

*Full Length Research Paper*

# **Comparative study of pre-service teacher education programme at secondary stage in Bangladesh, India, Pakistan and Sri Lanka**

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The present research work has studied and compared the different issues of pre-service teacher education programme in India, Sri Lanka, Bangladesh and Pakistan. The data were collected from 24 principals, 88 teacher educators and 157 student teachers from institutions and universities where Bachelor of Education (B.Ed.) course were. The data were also collected from secondary sources. The descriptive analysis was carried. One year duration of B.Ed. programmes were found inadequate in India, Bangladesh and Pakistan. Graduation was the minimum qualification for admission in B.Ed. course in all countries except Sri Lanka. In some universities of India and Bangladesh, entrance test was conducted for admission into this course. There were regulatory bodies in all the four countries for maintaining the norms and standards of this course. The curriculum and syllabus of B.Ed. course was not revised during last five year in Bangladesh, Pakistan and Sri Lanka. This course is more dominated in theory than practicals in all the four countries. The respondents of India, Bangladesh and Pakistan expressed that the duration should be increased to at least two years.

**Key words:** Teacher education, secondary teachers, student teachers, pre-service teacher education programme.

## **INTRODUCTION**

The comparative education is an analytical and synthetic approach. In the synthetic approach, it is seen to what extent the social structure, political philosophy and educational philosophy have influenced the educational system of a country. In such study, the totality of all situations and factors involved are kept in view. In other words, in comparative studies of education, now sociological bases are emphasized. Social process, social control, social organisation and social change of a country are carefully studied in comparative education, because it is believed that its educational system cannot be understood without understanding these phenomena. These phenomena are to be understood from teacher education point of view because it is a sub-system of education.

The purpose of the study is to understand the problems related to teacher education of Bangladesh, India, Pakistan and Sri Lanka with a view to find out solutions. In the process of understanding pre-service teacher education (PSTE) programme at the secondary stage in

Bangladesh, India, Pakistan and Sri Lanka, the philosophical background of the country concerned are studied because the education system is always influenced by the philosophical points of view of the people. Another purpose of this study is to understand those causes which make the educational system of one place progressive and that of another backward. In fact educational administration and control is strictly according to prevailing rule in the country.

In India, secondary teachers are prepared through pre-service teacher education programmes (PSTE). One year Bachelor of Education (B.Ed) programme is being run largely in more than fifteen thousand teacher training institutions and universities in the country. These institutions are managed by government and private bodies.

The standard of teacher education is regulated by National Council of Teacher Education (NCTE), New Delhi, a statutory body, passed by the Parliamentary Act in 1993. The main objective of the NCTE is to achieve planned and coordinated development of the teacher

education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith (NCERT, 2006; NCTE, 2009; Yadav, 2010).

In Bangladesh, secondary teachers are also prepared through one year B.Ed programme and are being run in more than 189 public and private teacher training institutions, colleges and universities. The standard is maintained by respective national universities (Report, 2000, 2003, 2007).

In Pakistan, training of secondary school teachers is for one year B.Ed degree and is being run in 135 institutions and universities. The National Institute of Teacher Education maintains the norms and standard of teacher education (Report, 1996, 2002).

In Sri-Lanka, the pre-service education is provided by National Institute of Education, four University Departments, 17 Colleges of Education and four Teacher Education Institutions. These institutions offer three year pre-service teacher education programme leading to the National Diploma in Teaching. Out of three years, two are at the residential college and the last year is in a school as an intern (Report, 2000, Reddi and Mishra, 2005).

In all the four countries, secondary teachers are prepared through pre-service teacher education programme. But there are variations in the teacher education programme in terms of duration, curriculum weightage, curricular areas and its implementation at the secondary stage in these four countries. Keeping these in view, this study was undertaken to study the system of teacher education in all the above mentioned countries with following objectives.

### Objective of the study

The major objectives of the study are as follows:

- 1) To identify different issues of pre-service teacher education programme at secondary level in Bangladesh, India, Pakistan and Sri Lanka.
- 2) To compare different components of pre-service teacher education programme in Bangladesh, India, Pakistan and Sri Lanka.
- 3) To derive implications for overall improvement of pre-service teacher education programme in India.

### DESIGN OF THE STUDY

The design of the study consisted of sampling procedure, tools used for data collection and techniques for analysis of the data.

#### Procedure

The list of B.Ed. institutions and universities were procured through website of four countries and also from the secretariat of SAARC countries. The institutions were selected from all the regions of

these countries. The questionnaires were prepared and mailed for data collection. The data were also collected through secondary sources by consulting documents and curriculum of B.Ed. course of these countries. In India, some institutions were visited for data collection.

#### Sampling

The sample of the study consisted of 24 principals (8 males and 16 females), 88 (46 males and 42 females) teacher educators and 157 student teachers (53 males and 104 females) from all the four countries.

#### Tool used

The following three questionnaires were developed to seek the information about the various components of B.Ed programme from Bangladesh, India, Pakistan and Sri Lanka.

1. The first questionnaire related to principals of the B.Ed institutions seeks to ascertain perception of principals about various aspects of B.Ed programme. It consists of 36 items related to general information of the institutions, faculty profile, admission procedure, curriculum development, curriculum transaction and its evaluation, etc.
2. The second questionnaire is meant to ascertain the perceptions of teacher educators on the strengths and weaknesses of B.Ed programme and its various components. It consists of 32 items related to structure, duration and components of curriculum, transaction of curriculum, course evaluation, teacher educator, professional development, etc.
3. The third questionnaire is related to student teachers. This questionnaire seeks to obtain the perception of student teachers/teacher trainees of pre-service teacher education programme (B.Ed) at secondary stage. It consists of 30 items related to the curriculum, methodology for curriculum transaction, use of Information and communication technology (ICT) and other facilities available in the institute, organisation of co-curricular activities and evaluation system.

All the three questionnaires were tried out and finalized on the basis of experts opinions.

#### Data collection

The data were collected by mailing all the three questionnaires to the B.Ed institutions of Bangladesh, India, Pakistan and Sri Lanka. The efforts were made to get the filled questionnaires from all the four countries. However, less number of questionnaires were received from Bangladesh, Pakistan and Sri Lanka from principals (7), teacher educators (9) and student teachers (19). Besides these, data from secondary sources were also used for completing the study.

#### Analysis of data

The data were scrutinized, classified, compiled and analysed. The descriptive analysis of data was carried out. The syllabus and curriculum of B.Ed programme from all the four countries were analysed to validate the information provided by the respondents.

### RESULTS AND DISCUSSION

The result and findings of the study have been derived on

the basis of the perceptions of the principals, teacher educators and student teachers on different aspects of B.Ed institutions from India, Sri Lanka, Bangladesh and Pakistan. Major findings of the study are as follows.

**Duration:** The duration of the B.Ed programme was one year in India, Bangladesh and Pakistan and it was three years in Sri Lanka. Most of the teacher educators from India, Bangladesh and Pakistan were not satisfied with the one year duration of the B.Ed programme and suggested that it should be enhanced at least for two years. It means that the duration of this programme should be enhanced to make it more professional.

**Admission:** Graduation degree was the minimum qualification for seeking admission in B.Ed programme, where as in Sri Lanka, it was GCE (Advanced level). The admissions in the B.Ed programme were made on merit basis. The entrance test was also conducted in some universities in India and Bangladesh. The weightage to co-curricular activities was also not given for admission to B.Ed programme. For getting suitable candidates test should be made compulsory for admission in PTSE programme at secondary stage.

**Management:** The B.Ed. institutions were managed by the Government in all the four countries. However, some institutions were having private management in India and Bangladesh. This programme was regulated by the National Council of Teacher Education (NCTE) in India, National Institute of Education in Sri Lanka, National University in Bangladesh and Universities in Pakistan. These regulatory bodies have been entrusted the responsibility to maintain the norms and standards of the B.Ed. programme. About 40% respondents were not satisfied with the functioning of these regulatory bodies. Therefore, the regulatory bodies should implement the norms strictly to maintain the standard of the PSTE programme.

**Curriculum development:** In India, National Council of Teacher Education (NCTE), University Grant Commission (UGC) and National Council of Educational Research and Training (NCERT) were responsible for preparing secondary teacher education but these agencies were not having proper coordination and linkages. National Institute of Education, National University and University of Education were responsible for Sri Lanka, Bangladesh and Pakistan. The B.Ed curriculums were revised during, 2002, 2005, 2006 and 2009 in India, Sri Lanka, Pakistan and Bangladesh respectively. In all the four countries, no definite role was specified for the involvement of the faculty in formulation and revision of B.Ed curriculum and syllabus. The curriculum and syllabus of PSTE programme should be revised at least in every five years for updating its information and knowledge.

**Theory papers:** The compulsory theory papers prescribed in B.Ed programme were almost common in all the four countries. The papers namely Educational Psychology, Sociology of Education, Guidance and Counseling, Educational Measurement and Evaluation, School Organisation, Computer Education and issues related to secondary education were prescribed in the B.Ed programme. In Pakistan, the paper on Islamiat and professional ethics were also prescribed in the B.Ed programme. The teaching subjects namely physical sciences, life sciences, mathematics, English and social sciences were prescribed by all the four countries. Health and physical education, yoga and value education, music, art and craft, computer education were

About seventy per cent respondents expressed that more emphasis was laid on the theory courses than practical work. The less weightage was given to additional papers. The curriculum was lengthy and in many subjects content is not required. Besides this, there was no link between the curriculum of the B.Ed course and the school curriculum. It means emphasis should be laid more for integrating the theory and practice, content and pedagogy so that link between school and teacher education institutions can be established.

**Practical work:** Under practical work computer application, psychological tests, art and craft, work experience, practice teaching, research projects, assignments and social work were prescribed. In Bangladesh, teaching practice was also prescribed as practical activity. Most of the respondents reported less emphasis was laid on practical activities

However, the student teachers of India expressed that practical activities increased their confidence and made them tension free. The activity related to performing and visual arts made teaching learning interesting. It implies that practical activities should be given more space in PSTE programme.

**Computer and ICT:** The computer labs were established in the institutions. The computer literacy varied between 40 to 75% in all the four countries. The computer facilities were utilized for the professional development of teacher educators. Different types of relevant materials related to their own specialization were downloaded from internet but this facility was availed by only 30% student teachers. However, the ICT facility was not used frequently during teaching learning process in all the four countries. ICT based classrooms were not available. For effective teaching, ICT should be used more in PSTE programme.

**Practice Teaching:** In India, practice teaching was organised in all types of schools including government, private, aided and own demonstration schools during first and second half of the year. In Bangladesh, the practice teaching was organised only in private schools whereas it was organised in own demonstration schools in Pakistan.

The minimum duration of school experience programme was 35-60 days in India, Sri Lanka and Bangladesh, whereas maximum was 90 days in Pakistan. The subjects like social sciences, physical sciences, languages and mathematics were prescribed under teaching practice of B.Ed programme. The student teachers expressed that two subjects were undertaken for the practice teaching. In all the four countries, student teachers were prepared for practice teaching before sending them to actual classroom situation. For preparing student teachers, demonstration lessons by faculty members or outside experts were arranged. Simulated and microteaching lessons were organised. In Sri Lanka, about 2 to 3 lessons were observed by the supervisor, whereas maximum 60 lessons were observed in Bangladesh.

Most of the respondents expressed that the duration of the practice teaching was less. The lessons were not supervised properly. The school authorities did not cooperate fully in organising the teaching practices in their schools. It means the duration should be enhanced for inculcating necessary skills and knowledge among student teachers.

**Co-curricular activities:** The co-curricular activities like debate, study tour, social activities, drama, health awareness programme, excursion and science fair, etc. were organised as a part of B.Ed programme. But in Pakistan, very, limited activities like indoor games were organised. The participation of the student teachers in co-curricular activities were lowest in Pakistan and highest in India. But these activities are necessary for the development of the personality of the student teachers. Therefore, these activities should be integrated in PSTE programme.

**Transactional strategies:** Lecture method was frequently used by the teacher educators in all the four countries for curriculum transaction in the B.Ed programme. Demonstration methods and group discussions were held on some occasions. Discovery and problem solving methods were used rarely. But lecture method does not encourage the students for self learning. Therefore, constructive approach should be followed for transacting the PSTE curriculum.

**Professional development:** There was no policy for the professional development of the teacher educators. However, the faculty members were deputed in refresher courses, seminars, and orientation programmes on some occasions in all the four countries. Teacher educators from India had expressed that they were the members of professional organizations like All India Association of Teacher Education, Association of Teacher Educators and Research. In Sri Lanka, teacher educators were the members of Sri Lanka Teachers' Education Union (SLTEU). In Bangladesh they were the members of

National Academy for Educational Management (NAEM) whereas in Pakistan they were the members of Punjab Institute of Teacher Education (PITE). About forty-five per cent teacher educators from India had published articles/papers in the field of school and teacher education. It means there should be regular policy for the professional development of faculty of PSTE programme.

**Research and innovation:** Many research projects in the area of school and teacher education were completed in India and Pakistan. In India, innovations on practice teaching, educational technology and instructional strategies were carried out, whereas innovations on ICT and staff development were undertaken by Pakistan. No innovations were reported by Sri Lanka and Bangladesh countries. Therefore, environment should be created in institutions and universities for conducting more researches and innovations.

**Library:** The library facilities were available in B.Ed institutions and the professional librarians were working in these institutions in all the four countries. There was open access for books and journals in India and Sri Lanka, but open access was not available in Bangladesh and Pakistan. The libraries were kept open on holidays only in India. In all the four countries, it was found that books and journals related to B.Ed course were not available in adequate numbers. Moreover, the libraries were having variety of books related to different fields. The student teachers from all the countries were satisfied with the library services and co-operation extended by the library staff. Seating arrangement in the library was not found proper and adequate in most of the libraries. For making libraries attractive, electronic facilities should be provided.

**Physical facilities:** Most of the physical facilities including principal's room, staff room, classrooms, student's common room, office space, laboratories, and toilets in B.Ed institutions were available and adequate in India, Bangladesh and Pakistan. But the physical facilities like playground, computer room and gymnasium were not adequate. These are necessary for the development of personality of students and should be provided adequately.

**Examination and evaluation system:** Both annual and semester system for examination were followed in India, Sri Lanka, Bangladesh and Pakistan. Marking system was prevalent for theory and practice teaching. Grading system was followed for practical work examination in all the four countries.

The performance of the student teachers in theory courses was evaluated by conducting external and internal examination. Written tests, viva-voce and assignments were largely used as tools for examination. Practice teaching was evaluated by observing and

supervising the delivery of the lesson plans in real classrooms. The evaluation of the practical activities was based on construction of psychological tests, assignments and projects. However, most of the respondents revealed that outdated and traditional techniques were used for the evaluation of performance of student teachers. These tools and techniques were largely related to cognitive aspect of the personality. It means the existing evaluation system should be revised. Continuous and comprehensive evaluation should be introduced for evaluating the performance of student teachers and grading should be introduced in place of marking system.

### Conclusion

By way conclusion, it can be stated that the duration of PSTE programme (B.Ed.) was one year of duration in India, Bangladesh and Pakistan whereas it was of three years in Sri Lanka. The similarities in PSTE exist in terms of foundation courses, pedagogy, practicals and teaching practices in India, Bangladesh and Pakistan.

It may be due common socio-economic conditions as both Bangladesh and Pakistan were carved out from India. However, religious philosophy of each country has reflection in some of the papers of PSTE programme.

The courses suggested in PSTE in Sri Lanka seem to be more professional in terms of integration of theory and practice, content and pedagogy and use of ICT in teaching learning process. There is a need to enhance the duration of PSTE courses at secondary to make it more professional in India, Bangladesh and Pakistan.

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