research in a Policy Perspective*. Dhaka: NAEM, 1995.

Lourie, Sylvian. *Education and Development: Strategies and Decisions in Central America*. Paris: UNESCO, 1980.

Moehlman, Arthur B. *School Administration*. Boston: Houghton Mifflin Company, 1951.

Mohiyuddin, M. Sultan. *School Organization and Management*. 3rd and revised Pakistan ed. Lahore: West-Pak Publishing Co. Ltd., 1952.

Naik, Dalganjan. *Teaching Skills Through Microteaching*. New Delhi: Deep & Deep Publications, 1994.

Nandi, S.K. *Indian Education and Its Problems Today*. 2nd ed. New Delhi: Kalyani Publishers, 1982.

Nwagva, N.A. *School Administration*. Nigeria : Macmillan Publishers, 1978.

Pursley, Robert D. and Neil Snortland. *Managing Governemnt Organizations*. Massachusetts: Duxbury Press, 1980.

Rao, V.K. and R.S. Reddy. ed. *Learning & Teaching*. New Delhi: Commonwealth Publishers, 1992.

Robins, Stephen P. and Mary Coulter. *Management*. Fifth ed. New Delhi: Prentice Hall of India Private Limited, 2000.

Sattar, Ellen. *Universal Primary Education in Bangladesh*. Dhaka: University Press Limited, 1982.

Shukia, P.D. *et al. Educational Administration in Andhra Pradesh*. New Delhi: National Staff College of Educational Planning, 1975.

Nichols, Paul. *Social Survey Methods, Development Guidelines*, Vol. No. 6, Series Editor : Brain Pratt, Oxford : Oxfam, 1991.

Miller, Delleert C. *Hand book of Research Design* on *Social Measurement*, 2nd edition, New York : Davio Mckay Company, INC. 1971.

Mort, Paul R. *Principles of School Administration,* New York : Mcgraw-Hill Book Company, Inc. 1946.

Ornstein, Allan C. and Harry L. Miller. *Looking into Teaching*, Boston : Houghton Mifflin Company, 1980.

Rao, V. K. and R. S. Reddy ed. *Learning and Teaching*, New Delhi : Common Wealth Publishers, 1992.

Shuster, Alleert H. and Wilson F. Wetzler. *Leadership in Elementary School Administration and Supervision*, Boston : Houghtan Mifflin Company. 1958.

Terry, George R. and Stephen G. Franklin. *Principles of Management*. 8th ed. Edition, Delhi : A.I.T.B.S. Publishers & Distributors, 1994.

The New Encyclopedia of Britannica, Macropaedia, Vol. 18, 15th edition, Chicago: William Benton Publisher, 1943-1973.

Willard, R. Lane, Ronald G. Corwin, and William G. Monahan. *Foundation of Educational Administration*. New York : The Macmillan Company, 1967.

APPENDICES

Appendix -1

Research Questionnaire

Confidential

Institute of Bangladesh Studies (IBS)
Rajshahi University, Rajshahi.

Data on Existing Facilities and Managerial Aspects of Govt. TTCs

1. Name of the College:

2. Date of establishment:

3. Types of Courses offered by the college: Number of Trainees

   MEd ☐ ☐

   BEd ☐ ☐

   Edn. (Honours) ☐ ☐

4. Working hours: From..... to .....

5. No. of Periods per week ☐

6. No. of classes allotted per week for each of three group subjects :

   a. Compulsory. ☐

   b. Elective. ☐

   c. Optional. ☐

7. Duration of each period in minutes ☐

8. Capacity of enrolment: B Ed course ☐

   MEd course ☐

   BEd (Honours) ☐

9. Number of different types of trainees:

   BEd: Male ☐ Female ☐ Teacher ☐ Non-teacher ☐

   MEd: Male ☐ Female ☐ Teacher ☐ Non-teacher ☐

10. No. of Administrative and Teaching posts (according to Enam Committee's Report, SESDC & SEDP).

Name of post		**Pattern of Appointment**		
		PSC	SESDC	SEDP
a)	Principal			
b)	Vice-Principal			
c)	Associate Prof.			
d)	DED			
e)	Asst. Prof.			
f)	Lecturer			
g)	Research Asst.			
h)	Demonstrator			
i)	Librarian			
j)	Asst. L. cum Catal.			
k)	Lab. Asst.			
l)	Physical Ed. Teacher			

11. No. of Clerical Staff

Name of Post		Pattern of Appointment		
		PSC	SESDC	SEDP
a)	Head Asst./UDA			
b)	Accountant			
c)	Asst. Accountant			
d)	Office Asst./Typist			
e)	Cashier			
f)	Mechanic cum Electrician			
g)	Driver			
h)	Cash Sarkar			
i)	MLSS (4th class employees)			

12. Area of land in possession (in acre) [ ]

13. Total No. of buildings (in use) [ ]

14. No. of rooms for administrative uses : [ ]

    a) Principal's office [ ]

b) Vice-Principal's office ☐

c) Teachers common room ☐

d) Admin. Office ☐

e) Library room ☐

15. No. of rooms for instructional and other uses (including project buildings e.g. SESDC, SEDP).

a) Classrooms ☐

b) Conference/Hall room/Auditorium ☐

c) Tutorial/Seminar rooms ☐

d) Audio-Visual room ☐

e) Computer room ☐

f) Teaching equipments room ☐

g) Laboratory ☐

h) Departmental (Geography, Social Science, History, science, Math, Home-Economic, Arts & Crafts etc.) rooms ☐

i) Students common room ☐

j) Common room for female trainees ☐

16. No. of equipments for office use:

		Total no.	In use
a)	Duplicating machine		
b)	Photo-copy machine		
c)	Computer		
d)	Type writer		
e)	Telephone		
f)	Facsimile		
g)	Telex		
h)	Vehicles		

17. No. of equipments for Instructional use.

		Total No.	In use
a)	Overhead projector		
b)	Slide/film projector		
c)	Audio-Cassette recorder/player		
d)	Video-Cassette recorder/player		
e)	Computer		
f)	Others (specify type & no.)		

18. Aids are used in different subjects teaching:

    a) Map ☐ b) Picture ☐ c) Model ☐ d) Chart ☐

    e) Sample ☐ f) Others ☐

19. No. of furniture (in use).

    a. Chair: For office use ☐ Class room use ☐

    b. Table: Sec. Table ☐ Normal ☐ Seminar ☐

    c. Almirah ☐

    d. Shelves ☐

    e. Sofa set ☐

20. How many of the teaching posts are lying Vacant? ☐

Revenue budget		Development budget	
Subjects	No. of Post	Subjects	No. of Post

21. Qualification of the Teaching Staff

Name of Degree	**No. of teachers**
MA/MEd/Equivalent	☐
MA,BEd/Equivalent	☐
MA, MEd/Equivalent	☐
M.Phil./Ph.D./Equivalent	☐

22. How many teachers teach in the BEd course? ☐

23. How many teachers teach in the MEd course? ☐

24. What are the elective subjects offered having no teacher with appropriate qualification?

    (a) ..... (b) ..... (c) .....

25. What are the optional subjects offered having no teacher with appropriate background?

    (a) ..... (b) ..... (c) .....

26. Which subject(s) have more than required number of teachers?

    (a) ..... (b) ..... (c) .....

27. Which subject(s) have less than required number of teachers?

    (a) ..... (b) ..... (c) .....

28. Library facilities: (a) Is there any separate room(s) for library use?

    Yes ☐ No ☐

    (b) Is there reading room(s) in the library: Yes ☐ No ☐

    If yes, accommodate how many readers? ☐

    (c) No. of Journals ☐ No. of Magazines ☐

    (d) Total No. of books ☐ Academic ☐ Others ☐

    (e) Library opening and closing time every day: From ☐ to ☐

29. Staff Accommodation: No of accommodation.

    Name of post

    a. Principal ☐
    b. Vice-Principal ☐
    c. Teaching staff ☐
    d. Hostel Superintendent ☐
    e. Asst. Superintendent ☐
    f. Office Staff ☐
    g. MLSS ☐

30. Hostel Accommodation (No. of seats) ☐

    a. Male trainees ☐
    b. Female trainees ☐

31. No. of hostel staff :

    a. Superintendent ☐
    b. Asst. Superintendent ☐
    c. Cook ☐
    d. Cook helper ☐

e. Night guard ☐

f. MLSS (including swpeer) ☐

32. Other facilities (if any)

	yes		No	
a. Cafeteria/Canteen	Yes	☐	No	☐
b. Field/Play ground	Yes	☐	No	☐
c. Garden	Yes	☐	No	☐
d. Pond	Yes	☐	No	☐
e. Mosque	Yes	☐	No	☐
f. Hostel common room	Yes	☐	No	☐
g. Guest room(s)	Yes	☐	No	☐

h. Amusement facilities: Satisfactory ☐ Not satisfactory ☐

i. Indoor game instruments: Satisfactory ☐ Not satisfactory ☐

j. Outdoor game instruments: Satisfactory ☐ Not satisfactory ☐

33. For which following funds Government allocate money every year?

Head of allocation	(√)	Amount (average)
a. Establishment	☐	
b. Contingency	☐	
c. Travelling allowance	☐	
d. Repairing	☐	
e. Development	☐	
f. Fuel	☐	
g. Other (Specify)	☐	

34. Yearly income from the college fishery project : ☐

35. Yearly income from the college horticulture : ☐

36. Other sources (Specify): ☐

37. Describe the nature of Govt. audit (Period, way, effect etc.)

_____

_____

38. Please make a list of Managerial Aspects of this college, tick (√) in the box.

a. Academic ☐ b. Resource ☐

c. Co-curricular activates	☐	d. Finance	☐
e. Office	☐	f. Library	☐
g. Laboratory	☐	h. Hostel	☐
i. Personnel	☐	j. Store & Stock	☐
k. Purchase & sale	☐	l. Student union	☐
m. Inter-relations	☐	n. Political influence	☐
o. Social influence	☐	p. Higher relevance	☐
q. Others (specify)	☐		

39. More information on about the college (if any):

_____

_____

Signature with date
and seal

Appendix -2

Research Questionnaire

Confidential

Institute of Bangladesh Studies (IBS)
Rajshahi University, Rajshahi.

Questionnaire for Principal/Vice-Principal of Govt. Teachers' Training Colleges

1. Name of the College:

2. Name of the respondent: Designation:

3. Educational background:

4. Experience as principal/VP (in years): TTC ☐ Other institutions. ☐

5. Date of joining at the present post: ☐ ☐ ☐

6. What extent you are satisfied with the present position?

   (a) Highly satisfy. ☐ (b) Satisfy. ☐ (c) Less satisfy. ☐ (d) Not satisfy. ☐

7. How do the higher authority (MOE & DSHE) take care of your college (ways of communication, supervision, monitoring, feedback)?

   _____

   _____

8. What's your evaluation about the role is playing by the DSHE?
   (a) Highly satisfactory. ☐ (b) Satisfactory. ☐ (c)Less satisfactory. ☐

   (d) Not satisfactory. ☐

9. Do the MOE and DSHE supervise your college regularly and properly?

   Yes ☐ No ☐

10. Do you think that the roles are playing by the MOE and DSHE to the Govt. TTCs to be modified?

    Yes ☐ No ☐

11. Do you think that the decision-making authority is completely lies on the central body in the present system? (a) Yes ☐ (b) No ☐ (c) Other (specify): ☐

12. Do you suggest that decision-making power and authority of educational administration should be decentralized? Yes ☐ No ☐

13. Do you agree that the present inappropriate role of the higher authority is one of the major constraints for the TTC's development? Yes ☐ No ☐

14. Do you think that financial power of the college authority should be enhanced? Yes ☐ No ☐

15. Is there any conflict between the two controlling authorities (DSHE and NU) of the TTC? Yes ☐ No ☐ If yes, mention the kinds of conflicts:

_____

16. Do you think, those conflicts are deadly hampered to achieve the objectives of the TTC? Yes ☐ No ☐

17. What criteria been followed in subjects distribution among the teaching staff?

(a) Teache's background.☐ (b) Teacher's choice.☐ (c) Principal's choice.☐ (d) Needs of the situation.☐

18. Do the subject teachers prepare lesson schemes? Yes ☐ No ☐ If yes, mention for which duration?

a) For the whole session. ☐ (b) Terminally.☐ (c) Monthly.☐

d) Weekly.☐ (e) Daily.☐

19. Is there any lack(s) of knowledge and skill remaining with the teaching staff?

Yes ☐ No ☐ If yes, Please mention the types of lacks: (a) Subjective knowledge.☐ (b) General knowledge.☐ (c) Teaching capacity.☐ (d) All the above.☐

20. Do you think that the teachers are performing their duties properly?

Yes ☐ No ☐ If no, please describe the possible reasons:

_____

_____

21. Is there any provision of internal academic supervision in your college? Yes ☐ No ☐ If yes, mention who do it and in which way?

_____

_____

22. Is there any provision of in service training for the teaching staff? If yes, Please mention the type(s) and initiators of such training:

_____

_____

23. Do you think that there are more training needs for your teaching staff?
Yes ☐ No ☐ If yes, please mention the type(s) of training are most needed:
(a) Professional skill.☐ (b) Moral strength.☐ (c) Management ability.☐
(d) All of the above.☐

24. Do you think there are training needs for the office and library staff?
Yes ☐ No ☐ If yes, please mention the types of training are most needed:
(a) Secretarial service.☐ (b) Management.☐ (c) Administrative.☐
(d) Other (specify).☐

25. Please explain, how do you manage any shortage of subject teachers:

_____

_____

26. Please, mention the tools of management, when the teachers are not interested to take more responsibilities due to their overloads with classes and other duties?

_____

_____

27. What extent the existing office management process and efficiency of the office personnel are satisfactory?
(a) Highly satisfactory.☐ (b) Satisfactory.☐ (c) Below satisfaction.☐
(d) Dis-satisfactory.☐

28. Do you think the existing facilities at your college are adequate?
Yes ☐ No ☐ If no, please, mention some of the requirements:

_____

_____

29. In absence of those facilities how do you tackle the situation of the college?

_____

_____

30. Do the college prepare a calendar for every academic session? If yes, what activities are included there? please tick (√) the box.
(a) Admission ☐ (b) Registration ☐ (c) Orientation ☐ (d) Subject distribution ☐ ☐ (e) Class schedule ☐ (f) Examinations ☐ (g) Co-curriculum activities ☐ (h) Practice teaching ☐ (i) Final examination ☐ (j) Social activities ☐ (k) National days celebration ☐ (l) Special programs ☐

31. How do the above activities been done? Is there any committee

Yes ☐ No ☐? If yes, who are the members of those committee?
(a) Principal and Vice-Principal ☐ (b) Few senior teachers ☐ (c) All the teaching staff ☐ (d) Teaching staff including few trainees ☐

32. Who organize the different schedules?
(a) The Principal and VP ☐ (b) The particular committee ☐ (c) The committee members from the trainees side ☐ (d) No particular criteria ☐

33. Is there any provision of 'Student Union'? Yes ☐ No ☐ If yes, how the union is formed? (a) Through election ☐ (b) selection ☐

(c) other way ☐

34. What overall role is playing by the 'Student Union'?

(a) Positive ☐ (b) Negative ☐ If negative, describe the nature of activities:

_____

_____

35. How the college authority tackles any negative activity by the students union?

_____

_____

36. Do the trainees get sufficient number of periods at the practicing schools to complete sixty lessons in due time? Yes ☐ No ☐

If no, what alternative is taken then?
(a) Microteaching.☐ (b) Simulation teaching.☐ (c) Theoretical classes.☐ (d) No further step.☐

37. What principles are followed to supervise teaching practice of the trainees?
(a) Any teacher can supervise any time.☐ (b) Teacher supervise match with the trainees subjects.☐ (c) Teacher from the same faculty of the trainees.☐ (d) Other (spa city).☐

38. How internal assessment of teaching practices is done and what criteria is considered?
(a) Supervisors are using standard checklist.☐ (b) With the set rule of the NU ☐
(c) With the set rule of the college.☐ (d) Supervisors wish/liking.☐

39. What's your comment on about the curricula of BEd and M Ed courses?
(a) Most appropriate.☐ (b) Appropriate.☐
(a) In appropriate☐ (B) Most inappropriate.☐

40. Do you think the courses need to be modified? Yes ☐ No ☐
If yes, please mention the of modification:

_____

_____

41. What's your opinion about the duration of BEd and MEd courses relating to the curricula?
(a) Too Long. ☐ (b) Long. ☐ (c) Proper. ☐ (d) Shorter. ☐

42. What's your suggestion for the course duration?
(a) To be remain the same. ☐ (b) To bee tented one year. ☐ (c) Extended two years. ☐ (d) Any (specify). ☐

43. How do you ensure regular supply of necessary instructional and laboratory equipments?
(a) Procure when require. ☐ (b) Procure once in a year when fund is available. ☐ (c) Supply by the government regularly. ☐ (d) Others (specify) ☐

44. How do you update your library stock?
(a) Purchase when the subject teachers make request. ☐ (b) Purchase once in a year when fund is available. ☐ (c) Supplied by the government regularly. ☐ (d) Others (specify). ☐

45. Do you have any other suggestion(s)? If yes, please write down below on priority basis:

(a) _____

(b) _____

(c) _____

(d) _____

Signature with date
and seal

Appendix -3

Research Questionnaire

Confidential

Institute of Bangladesh Studies (IBS)
Rajshahi University, Rajshahi

Questionnaire for Teaching Staff of the Govt. TTCs

40. Name of the College:

41. Name of the respondent:

42. Designation with subject:

43. Educational background:

Exam./Degree	Subjects studied/Area of research	Class/Division	University	Year
BA/BSc/Bcom (Pass/Hons)				
MA/MSc/MCom/ MSS				
BEd/MEd				
Mphil/PhD				

44. Nature of appointment: PSC ☐ SEDP ☐ SESDC ☐ Others ☐

45. Length of service (in year) : ☐

46. Area of teaching with subjects (i) Compulsory ☐ Subject:

    (ii) Elective ☐ Subject: (iii) Optional ☐ Subject:

47. How much relevant the above subjects to your academic background? (Answer with Compulsory, Elective and optional)

    (i) Fully relevant: ☐ (ii) Partly relevant ☐ (iii) Irrelevant: ☐

48. Methods you use in your class room teaching:

    (i) Lecturing only ☐ (ii) Lecture followed by discussion ☐

    (iii) Question- answering ☐ (iv) Group discussion ☐

    (v) Others (Specify) ☐

49. Equipments you use in classroom teaching:

(i) Overhead Projector ☐ (ii) Slide/|Film projector ☐

(iii) Audio-Cassette Recorder/Player ☐ (iv) Computer ☐ (v) Others ☐

50. Teaching aids you use in class teaching:

(i) Map & Globe ☐ (ii) Chart ☐ (iii) Picture ☐ (iv) Model ☐

(v) Sample ☐ (vi) Others (specify) ☐ (vii) Use nothing ☐

51. Is there any activity of class teaching supervision at your college? Yes ☐ No ☐ If yes, mention who supervise in what way(s):

_____

52. Who evaluate your performance as a teacher and in what way(s)?

_____

53. Do your agree that you must have accountability to someone for your responsibilities? Yes ☐ No ☐ If yes, to whom you like to do so?

(i) Office head ☐ (ii) Trainees ☐ (iii) Higher authority ☐

(iv)Guardians ☐

54. In which basis subjects are distributed among the teaching staff?

(i) Teachers' background ☐ (ii) Teachers' choice ☐

(iii) Seniority ☐ (iv) Principal's wish ☐

55. How different co-curricular activities committee are formed?

(i) Teachers' choice ☐ (ii) Teachers' expertise ☐

(iii) Authority's choice ☐ (iv) Open discussion with the teaching staff ☐

56. Is the authority delegate power to the relevant person/committee when necessary?

Yes ☐ No ☐ If yes, to whom?

(i) Committee head ☐ (ii) All the committee members ☐

(iii) Any teacher ☐ (iv) Anybody liked by the principal ☐

57. How the college authority takes academic decisions?

(i) Discuss with the Vice-Principal or any senior teacher ☐

(ii) All the faculty members ☐ (iii) Trainees ☐

(iv) Only by the wish of the principal ☐

58. How the authority distributes different facilities among the teachers?

m) According to a set rule ☐

n) Seniority ☐

o) Quality ☐

p) Choice ☐

59. What roles are played by the authority in the case of conflicts between two or among the majority staff?

i. Make proper Judgement ☐

ii. Unfinished Unity ☐

iii. No reaction ☐

iv. Avoiding activities ☐

60. Why do you obey your Principal and Vice-Principal?

i. As your boss ☐

ii. As your senior ☐

iii. Own liking ☐

iv. Respectful personality ☐

61. Do you think that different types of appointment of teaching staff is influenced to deteriorate the quality of teacher training of the Govt. TTCs ?

Yes ☐ No ☐ If yes, explain how:

_____

_____

62. Is there any conflict among the teachers of different types?

Yes ☐ No ☐ If yes, please describe the types of conflicts:

_____

_____

63. Do you think this type of conflict is mostly related to the injustification by the heads of the Govt. TTCs?

Yes ☐ No ☐

64. What's your opinion about the BEd and MEd courses curricula and syllabi?

Proper ☐ Not proper ☐ If not proper, how to be modified?

_____

65. Do you think that there is a major difference between the appointing and offering subjects of the Govt. TTCs?

Yes ☐ No ☐ If yes, mention the extent of such diffrence:

_____

_____

66. What's our observation about the tendency of unfair means by the trainees in the exam. hall?

(i) Very high ☐ (ii) High ☐ (iii) Low ☐ (iv) Not all ☐

67. Do you think the above tendency of the trainees is under control of administration and the teachers?

Yes ☐ No ☐

68. What you think about the evaluation system of the BEd and MEd courses?

(i) Proper ☐ (ii) Traditional ☐ (iii) Not proper ☐ (iv) Defective ☐

If not proper, give your suggestion(s) to improve it:

_____

_____

69. What do you think about the present staffing pattern of the Govt. TTCs?

Proper ☐ Not proper ☐ If not proper, mention the causes:

_____

70. Do you find any defect in the syllabi of the elective and optional subjects of BEd and MEd courses?

Yes ☐ No ☐ If yes, mention the pattern of such defects:

_____

71. What's your opinion on the evaluation system of BEd and MEd courses?

i. Perfect and it should remain unchanged ☐
ii. Traditional and it should be explored for modification ☐
iii. Defective and it should be explored for modification ☐
iv. Awfully defective and it should be rejected ☐

72. What extent you are satisfied with the existing office facilities and services by the office personnel?
    i. Highly satisfied ☐
    ii. Satisfied ☐
    iii. Less satisfied ☐
    iv. Not satisfied ☐

73. If not satisfied, mention the causes of dissatisfaction:
    i. Lack of required number of posts of the office staff ☐
    ii. Vacancy of the maximum existing posts ☐
    iii. Lack of necessary skill and efficiency of the office staff ☐
    iv. Lack of necessary equipments for office uses ☐
    v. All the above causes ☐

74. What extent you are satisfied with the existing library facilities at your college?
    i. Highly satisfied ☐
    ii. Satisfied ☐
    iii. Less satisfied ☐
    iv. Dis-satisfied ☐

    If dis-satisfied, mention the causes of your dissatisfaction:

    _____

    _____

75. What extent you are satisfied with the laboratory and hostel facilities?
    i. Highly satisfied ☐
    ii. Satisfied ☐
    iii. Less satisfied ☐
    iv. Dis-satisfied ☐

Signature with date
and seal

Appendix -4

Research Questionnaire

Confidential

Institute of Bangladesh Studies (IBS)
Rajshahi University, Rajshahi.

Interview Schedule for Office Staff

76. Name of the College:

77. Name of the respondent: 3. Designation:

4. Educational qualification:

5. Service experience:
    a. Present Post
    b. Previous Post

6. Total existing office staff:

7. How do you manage overall duties of the office?
    i. Distribute responsibilities among the all
    ii. A few distribute to the others
    iii. One can do anything as own wish
    iv. You alone perform all the duties

8. Which following affairs you deal with?
    v. Filing and record preservation.
    vi. Note and substance writing
    vii. Report writing
    viii. Presiding writing
    ix. Draft writing
    x. Accounts maintaining
    xi. Typing
    xii. Entertainment
    xiii. Office decoration
    xiv. Office security
    xv. Personnel management
    xvi. Building and repairing of goods
    xvii. Purchasing

xviii. Bill paying ☐
xix. Docketing ☐
xx. Tender processing ☐
xxi. Voucher preserving ☐

9. Which following files and records are preserved at your office?

xxii. Service rules, Govt. orders, Circulars, Gazette etc... ☐
xxiii. Long time necessary orders and circulars ☐
xxiv. Record of land, car, buildings, telephone and other resources ☐
xxv. Annual Planning and programs ☐
xxvi. Budget and income-expenditure accounts ☐
xxvii. Personal files ☐
xxviii. Admission information ☐
xxix. Examination information ☐
xxx. Practice teaching information ☐
xxxi. Audit reports ☐
xxxii. TA bill and different advances ☐
xxxiii. Benevolent fund ☐
xxxiv. Activity fund ☐
xxxv. Contingency fund ☐
xxxvi. Admission fund ☐
xxxvii. Examination fund ☐
xxxviii. Hostel account ☐
xxxix. Ordinary letters ☐
xl. Purchase and sell ☐
xli. Stock register ☐
xlii. File register ☐
xliii. Posting and transfer ☐
xliv. Docketing and des-patching ☐
xlv. Cash book ☐
xlvi. Peon book ☐

10. Do you use file level? (a) Yes(b) No if yes, please mention the uses of different types of levels.

_____

_____

11. Please tell the names of different types of files and records:

    c. Files _____

    d. Records _____

12. How do you preserve the files and records of the office?

    e. On the table. ☐

    f. On the shelf. ☐

    g. Inside the almirah. ☐

    h. Inside the box. ☐

    i. On the window's wall. ☐

    j. On the floor. ☐

13. Please, tell the process of filling?

_____

_____

Do you have a responsibility of note writing? Yes ☐ No ☐

14. if yes, please mention to whom for which staff.

15. Which process generally follows to purchase office goods at your college?

_____

16. Which things generally include in the tender schedule?

_____

17. What is office order? tell the elements of it.

_____

_____

18. How do you destroy the rejected and unnecessary office records?

    q) Burn into fire ☐

    r) Auction sell ☐

    s) Distribute among the staff ☐

    t) Sell to the hawker ☐

    u) Other way (spicily) ☐

19. What steps are taken to maintain the office environment and to protect office security?

    j) Office environment: _____

    k) Office security: _____

Signature with date
and seal

Appendix -5

Research Questionnaire

Confidential

Institute of Bangladesh Studies (IBS)
Rajshahi University, Rajshahi.

Interview Schedule for the Hostel Super/Asst. Super

78. Name of the College:

79. Name of the respondent:

80. Designation: ☐

81. Total number of hostels: ☐ (a) Male ☐ (b) Female ☐

82. Type of own hostel: ☐ (a) Total ☐ trainees ☐

83. Joining date of the present Post:

84. Staffing pattern of the hostel management:

Name of post		Pattern of Appointment		
		GOVT.	Non-Govt.	Total Posts
v)	Superintendent			
w)	Asst. Superintendent			
x)	Care taker/Matron			
y)	Cook			
z)	Cook Helper			
aa)	Night Guard			
bb)	Peon/Orderly			
cc)	Sweeper			

85. Is there any hostel management committee?

Yes ☐ No ☐ if yes, who are the members of this committee?

i. Super and Asst. Super ☐
ii. Teaching staff of the college ☐
iii. Super, Asst. Super and the trainees ☐
iv. Only the trainees ☐

86. Which responsibilities are lies with the Super and the AS?

i. Seats allotment ☐

ii. Collection of money from the trainees ☐

iii. Decision-making and its execution among the trainees? ☐

iv. Other duties (specify) ☐

87. What following benifits youget?

(a) Free accommodation ☐

(b) All the costs free ☐

(c) Only house rent-free ☐

(d) Monthly remuneration available ☐

88. Mainly for which reason you taken the charge?

i. Existing facilities? ☐

ii. To obey the outhority's order ☐

iii. Feelings to the trainees ☐

iv. Other (specify) ☐

89. Are you interested to continue with the post up to the end of the tenure?

Yes ☐ No ☐

90. Are you interested to hold the post for the next tenure?

Yes ☐ No ☐ If yes, please mention the causes:

91. What amount is taken for hostel admission? ☐

92. Salary of the non- Govt. staff is paid with which head (s)?

a. Hostel establishment. ☐

b. Contingency. ☐

c. Activity fund. ☐

d. Meal charges of the trainees ☐

93. Who is responsible to direct the hostel mess?

a. Superintendent ☐

b. Asst. Super. ☐

c. Mess committee. ☐

d. Representatives of the trainees. ☐

94. Is there any mess committee? Yes ☐ No ☐ If yes, please mention the members of the committee.
    a. Super and AS ☐
    b. Teaching staff of the college. ☐
    c. Super, AS and the trainees. ☐
    d. Only the trainees. ☐

95. Who collect money of the mess?
    a. Super. ☐
    b. AS. ☐
    c. Caretaker. ☐
    d. Mess Committee. ☐

96. Who is responsible to maintain account of the mess?
    a. Super. ☐
    b. AS ☐
    c. Mess committee. ☐
    d. Any other. ☐

97. Who is responsible to maintain standard of food intake?
    a. Principal/VP ☐
    b. Supervising Committee. ☐
    c. Super and AS. ☐
    d. Mess committee. ☐

98. To whom the hostel authority is responsible to account all the hostel affairs?
    a. Principal/VP ☐
    b. Supervising Committee. ☐
    c. Audit Committee. ☐
    d. General boarders. ☐

99. In which duration hostel audit is done?
    a. Once in every month ☐
    b. Once in every three months ☐
    c. Once in every six months ☐
    d. Once in every Year ☐

100. Who is the authority to appoint and dismiss the hostel Super and the AS?

a. DG ☐

b. Principal ☐

c. Supervising committee ☐

d. Any other (specify) ☐

101. What action (s) does the authority generally take if there found any anomaly through audit?

a. Show cause notice is served to the relevant. ☐

b. Dismiss from the post. ☐

c. Any minor punishment. ☐

d. No actions are taken. ☐

102. In your view, which are the major problems of hostel management and how those could be addressed?

l) Problems: _____

m) Solutions: _____

Signature with date
and seal

Appendix -6

Research Questionnaire

Confidential

Institute of Bangladesh Studies (IBS)
Rajshahi University, Rajshahi.

Interview Schedule for the Trainees

103. Name of the College:

104. Name of the Course:

105. Name of the respondent:

106. Age: ☐☐☐

107. Sex: (a) Male ☐ (b) Female ☐

108. Educational Qualification:

109. Type of Trainee: Teacher: ☐ Non- teacher ☐

110. Teaching experience (if any): ☐

111. Teaching subjects at school: 1. 2. 3.

112. Why do you admitted to the present course?

dd) To protect the job ☐
ee) To get higher scale ☐
ff) To acquire skill and Knowledge ☐
gg) All the above ☐

113. What's your evaluation on the syllabus of the present course?

v. Complex and too lengthy ☐
vi. Complex and lengthy ☐
vii. Easy but lengthy ☐
viii. Appropriate ☐

114. How do you consider the subject matter of the syllabus to become a good teacher?

v. Appropriate ☐
vi. Partly appropriate ☐
vii. Theoretical but almost appropriate ☐
viii. Theoretical and in-appropriate ☐

115. How do you consider the duration of the present course according to the curriculum?

a. Appropriate ☐
b. Shorter ☐
c. Lengthy ☐
d. Inappropriate ☐

116. What about drinking water, bathroom and other facilities for the trainees?

a. Satisfactory ☐
b. Not satisfactory ☐

117. Generally, who come forward to solve the problems of the trainees if any?

a. Principal/Vp ☐
b. Teaching Staff ☐
c. Some body from the teachers ☐
d. Nobody come ☐

118. Which cause is mostly liable for not solving the existing problems of the trainees?

i. Unwillingness of the Principal/Vp ☐
ii. Non-Cooperation by the teaching staff ☐
iii. Reluctantness of the trainees ☐
iv. Surrounding problems ☐

119. What extent the schedule classes are happen?

i. Regular and timely ☐
ii. Reguler but lately ☐
iii. Irregular but timely ☐
iv. Irregular and lately ☐

120. What extent teaching methods are effective that used by the majority trainers?

(a) Very effective ☐
(b) Effective ☐
(c) A little effective ☐
(d) Not effective ☐

121. Which methods do the majority trainers of your college generally use?

i. Lecturing ☐
ii. Lecture followed by discussion ☐
iii. Question answer ☐
iv. Others (specify) ☐

122. What extent majority trainers use teaching aids appropriately and regularly?

i. Use properly and regularly ☐
ii. Sometimes use properly ☐
iii. Often use improper aids ☐
iv. Aids are not used ☐

123. How do you consider the existing facilities of the college for the trainee's growth?

i. Adequate facilities ☐
ii. Inadequate facilities ☐
iii. Very little facilities ☐
iv. No facility at all ☐

124. How much you satisfy with the behaviour of the office and library staff?

i. Highly satisfied ☐
ii. Satisfied ☐
iii. Less satisfied ☐
iv. Dis-satisfied ☐

125. How much opportunity is available for the science trainees to use laboratory?

i. Adequate ☐
ii. Inadequate ☐
iii. Not so opportunity ☐
iv. No opportunity at all ☐

126. How much opportunity is available to study and book issue from the library?

i. Most available ☐
ii. Available ☐
iii. Not so available ☐
iv. No opportunity at all ☐

127. What's your comment about the present pattern of lesson plan?

i. Very effective ☐
ii. Effective ☐
iii. Complex ☐
iv. Simple ☐

128. What's your suggestion about lesson planning?

i. To continue the present form ☐

ii. To broaden the present form ☐
iii. To shorten the present form ☐
iv. To be added new form ☐

129. How much adequate the practice teaching classes you already got to make an efficient teacher?

i. Most adequate ☐
ii. Adequate ☐
iii. Not so adequate ☐
iv. Inadequate ☐

130. Which things you mostly emphasis to improve the present course curricula?

i. To be more practical oriented ☐
ii. Duration should be extended ☐
iii. Trainers quality to be upgraded ☐
iv. All the above ☐

Signature with date
and seal

Rajshahi University Library
Documentation Section
Document No ..D-2359
Date... 05/03/05.....