Journal of Sustainable Learning and Development
ISSN (Print): 2791-0881 and ISSN (Online): 3079-0565, Volume: 4, No. 2, 2024

Teacher Education Development in Bangladesh: A Critical Analysis

Md. Salimuzzaman*

Abstract: Bangladesh, a unitary and sovereign republic situated in the delta region with a long coastal belt, lies in the north-eastern part of South East Asia. It has different languages, cultures, traditions, and historical backgrounds. Hence, to accelerate the education norms of Bangladesh; the government has institutionalized several Teacher Training Institutes and Academy like Teachers' Training College (TTC), higher Secondary Teacher Training Institutes (HSTTI), Bangladesh Open University (BOU), and the National Academy for Educational Management (NAEM) which are the center of excellence in the arena of enhancing the quality of education. They are responsible for initiating the process, policies, and programs of preparing teachers and education administrators with knowledge, skills, and leadership to teach young learners focusing on modern methods most effectively. All these institutions equip and foster the prospective teacher-educators offering Formal and Non-formal teacher education like Bachelor of Education (Bed), Master of Education (Med), and also imparting training to the Secondary and Higher Secondary level teachers of all subjects.

Keywords: MDG= Millennium Development Goal, SDG= Sustainable Development Goal, BANBEIS= Bangladesh Bureau of Educational Information and Statistics, NAEM= National Academy for Educational Management.

1. Introduction

The Constitution of the People's Republic of Bangladesh enjoins upon the Government of Bangladesh the obligation to ensure the literacy of all the country's citizens within the shortest possible time (article 17). Keeping this noble view, Bangladesh has already achieved MDG and SDG with all its features and components; therefore, the education percentage has increased dramatically. No Quality and Inclusive Education is possible without imparting regular teacher training. This is why the concerned authority should step forward to materialize teacher education to build a better Bangladesh to meet the demands of the 21st century.

1.1 Statement of the Problem and Research Question

Education in Bangladesh has three major tiers: primary, secondary, and higher education. Primary education is a 5-year cycle while secondary education is a 7-year one with three sub-stages: 3 years of junior secondary, 2 years of secondary, and 2 years of higher secondary. The entry age for the primary is 6 years. The junior secondary, secondary, and higher secondary

*Director (Planning and Development), NAEM, Secondary and Higher Education Division, Ministry of Education, Dhaka, Bangladesh and PhD Fellow, School of Education, Bangladesh Open University, Gazipur, Dhaka, Bangladesh.

stages are designed for age groups 1-13, 14-15, and 16-17 years. Higher secondary is followed by baccalaureate-level education in general, technical, technology, and medical streams requiring 5-6 years to obtain a Master's degree. In the general education stream, higher secondary is followed by college/university level education through the Pass/Honors Bachelor Degree Courses (3/4 years). The Master's Degree is one year long for holders of a Bachelor's Degree (Honors) and two years long for holders of (Pass) Bachelor's Degree. Higher education in the technical area also starts after the higher secondary level. The primary technical and technological education areas are engineering, agriculture, business, medicine, and information and communication. In each of the courses, except medical education, students are required to complete a 4-year course work, while for medical education, a 5-year course of study is required for the first degree.

Table -1

Education structures and Pre-service Teacher Education Systems in Bangladesh

Education Layers		Grade Level	Type of pre-service teacher education	Offered by
Primary		Grade I-V	One-and-a-half-year long Diploma in Primary Education	Primary Teachers' Training Institutes
			One-and-a-half-year long Certificate in Education	Bangladesh Open University
Secondary	Junior Secondary	Grade VI-VIII	1- yearlong B.Ed. 2- yearlong B.Ed. 4- yearlong B.Ed. (Honors)	Teachers' Training colleges through the National University and other public and private universities
	Secondary	Grade IX-X		
Higher Secondary		Grade XI-XII	Not Compulsory	Not Compulsory
Tertiary		XII +	Not Compulsory	Not Compulsory

Source: Teacher Education Program in Bangladesh: Inclusiveness for Children with Disabilities (February 2016) Published by Action Aid Bangladesh

1.2 International Commitment

Bangladesh is a signatory to the Declaration at the World Conference on Education for All (WCEFA) held in March 1990 in Jomtein, Thailand as the same commitment was reiterated in the World Summit for Children held in New York in September 1990, in the summit of the Nine High Population Countries held in Delhi in December 1993. The same commitment was reiterated in the Education for All (EFA) ministerial review meeting of Indonesia held in September 1995, Pakistan in September 1997 and China in August 2001. The Government of Bangladesh has made commitments in the World Education Forum (Dakar, April 2000) towards the achievement of Education for All goals and targets setup including:

i. Enactment of the Compulsory Primary Education Act in 1990.

ii. Creation of a separate Primary and Mass Education Division in 1992. It has recently been upgraded as Ministry of Primary and Mass Education in 2003.

iii. Introduction of compulsory primary and Mass Education programs in 68 Upazilas in 1992 and expansion of this program all over the country in 1993.

iv. Formulation of a National Plan of Action (NPA) in the light of the World Conference on Education for All in 2000.

v. Successive implementations of development projects to achieve the objective of primary education.

1.2 Rational of the Study

The Ministry of Education (MoE) is the apex body for policy, planning, and program formulation relevant to secondary, higher secondary, and post-secondary higher education, as well as for implementing these policies and programs. To better manage education, the Ministry has been divided into two parts (e.g., the Secondary & Higher Education Department and the Madrasa &Technical Education Department). A Minister heads the MoE. The Ministry executes its functions through its Secretariat, which is headed by the two education Secretaries for two divisions- one for secondary and higher education division and another technical and madrasah education division, a Directorate of Secondary and Higher Education (DSHE), a Directorate of Technical Education (DTE), headed by Director Generals and nine autonomous Education Boards (headed by Chairpersons). A Directorate of Inspection and Audit (DIA) is also responsible for the education institute. As in the case of primary education, the National Curriculum and Textbook Board (NCTB) is responsible for formulating curricula and approving and publishing textbooks for secondary and higher secondary schools (headed by the Chairman).

The country has been divided into 9 educational zones for effective secondary education management at the field level. Under these zones, there are 64 District Education Officers (DEOs) and an equal number of Assistant District Education Officers (ADEOs) to monitor and supervise the secondary schools. There are 448 (including 25 secondary education officers in Metropolitan City) Upazila secondary education officers who also monitor and supervise the secondary level institutes. There are 125 Upazila resource centers (160 ongoing) to provide ICT-based (Multimedia Classroom teaching) training for secondary-level teachers.

An apex institute is responsible for extending training and research support to the teachers and education functionaries. This is the National Academy for Educational Management (NAEM) for secondary and higher education sub-sectors.

1.3 Objective of the Study

The specific objectives of this study were as follows:
1. To find out the trends of achievement in training in the country;
2. To assess the impact of various training Programs; and
3. To provide suggestions for effective training projects.

1.4 Scope of the Study

Several institutions impart education and training, awarding non-baccalaureate certificates and degrees to teachers at different levels of the education system. There are 54 public sector Primary Training Institutes (PTIs) offering 1-year Certificate in Education (C-in-Ed) course for the teachers at the primary schools. There are 14 public and 54 private sector Teacher Training Colleges (TTC) offering 1-year Bachelor of Education (B.Ed.) course and 1-year M.Ed. Course for the teachers of the secondary level schools. Bangladesh Open University (BOU) also offers

B.Ed. Course through distance education mode. The Institute of Education & Research (IER) of Dhaka University and The Institute of Education & Research (IER) of Rajshahi University offer 4-year courses leading to a Baccalaureate degree with honors in education, followed by 1-year Master of Education Course as well as a post-graduate study leading to M.Phil. and PhD in Education. Higher Secondary Teachers' Training Institutes (HSTTIs) conduct in-service training for both secondary and college teachers. For the technical-vocational stream, there are Vocational Teacher Training Institutes (VTTIs) offering 1-year courses for the teachers of VTIs. Bangladesh Madrasah Teachers' Training Institute (BMTTI) provides B. M. Ed and M. M. Ed courses to the Madrasah teachers and Heads of Madrasah using modern educational technology and conducts the training to Madrasah teachers. Bangladesh Bureau of Educational Information & Statistics (BANBEIS) conducts the ICT Training of Teachers through Upazila ICT Training and Resource Centre for Education (UITRCE) and GoB funds. There is also a Technical Teachers' Training College (TTC) which conducts training for the teachers of Polytechnic Institutes. The number of secondary-level educational institutions, teachers, and pupils are presented in the table below:

Table -2

Number of Education Institutions, Teachers, and Students by Type 2023
(Post-primary)

Type of schools based on streams	No. of Inst.	No. of Teachers	Enrolment
Secondary (general)	21086	278518	9405785
Madrasah (Dakhil to Kamil)	9259	142750	2178884
Technical/Vocational	10595	5538	1818522

Source: Bangladesh Educational Statistics, BANBEIS, 2023

2.0 Methodology

The study has been made by pursuing secondary data and very little primary data. The Sources of data were the BISEs, BMEB, BTEB, and BANBEIS reports and published data. Also, the collected data of the Teacher Education Program in Bangladesh: Inclusiveness for Children with Disabilities Published by Action Aid Bangladesh and other reports.

Primary Education

The Ministry of Primary and Mass Education (MoPME) is responsible for developing the primary education of Bangladesh. The Directorate of Primary Education (DPE) under the MoPME has been working on primary teacher education development by several training institutes. There are 3 main types of primary-level institutions in the county. These are (i) government primary schools (owned, funded, and managed by the government (ii) partially publicly funded non-government primary schools and (iii) wholly privately funded primary schools, this 3rd category encompasses the following types.

(a) non-government non-registered (not registered with MoPME but is under the process of registration; managed by the School Management Committee (b) ebtedayee Madrasha (primary level non-government institutions imparting religious education) (c) ebtedayee madrasa attached to dakhil madrasah (dakhil madrasahs are non-govt. educational institutions imparting madrasa education at the secondary level having a curriculum different from that taught in the

mainstream) (d) secondary school attached primary sections (e) NGO schools (e.g BRAC schools, Gana Sahajya Sangstha schools) (f) Satellite school (schools containing only grade 1 and 2. These are non-government schools. Pupils studying in these schools go to the primary schools of the nearest village after completing grade 2. These are non-government schools) (g) Community schools (one-teacher schools run and funded by the community) (h) kindergartens (English medium schools completely privately owned and managed) (i) experimental schools (schools attached to the Primary Teacher Training Institutes where the trainee teachers go for practice teaching). The National Academy for Primary Education (NAPE) is responsible for training to the primary teachers.

Teacher Survey Findings

A teacher survey was conducted with the trainee teachers (n=216) of PTIs and TTCs enrolled in three districts by using the SACIE and TEIP Scale. Among the participants, 51.9% were from primary-level teacher education programs and 48.1% were from secondary-level teacher education programs. Among them 38% were males and 62% were females. The following Tables (Table 2, 3 & 4) provide some demographic information about the participants of the teacher survey on their attitudes and efficiency towards inclusive education:

Table -1

Trainee Teachers at different education programs

Level of Training	Frequency	Percent
Primary-level Teacher Training	112	51.9
Secondary-level Teacher Training	104	48.1
Total	216	100.00

Source: Teacher Education Programme in Bangladesh: Inclusiveness for Children with Disabilities (February 2016) Published by Action Aid Bangladesh

Table -1

Institution-wise distributions of the teacher survey participants

Institution	Frequency	Percent
Dhaka PTI	70	32.4
Dhaka TTC	39	18.1
Mymensingh PTI	16	7.4
Mymensingh TTC 1	17	7.9
Mymensingh TTC 2	13	6.0
Sylhel PTI	26	12.0
Sylhel TTC	35	16.2
Total	216	100.00

Source: Teacher Education Programme in Bangladesh: Inclusiveness for Children with Disabilities (February 2016) Published by Action Aid Bangladesh

Table -1

Gender of the teacher survey participants

Gender	Frequency	Percent
Male	82	38.0
Female	134	62.0
Total	216	100.0

Source: Teacher Education Programme in Bangladesh: Inclusiveness for Children with Disabilities (February 2016) Published by Action Aid Bangladesh

National Academy for Educational Management (NAEM)
NAEM had to traverse a long uneven way to reach the present position of an apex institution engaged in building up a body of dynamic administrative & academic leaders and managers in the field of education of the country.

"*Vision of NAEM is a Quality teacher for Quality Education"*

NAEM started its journey in 1959 when it was established as the Education Extension Center (EEC) providing in-service pedagogic training to teachers of secondary school teachers. The center underwent several roles and structural transformations during the last five decades to meet the changing needs of time and the system of education in the country. After the emergence of Bangladesh, the center was upgraded and entitled Bangladesh Education Extension and Research Institute (BEERI) in 1975 and was given the additional responsibility for research and management training of education functionaries including college and madrasah teachers and administrators. To minimize the cost of education and promote effective educational management, the National Institute of Educational Management & Research (NIEMR) was amalgamated with BEERI and renamed the National Institute for Educational Administration Extension & Research (NIEAER) in 1982. The NIEAER, which again transformed into the National Academy for Educational Management (NAEM) in 1992, was stuck to its aim i.e. creating a Center of Excellence in the area of educational administration, management, planning, and research.

Objectives of NAEM
The ultimate objective of NAEM is to ensure quality education at the post-primary levels of education by ensuring teacher development and quality management & administration at the secondary and tertiary education levels.

Specific Objectives
To provide professional and technical support to the education sector for improving institutional capacity in Educational Management and Administration;

To promote increased efficiency and effectiveness in the management and administration of the post-primary education sub-sector;

The following trainings are conducted by NAEM regularly:

(a) Educational Administration and Management Training:
- The three-week long course is run for the secondary school heads and college principals to take education administration and management training regularly.

(b) Foundation Training Course:
- This is a four-month long course for newly recruited BCS Education Cadre Officers.

(c) Office Management Course:
- This course is designed and organized for the administrators working at different levels of education administration working in different Directorates/offices/boards and colleges under the Ministry of Education (MoE).

(d) Refresher Course on Educational Administration and Management:

- This course is designed for the heads of post-primary level educational institutions.

(e) Refresher Course of Foundation Training:

- NAEM has been arranging a Refresher Course for the trainees of the Foundation Training Course regularly. This is a two-week course.

(f) Communicative English Course:

- To enhance the communicative proficiency of English teachers both at the secondary and college level and education functionaries under the Ministry of Education.

(g) Computer Application Course:

- There are Computer Application Courses of 2-3 weeks duration having two different clientele: Officers under the Ministry of Education and teachers of secondary and higher education.

(h) Training of the Trainers Course:

- The training of Trainers course is designed for the faculties of TTCs, HSTTIs, NAEM, and other concerned agencies.

(i) Secretarial Science and Office Management Course:

- NAEM conducts subject training for the subject teachers of secondary and higher secondary levels of education, Secretarial Science and Office Management course is one of the important subject trainings.

(j) Educational Research Methodology Course:

- This is a four-week long course for the officers of the BCS (Education) Cadre showing outstanding performances in the Foundation Training Courses.

(k) Educational Planning and Development Course:

This is another technical course. This four-week course is designed for the functionaries under the Ministry of Education.

(l) Project Management Course:

- This is a two-week course designed for officers working on different education projects under the Ministry of Education.

(m) Library Planning and Management Course: This Training course of two-week duration aims at updating knowledge and skills regarding library management.

NAEM has completed its training up to **March 23** as follows:

The Statistics of the Participants Trained in the last 10 years from the fiscal year 2013-14 to the Fiscal year 2022-23 (till 31 March 23)

SL No.	Name of Training Course	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total
1	Foundation Training Course (FTC)	667	355	576	543	600	536	406	401	1152	1192	**6428**
2	FTC Refresher's Course	00	00	00	00	00	00	00	00	00	00	**00**
3	Education Administration & Management (EAM) (College)	118	178	182	169	181	189	133	93	96	94	**1433**
4	Refresher's Course on Educational Administration & Management (College)	50	107	42	51	29	32	00	00	00	00	**311**
5	Educational Administration & Management (EAM) (Educational Functionaries)	00	00	00	39	67	31	37	72	55	27	**328**
6	Educational Administration & Management (EAM) (Secondary)	361	228	180	253	224	240	145	129	160	146	**2066**
7	Refresher's Course on Educational Administration & Management (Secondary)	74	00	60	35	42	44	00	00	00	00	**255**
8	Senior Staff Course on Education and Management (SSCEM)	59	58	70	74	79	82	79	73	80	74	**728**

SL No.	Name of Training Course	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total
9	Advanced Course on Education and Management (ACEM)	105	121	152	153	147	158	79	40	80	80	**1115**
10	Communicative English Course (College)	94	81	109	98	108	54	26	60	68	00	**698**
11	Communicative English Course (MoE)	63	103	86	82	103	104	52	51	00	00	**644**
12	Communicative English Course (Secondary)	128	187	194	177	165	104	111	00	37	68	**1171**
13	Digital Content Development (College)	00	00	00	45	00	61	62	27	65	32	**292**
14	Office Management Training Course	58	114	110	52	00	38	00	33	00	00	**405**
15	Educational Planning and Development (EPD)	65	83	83	108	91	58	20	00	38	34	**580**
16	Educational Research Methodology (ERM)	90	32	55	56	63	82	35	00	35	40	**488**
17	English Language Training (ELT) Course	00	280	400	718	00	630	480	358	449	596	**3911**
18	Library Planning & Management Training Course	45	62	75	84	91	30	76	31	76	00	**570**
19	Project Management Training Course	38	81	80	58	58	58	24	19	19	40	**475**
20	Satellite Training Course on Teacher's Professional Development	40	219	212	240	250	572	480	350	500	00	**2863**
22	Training Course on ICT (Secondary)	117	121	67	106	132	132	100	58	101	99	**1033**
23	Training Course on ICT (College)	70	101	100	64	63	31	32	29	34	32	**556**
24	Training on ICT Applications in Institutional Works (Heads of Secondary Level Institutions)	120	40	127	79	94	33	32	119	64	31	**739**
25	Training of Trainers (ToT)	81	36	94	50	113	54	00	00	18	31	**477**
	Total	**2443**	**2587**	**3054**	**3334**	**2700**	**3353**	**2409**	**1943**	**3127**	2616	**27566**

Source: National Academy for Educational Management (NAEM)

Teaching Quality Improvement-II (TQI-II) Project

TQI-II has started the work for enhancing the quality education of Secondary level in Bangladesh, funded by the Asian **Development** Bank (ADB), Bangladesh Government (GOB), and the Canadian International Development Agency (CIDA)**.** The main objective of the project is "*To improve the quality of Secondary Education in Bangladesh by strengthening the teacher training programs, organizational capacity and support for inclusive education".* The main components are strengthened for teacher development and institute / organizational capacity, enhancing teacher training programs and delivery systems, targeting support for inclusive education, and quality Project Management. The project duration is July 2012-June 2017.
TQI-II has completed its training up to February 2017 as follows-

Teacher Education and Training of Teaching Quality Improvement-II (TQI-II) at a Glance

SL	Training Course	Total Completion of Training as of Y3 (February 2017)		
		Total	Male	Female
1.	TNI for CPD= 2 days	472	368	104
2.	HT/Principal/Super 21 days	8979	8650	329
3.	HT/Principal/Super 35 days	9872	9100	772
4.	HT/Principal/Super 6 days	12824	12291	533
5.	CPD ICT (14 days)	60585	48469	12116
6.	CPD ICT (5 days)	50288	40325	9963
7.	CPD TOT for New Teachers (Gr 11-12) - 6 days	795	616	179
8.	CPD TOT for New Teachers (Gr 9-10) - 3 days	1811	1348	463
9.	CPD for New Teachers (Gr 9-10) - 14/24 days	31250	24600	6650
10	CPD for New Teachers (Gr 11-12)-24 days	9342	7132	2210
11.	INSERT STC (3month)	1459	1338	121
12.	SMC and PTA Training- 3 days	34630	25405	9225
13.	Dissemination of B.Ed. Curriculum-2days	520	390	130
14.	EMIS/STIS to Collect Data (6 days)	00	00	00
15.	CB Training for DSHE (10 days)	369	317	52
16.	M.Phil./PhD Program	00	00	00

SL	Training Course	Total Completion of Training as of Y3 (February 2017)		
		Total	Male	Female
17.	Advanced ICT Training Course (46 Days)	800	720	80
18.	ICT Troubleshooting Training (3 days)	8542	7093	1449
19.	TQI-II District/Cluster Seminar (1 day)	989	688	301
		233527	**188850**	**44677**

Source: Teaching Quality Improvement (TQI-II) Project

Concluding Remarks

Several training and educational institutes are involved in improving the teachers' education in Bangladesh and they provide various types of courses e.g., C-in-Ed, B.Ed., M.Ed., B. M. Ed, M. M. Ed, M.Phil., Ph.D., ICT and in-service subject-based training to the teachers, Administration and Management training to heads of the institutes for the betterment of education and administration. All institutes' objectives are almost the same. They do their work to ensure the quality education by the quality teachers. For these goals, they provide various training and education to the teachers for their professional development.

References

Ahmmed, Sharma & Deppeler (2012). Variables Affecting Teachers' Attitudes toward Inclusive Education in Bangladesh. Journal of Research in Special Educational Needs, 12 (3), 132–140.

Ahsan, M. T. (2013). National Baseline Study for "Developing a Model of Inclusive Primary Education in Bangladesh Project" Based on Secondary Data. Dhaka: Plan Bangladesh. ISBN 978-984-33-7159-1.

Ahsan, M. T. (2006). Inclusive Education Acts and Policies in Some Selected Countries including
Bangladesh: A Review. Bangladesh Education Journal, 5(1), 53-68.

Bradley, D. F., King-Sears, M. E., & Tessier-Switlick, D. M. (1997). Teaching students in inclusive settings: From theory to practice. MA, USA: Allyn & Bacon.

Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education (6th Ed.). London: Routledge.

Creswell, J. W. (2008). Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research. NJ: Pearson Prentice Hall.

DPE & CSID. (2002). Educating Children in difficult Circumstances: Children with Disabilities. Dhaka: CSID.

Action Aid Bangladesh. (2016). Teacher Education Programme in Bangladesh: Inclusiveness for children with disabilities, removing cultural Barriers (RCB) project.

Ministry of Education. (2014). Development of Education, National Report of Bangladesh, Government of the Peoples' Republic of Bangladesh.

MOPME. (2003). Learning for change: Education for all National Plan of Action (2003-2015). Dhaka: MOPME, Government of the Peoples' Republic of Bangladesh.

Ministry of Social Welfare. (2013). Protection of the Rights of the Persons with Disabilities Act, 2013. Dhaka: BG Press.

NAEM (2023), Training and Implementation Division, Secondary and Higher Education Division, Ministry of Education, Dhanmondi, Dhaka-1205.

Bangladesh Educational Statistics, BANBEIS, 2023, Secondary and Higher Education Division, Ministry of Education, Pallshy, Nilkhat, Dhaka-1205