Chapter- 8

SUMMARY, FINDINGS AND CONCLUSION
8.1 Summing Up

A nation can prosper on the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be provided proper content knowledge, skills as well as teaching methodologies, attitude and behaviour through quality pre-service teacher education programmes to implement them professionally in real classroom situation and in wider community.

The South Asian Association for Regional Cooperation (SAARC) is the consortium of people of some South Asian countries which was formed to work together towards finding solutions to their common problems in a spirit of friendship, trust and understanding. The main objective of the consortium is to accelerate the process of economic and social development within the member states through joint action in the agreed fields of cooperation. All the countries belong to SAARC share common legacy of colonial culture and almost common educational structure and issues at the primary, secondary, tertiary and professional levels.

In the context of secondary education scenario in countries within SAARC region, the objective of establishing a quality education couldn’t be achieved without reshaping of their pre-service teacher education programmes. Accordingly, various policies on teacher education have been framed and are still being framed in all the SAARC member countries to develop teacher proficiencies and competences which would enable and empower them to meet the requirements of the profession and face the challenges therein.

Now, the secondary teacher education institutions of the region leaving their isolated state have gradually developed liaisons with schools, peer institutions, universities and other institutions of higher learning as well as with the community. Still, much remains to be done in the domain to keep pace with the global standard. The curriculum of the school, its actual transactional modalities, examination system, management processes and its ethos are considered as the main thrust areas of teacher education programmes. To achieve these ends, teacher educators need to be made acquainted with various aspects of school experiences, modern trends and technologies. Simultaneously, student-teachers should also be motivated to acquire several competencies to implement their knowledge in a desirable manner. The
teacher educators should keep close contact with content areas relevant to their own disciplines to fill in the gaps in latest communication and information.

The researcher commissioned this analytical study on existing patterns and programmes of pre-service secondary teacher education, their forms and features, administrations, managements and finances, their organisational structures and recent issues and trends which they are pursuing to evolve a comparative estimate associated with and responsive to the national education and teacher education policies of each country of the region. Through this in-depth study, the gaps between the capacity of the existing teacher education programmes and the intended outcomes are advocated gaudily. This study also aims at highlighting positive aspects of secondary teacher education programmes of each country of the region so that each system can be enriched by adopting and incorporating other’s positive aspects leading to qualitative improvements of their system.

8.2. Major Findings

On the basis of research questions framed by the researcher, chapter-wise findings have been extracted and appended here:

**Research Question 1**

What are the objectives of secondary teacher education programmes of different SAARC member countries?

**Findings**

The findings reveal that secondary teacher education sector has been and to a great extent is still a neglected sector, especially in developing countries of SAARC region.

- **India** and **Sri Lanka** have set up objectives of their secondary teacher education programmes in a modern way to cope up with respective issues and to keep pace with recent global trends of secondary teacher education.

- Both **Pakistan** and **Afghanistan** are in turmoil of severe political, social and religious conflicts which have hindered them in achieving their goals. They are aiming at restructuring teacher education institutions as well as reshaping their curriculum and methodologies.
- **Maldives** and **Bhutan** are aiming to be self-sufficient in their system of secondary teacher education by short listing the number of expatriate teachers and to maintain national spirit of their countries.

- **Bangladesh** and **Nepal** are in a way towards accomplishing their objectives to promote teacher education in their countries by adopting modern technologies and techniques within their capacity.

**SAARC developmental goals (SDGs)** have been set up to prepare professional teachers to improve the teaching-learning status in classroom situation and to handle the challenges and prospects of 21st century global status of secondary teacher education in all the eight countries of SAARC.

**Research Question 2**

Whether the various forms & features of pre-service secondary teacher education programmes of different SAARC countries bear the same characteristics?

**Findings**

The findings indicate that various forms and features with varied characteristics prevail in each country of the region.

- Teacher Education Institutes in SAARC region are responsive and trying to offer such programmes which will satisfy needs of national education system of the country concerned.

- Certificate, diploma, graduate and post-graduate programmes of teacher education are available in most the countries. **Maldives** is still in a developing stage in this field.

- Several forms of teacher education are prevailing in different states of **India** and different provinces in **Pakistan**. In all other countries, a centrally approved form is there.

- Distribution of teacher education institutions throughout the country is also an important aspect for producing teachers from all corners of the countries which is lacking in **Afghanistan, Bhutan, Nepal** and **Pakistan** due to geographical barriers.
Open and Distance Learning (ODL) has emerged as an effective mode in the area of initial teacher education programme at the secondary levels throughout the SAARC region to meet the demand of quality teachers. Indira Gandhi National Open University (IGNOU) of India is a pioneer in the field which has numerous study centres throughout the world.

Experimental and Demonstration Schools also exist in most of the countries of the region to provide the opportunity to the student-teachers to strengthen the theory-practice linkage.

Research Question 3

What are the principal administrative bodies, management and financial systems working behind the pre-service secondary teacher education programmes in the countries of SAARC region?

Findings

National governments of each country of the region and the international donors have duly emphasised on primary and basic education. In recent times, long-term national strategic plans have been put forward by the authority concerned and investments in tertiary education has been boost up significantly.

Some regulatory authorities are there in all the countries of SAARC region functioning under concerned ministries for proper accreditation of the courses and necessary supervision whether the norms and standards are maintained properly. There is Higher Education Regulatory Authority (HIRA) in Afghanistan. What NCTE functions for India, almost same responsibility is shared by BAC for Bhutan, NCED for Nepal, NATE for Sri Lanka, MQA for Maldives, TRCA for Bangladesh, NACTE for Pakistan.

Bangladesh and India have a fairly well established teacher education institutional system.

Administrative authorities in each country of the region are decentralised up to Regional, Zonal, Provincial even at District and Sub-District levels for smooth functioning of the system.
Reform work of Curriculum is done in all the countries at a certain interval. National Curriculum Framework of Teacher Education (NCFTE)-2009 by NCTE is the latest step taken in India. Department of Compilation and Translation (CTD) acts as foundation for rebuilding of education system of Afghanistan. The National Curriculum and Textbook Board (NCTB) is entrusted with the responsibility of curriculum development and textbook production in Bangladesh. Bhutan Accreditation Council (BAC) is a national autonomous body in Bhutan. National Curriculum Framework was also developed in Maldives in 2009 in the light of Education Policy, 2009. Curriculum Development Centre (CDC) is there to develop the curriculum policy and curriculum planning in Nepal. Directorate of Curriculum and Teacher Education (DCTE), Pakistan controls administrative, financial and academic activities of the Regional Institutes of Teacher Education. National Authority on Teacher Education (NATE) has been established in Sri Lanka to supervise the concerned sector.

In Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan, along with respective Governments, different foreign agencies like UNESCO, UNDP, USAID, AUSAID, ADB, DANIDA, World Bank, different NGOs and others agencies from all over the world have come forward with their experiences, experts and funds in reshaping the secondary teacher education system of most of the countries. India and Sri Lanka are to some extent self-dependent in this respect.

Presently, all the countries in the region have shown interest in increasing financial allotment in their annual budget towards development of educational sector as well as in promotion of professional development of teachers governed by their national plans and need of the time. Pakistan and Sri Lanka have to increase their allotment in this particular sector.

Teacher’s organisations are functioning in all most all the countries in the region to look into the interest of the teachers. SAARC Teachers’ Federation (STF) has also been established to organise workshops and seminars on different issues of teacher education of SAARC countries.
Research Question 4
Whether the organisational patterns of pre-service secondary teacher education programmes of SAARC member countries resemble with each other?

Findings
The findings indicate that:

• A three years programme runs in Sri Lanka and Maldives only. Two years Higher Secondary Teacher Training Courses and four years Bachelor of Education programme are there in Afghanistan and Bhutan. There is also one year Postgraduate Certificate Course in Education (PGCE) in Bhutan. Other nations, though thinking of increasing the time span still stick to one year pre-service secondary teacher education programme.

• Educationists of India argue to implement two year B.Ed Course and experts of Pakistan opine that pre-service teacher education programmes should be replaced by four years B.Ed. (Hons.) and two years Associate Degree in Education (ADE) to match with the global professional standards of preparation of teachers.

• Most of the countries place graduation as the minimum admission criteria to the secondary teacher education programmes. Grade 12 pass Afghan and Bhutanese students can enroll in their pre-service teacher education programme. Students of Maldives have to be a GCE ‘A’ level or GCE ‘O’ level pass. 12 year study and a professional degree is required to become lower secondary teacher in Nepal and Pakistan.

• The curriculum framework, syllabus and textbooks are developed centrally in all SAARC countries. But in India different states develop their own curricula, syllabi and textbooks. In Pakistan also each province exhibits its own features to these extents. Efforts made by India in developing contextualised textbooks are appreciated in the region.

• All the countries put stress on practical activities and practice teaching. One year internship period in teaching programmes are there in Bhutan and Sri Lanka. Ninety days practice teaching is allotted in B.Ed Programmes in
Pakistan. Two months practice teaching is kept in the B.Ed course in Bangladesh. At least forty days practice teaching has been prescribed by the NCTE in India. Period and scope for practice teaching in Afghanistan, Maldives and Nepal are also inadequate.

- Co-curricular activities are considered important in all the countries along with the practice of core curriculum. Less emphasis has been given on co-curricular activities in Pakistan and Afghanistan.

- Specific curricular inputs like provision of scholarships and remedial teaching are provided in the professional courses for the disadvantaged students in India. In Bangladesh, Sri Lanka and Pakistan no specific curricular inputs are there for the disadvantaged students in respective teacher education programmes.

- From a teacher-centred teaching methodology all the SAARC countries have shifted towards student-oriented approach. Case-studies, Simulation, Micro-teaching are also practiced in the secondary teacher education programmes in almost all the countries in the region. Maldives is still prone to teacher-centred methods. Lecture method is generally adopted in the countries. Teacher-educators of most of the countries are trying to make use of the modern teaching aids. Afghanistan, Pakistan, Bangladesh and Sri Lanka are to some extent lagging behind in adopting modern techniques.

- Physical facilities in the teacher education institutes are considered as one of the key factors to maintain quality teaching-learning situation in the region. Several institutes with prescribed guidelines have been built in different countries of the region by the International donors and by adopting public-private-partnership. However, there are some shortcomings in this respect through the region which are to be looked into seriously.

- Both summative and formative evaluation systems are prevailing in the SAARC countries. Semester system has also got success. Both number system and grading system exist in the region. Giving Assignments, Student-Teaching Supervision, taking Viva-Voce and Comprehensive Examination are common.
• Quality teacher-educators can only run a quality teacher education system. Afghanistan is trying to get their scholars back home by offering lucrative incentives. Bhutan and Maldives are in a process to replace the existing expatriate teacher-educators. India is trying to build a stock of quality teacher-educators by recruiting aspirant young through a regional or national test.

• Candidates with Masters’ degree and Ph.D are largely recruited or preferred as teacher-educators in most of the countries through entrance examination or interview as per the procedures maintained in the country concerned. A sound pay package is now being provided to the teacher-educators of secondary teacher education programmes in all most all the countries in the region. Teacher-educators of Afghanistan, Nepal, Pakistan and Bangladesh are to some extent dissatisfied with their salary. Most of them enjoy a high social status too.

• Professional courses have been initialised for the teacher-educators in some countries. Teacher-educators of Maldives, Bhutan and Bangladesh are mainly sent abroad to acquire better knowledge and to learn use of ICT in teaching learning activities.

Research Question 5

What are the recent issues & trends of the secondary teacher education programmes of different SAARC countries?

Findings

The findings reveal that the secondary teacher education of the entire region put stress on quality, dedication, competency, and commitment of teachers. Separate issues are there in each nation. However, there are some common issues faced by the countries of the region like: lack of proper coordination between secondary schools and teacher education institutions, lack of proper coordination between pre-service and in-service teacher education programmes, lack of ICT knowledge among the teacher-educators etc. Some modern trends like Life Skill Based Education, Peace Education, Environmental and Sustainable Development Education are also largely practiced in SAARC countries to set right the issues and establish a quality secondary teacher education system.
• The main issue of teacher education of Afghanistan was evolved around the turmoil in the Taliban regime where the entire education system of the country became effectively marginalised.

• Political involvement in education sector and poor resources hamper the teacher education system of Bangladesh.

• Lack of expertise in curriculum development is a vital issue in Bhutan and Maldives.

• Short duration of pre-service course, adoption of ill-planning, mushrooming of low standard private institutions and regional imbalances are the key issues to pre-service secondary teacher education of India.

• Absence of resources and absence of efforts to upgrade the professional competency of teacher educators are the most challenging issues in Nepal.

• Teacher education institutes in Pakistan are facing budgetary and financial constraints and are not adequately equipped to keep pace with the global standard.

• Lack of adequate funding has hampered quality of secondary teacher education in Sri Lanka.

• Primarily, innovative steps like Constructivist Approach, different Information and Communication Technology (ICT) skills, contextualised multiple intelligence (CMI) and high level competency for multiple and sustainable developments, Open and Distance Learning (ODL) mode are largely adopted and stresses are given on Language Proficiency and Leadership Quality of teacher-educators and student-teachers.

• All SAARC member countries have felt the importance of incorporating Life Skills Based Education into their secondary teacher education curriculum in varied way. Afghanistan, Bhutan and Nepal have incorporated life skills to their secondary teacher education curriculum. In NCF-2005 of India, it is suggested to incorporate life skill education in the teacher education curriculum and the matter is under consideration. In Maldives it is practiced as co-curricular activity. Standard projects in life skill based education have
been taken in Pakistan and life skills are provided to the secondary teachers of Sri Lanka through the Life Competencies Programmes (LCP).

- **Peace Education** is considered as an important global trend and integration of the same to the secondary teacher education is deeply thought of. After experiencing the Taliban ruling Afghanistan inserted Peace Education in school curriculum. Political indulgence is there in each and every educational movement of Bangladesh. Some states of India have included Peace Education into their school education and corresponding teacher education programmes. Pakistan is in a way to introduce Peace Education into public schools and madrasas. In Sri Lanka, lack of opportunity and freedom is there for the civil societies to practice Peace Education. However, the concept is not adopted in teacher education of Bhutan and Maldives, as peace situation prevails in both the countries.

- Though all the countries of the region have incorporated Environmental Education to their secondary teacher education curriculum in a varied way, there is still lack of consensus on the scope and content of Environmental Education at various levels of pre-service teacher education programmes in SAARC countries. **Sustainable Development of Education** is also a significant domain which all the countries like to incorporate to their secondary teacher education system.

**Research Question 6**

What is the present status of Indian pre-service secondary teacher education in the light of secondary teacher education programmes of other SAARC member countries?

**Findings**

In the entire study secondary pre-service teacher education system of SAARC member countries have been analysed in varied perspectives like objectives, forms & features, administrative bodies, managements & finances, organisational patterns and recent issues & trends separately in five chapters. At the end of each chapter a comparative analysis has been placed to delineate a vivid picturesque on status of each country in a particular realm within the region. The researcher exploring all the
chapters has tried to assemble some merits and demerits in various perspectives, exhibited in the pre-service secondary teacher education programmes of India. These are marked as:

1) **India** has a fairly well established teacher education **institutional system**.

2) India is trying to build a stock of **quality teacher-educators** by recruiting aspirant young with good academic career through a **regional or national test** in a fair environment.

3) India has developed **contextualised textbooks** for proper dissemination of knowledge.

4) India **allots** to some extent a **considerable amount in her budget** for the promotion of teacher education.

5) **Specialised curricular inputs** and remedial teaching for the **disadvantaged** have been kept in the secondary teacher education programme in **India**.

6) A **student-centred method** based on **constructivism** is followed in secondary teacher education institutions in India.

7) A **need-based curriculum** has been adopted in the country, **reform** of which is done in a **regular interval**.

8) Teacher-educators in India are provided a **sound pay-package** and they enjoy a **high social status**.

9) A severe **regional imbalance** with respect to distribution of institutes or curricular framework is observable in India.

10) **Mushrooming of low standard private teacher education institutes** is a serious threat to the quality of pre-service secondary teacher education programmes in the country.

11) **One year duration** in the B.Ed course of India is really **inadequate** to administer a quality programme covering all the aspects of a professional course.
12) A short spell of **forty days practice teaching programme** is not enough to prepare a professionally sound secondary teacher.

13) Recent global trends like **Life Skill Based Education** have not yet been incorporated in the secondary teacher education curriculum of all the states of India. More consciousness is needed in propagation of **Environmental Education**.

14) In **India** different states develop their own curricula, syllabi and textbooks.

15) ICT has not yet been utilised properly in the Teacher Education Institutions of the country as teacher-educators have inadequate knowledge in the sector.

16) Scope of further education of the teacher-educators is limited in India.

17) Adoption of ill-planning in the context of norms, standards, recruitment criteria of teacher-educators, admission procedures of student-teachers are responsible for hindrance in quality.

18) Physical facilities in most of the secondary teacher education institutions are not in parity with the guideline of NCTE.

19) Gaps are evident with respect to intended curriculum with the implemented one, pre-service and in-service teacher preparation programmes and in the relation between teacher education institutes and secondary schools.

*The researcher is now placing some suggestions for the betterment of pre-service secondary teacher education system of India.*

- **Some Suggestions**

  India is a vast country with diverse demography. But regional imbalances are there with respect to secondary teacher education which should be checked by adopting centrally administered unitrack policy regarding curriculum framework, recruitment criteria of teacher-educators, admission procedures of student-teachers, examination and evaluation system, text-books.
The country should start a secondary teacher education course of at least 2 year duration at the earliest, replacing the one year course.

Six months to one year practice teaching or internship should be kept in the secondary teacher education programme so that the student-teachers can gather sufficient practical experiences and professionalism.

More practice of recent global trends is necessary to keep pace with the global standard of pre-service teacher education. Life Skill Based Education, Peace Education, Sustainable Development Education should be the integral part of implemented curriculum.

Professional education of teacher-educators should be looked into seriously as the present one year M.Ed course is criticised in all respects throughout the country. A two year M.Ed course may be initiated as professional course. Two year MA in Education should be given same weightage as M.Ed course.

As per guidelines of NCTE, teacher education institutes should be built - which is a key factor for quality outcome.

The authority concerned should supervise so that a healthy relation is maintained between secondary teacher education institutions of the country with the secondary schools and between the pre-service and in-service programmes.

The entire system of teacher education should preferably be governed by a single administrative body for its smooth functioning instead of being administered by the numerous bodies like UGC, NCTE, NAAC, DEC etc.

### 8.3 Limitations of the Study

The researcher could only able to meet some dignitaries and responsible personages of Deputy High Commission of Bangladesh, Royal Bhutan Consulate, Consulate of Republic of Maldives, Consulate of Nepal and Consulate of Sri Lanka in Calcutta and have conversed with them in length over status of secondary teacher education in those countries, and had to depend on government documents, books, websites of different departments of SAARC member countries and websites of several international agencies for collecting data despite going to the concerned countries. Being an exploratory attempt, it may suffer from inevitable limitations of
various aspects of teacher preparation, especially the structural, functional and systematic properties, and different innovative trends which are practiced in academic programmes of the Secondary Teacher Education Systems in these nations.

However, despite the limitations mentioned above, the researcher has tried his best to collect necessary documents from all available sources to get knowledge for completion of the work within such a limited period of time.

8.4 Directions for Further Research

The researcher recommends the following topics on which further study may be conducted:

A comparative study on In-Service Secondary Teacher Education Programmes of SAARC countries could be a topic of interest.

A comparative approximation on Elementary, Secondary and Higher Teacher Education Programmes of SAARC countries could also be an apt topic.

A comparative analysis on Further Education of Teacher-Educators of SAARC countries may also be administered.

A comparative study on status of Women as teacher-educators and student-teachers in SAARC countries would also provide an interesting result.

Conclusion

The study presents its findings broadly in varied categories like objectives, forms, administrative bodies, organisational patterns and recent global trends adopted in the secondary teacher education of SAARC countries. This study outlines the ways towards improving in pre-service secondary teacher education programmes in countries of the region. An attempt to critically discuss the whole gamut of teacher education system at the secondary level in SAARC region naturally brings forward some similarities as well as several differences prevail in the present teacher education systems of different countries in the region. It also points out the sectors where impact of one’s systems may be implemented on that of the other’s to yield
desired achievement in the fields. As per globalisation concept, teachers and teaching should be recognised like all other professions and teachers should require rigorous training, acquisition of knowledge and diversified competencies with enough opportunities to show their excellence in respective sectors in their countries and at the same time an easy mobility across national boundaries should be there for the promotion of teaching-learning condition. It is important to share the merits of pre-service teacher education programmes at the secondary level within the SAARC countries to improve the understanding on assorted contexts and realities covering all the stakeholders; school teachers, teacher-educators, student-teachers, education authorities, experts, politicians, parents and students.

Finally, the researcher concludes that even if the beliefs of pre-service teachers have been successfully shifted towards a more constructivist one, the question is whether it will necessarily bring about transformation in their instructional practices. A supportive environment is necessary to be there in the teacher education institutes and schools in fostering operationalisation of constructivist practices among teachers. In such an environment, teachers’ pedagogical beliefs are likely to be flourished by the consensus of their professional peers and by the expectations of students in their classrooms. At the same time professional learning of teachers should be continued through pre-service and in-service programmes. Teacher education institutes should not feel pressurised to overload the curriculum in order to prepare graduates. Some of the findings of this study when implemented in concerned fields in India will surely help to achieve the goals of quality education as advocated in the National Curriculum framework, 2005 and National Curricular Framework for Teacher Education, 2009.