

B. Ed Professional Training: A Case Study of Secondary School Teachers in Bangladesh

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ABSTRACT

This paper explored the actual scenario of B.Ed professional training of secondary school teachers in Bangladesh. It is very important to maintain the standard of this professional training which has a great impact on students learning achievement. The objectives of the study is to find out the reasons of regular B.Ed training for little number of Govt. secondary school teachers and to suggest effective strategy for ensuring quality B.Ed degrees for large number of non-govt secondary teachers. Findings of this study was revealed through qualitative analysis. I conducted document reviews, Key Informant Interviews (KII), Focus Group Discussion (FGD) and questionnaire survey. A total 35 respondents took part in this study. Among them 11 participants were female and 24 participants were male. In addition, B.Ed training scenario in 2023 from 14 Govt. Teacher Training Colleges (TTCs) and literature reviews. It is found that all govt. secondary school teachers (6%) are bound to complete residential and regular B.Ed training from Govt. Teachers' Training Colleges by the office order of Directorate of Secondary and Higher Education under 1 year deputation. On the contrary, non-govt. secondary school teachers (94%) are achieving B.Ed certificates from govt. TTCs, private TTCs, private Universities and Bangladesh Open Universities (BOU) according to their personal choice and timing due to regulatory gap and administrative mismanagement. Secondary teachers are attending class on Friday at BOU, private TTCs, private universities and continuing teaching in the schools on the working days and getting higher scale of salary for obtaining B.Ed degrees with low skills. For this reason teaching capacity of the non-govt. secondary schools are affected negatively due to irregular B.Ed training.

Keywords: Bachelor of Education (B.Ed), 21st Century Capable Students, efficient, deputation, residential, Teacher Training College (TTC), regulatory gap.

Introduction:

Education is the pillar to turn the wheel of prosperity by producing 21st century capable students. Only efficient teachers can play this vital role through delivering proper teaching to the students. Here I am drawing the attention about the professional training of secondary teachers. One year professional B.Ed training is mandatory to build teaching foundation of the secondary school teachers in Bangladesh. Basically, the fresh graduates or masters completed individuals are becoming teacher by NTRCA selection for the non-govt. secondary schools and govt. teachers are recruited by Public Service Commission (PSC). In such a situation many teachers in the classroom face a lot of problems for the lack of knowledge about subject content, teaching methods, teaching techniques, using teaching aids, linking curriculum, engaging students, applying participatory approach, assessing students, creating congenial environment by developing student-teacher relationship, collaboration with community for better teaching or any issues

related to teaching. Therefore, expected learning outcomes are not possible by them. Further, achieving quality education at secondary level are not up to the mark. However, number of skilled teachers especially in rural areas are limited. For this reason equal importance must be given for the large number of non-govt. secondary school teachers. The govt. secondary school teachers are fully under the administrative control of Directorate of Secondary and Higher Education (DSHE) to get selection for B.Ed professional degrees from 14 Govt. TTCs after the recruitment. All the Govt. TTCs conduct 1 year regular training activities including physical exercise and assembly, simulation, 2 months practice teaching at secondary schools, publishing school magazine, seminar presentation, arranging study tour, indoor-out door games, cultural competition using multimedia classroom, National Days celebration and follow the National University (NU) Curriculum & Syllabus. At the same time the huge number of non-govt. secondary teachers across the country are enjoying freedom by attending 1 day class or examination on Friday as irregular trainees for their mandatory B.Ed professional degrees and receiving a certificate after 1 year. It is very clear that purpose of human resource development are facing challenges to prove their efficiency in the domestic and global job market.

Standard B.Ed Degrees are the Urgent Need for Non-Govt. Secondary School Teachers:

It is very urgent to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.” (SDGs Goal no-4) by ensuring quality B.Ed training. Besides, “The provision of basic necessities of life including food, clothing, shelter, education and medical care” is the fundamental rights of our students. (Article-15, Constitution of the Peoples Republic of Bangladesh. Again, Ensuring Efficient Teachers in Rural Areas like City and Priority of Education is the high level of national goal. Also, Secondary teachers must complete mandatory B.Ed degree within three years after recruitment (Bangladesh Education Policy - 2010). It is noticeable that most of the private university, private ttc and BOU has no permanent campus for B.Ed training. Rented room, low quality management, no real classroom practice teaching for trainee teachers, no ICT Lab at all institutions, no library facilities, lack of training environment, no extra- curricular activities, absence of well -furnished training room, auditorium, residential facilities, wide campus, big play-ground, mosque, qualified trainers, skilled administration & management, adequate training materials.

Literature Review:

“Due to poor learning in the school 4.5 % students are lost from completing 11 years of schooling” (The World Development Report, 2018). “The gross deficiency in teaching includes one of the main reasons for poor quality of secondary education” (Sheikh Asadullah, 2016). In National Education Policy 2010 (P.17) – emphasized on making quality teachers having a target of cent percent teachers trained within 2030. Teacher’s quality influence student achievements very much (OECD, 2005). Therefore, the current scenario demands strong monitoring.

Besides, it is noted that the other countries of the world focused on effective B.Ed training. “Increasing professional development through better practicing experiences of the teachers, a greater commitment to facilitate teacher learning” (Bechtel & Sullivan, 2006). Again, “Investment for in-service professional training is needed for quality education” (Berlin Summit, 1999). Further, few researchers mentioned that “designing effective professional development opportunities for the teachers of general education is challenging” (Mitchell, 2002; Armour & Yelling, 2004; Deglau, 2005;). At the same time importance is given on effective B.Ed training to bring positive change in teachers’ beliefs & attitudes, progress in

classroom teaching and better output in students learning (Guskey 1986, 2002). Also, from a research brief it is seen that teachers’ professional development is increasing to support the 21st century citizen (Learning Policy Institute, 2017). Moreover, emphasis is given on focused content, linking adult learning theory, collaboration of job-embedded contexts, effective practices, feedback, reflection, experts support, sustained duration for effective professional development of the teachers (Singh, Agarwal, 2017)

Type	Number of Secondary School	Number of Trained Teachers (B.Ed Training)
Govt.	621	70.90%
Non-Govt. / Private	15910	
<p>Note: Maintaining Standard of B.Ed training is important rather than B.Ed certificate and increasing salary for large number of secondary teachers (non-govt / private).</p>		

Table 1: Number of Secondary School & Trained Teachers

Source: Bangladesh Educational Statistics, 2021. Page 81, T- 3.1.2 & P-145, T-3.4.4

The above table shows that 29.10% secondary school teachers are non-trained & majority of them are from non-govt. secondary schools.

Problem Statement:

In Bangladesh fresh graduates are recruited as secondary school teachers. “Govt. Teachers’ Training Colleges’ are created for capacity building of the secondary school teachers through teaching practice and gradual development of their professional knowledge, skills including attitude (B. Ed curriculum, 2006-2007). But what is going on and how much it will affect secondary education is a matter of great concern. There is no clear direction about completing B.Ed degrees for non-govt. secondary school teachers. No office order of B.Ed training for them like govt. secondary teachers. Majority portion non-govt. secondary school teachers are completing B.Ed from private university, private TTC or BOU. Only quantity of trained teachers are increasing without maintaining standard. As a result, low quality of B.Ed training is causing learning crisis at secondary school. Hence, Teaching skills of secondary teachers remain weak due to poor standard B.Ed training/degrees from BOU and private TTC, private university. At the same time 14 well organized govt. TTCs / resources are not utilized for the professional B.Ed training of non-govt. secondary teachers properly.

Type of School	Number of Secondary Teachers	Number of Teachers’ with B.Ed Degrees & Category of Institutions			
		Public	Private		
		Govt. TTC	Private TTC	Private University	BOU
Govt. Secondary School (1)	52	52 (100%)	x	x	x

Non-Govt. Secondary School (2)	62	9 (14.51%)	29	14	10
			53 (85.49%)		

The following tables will clarify the present situation B.Ed training of Secondary School Teachers:

Table 2: B. Ed Professional Degrees are Obtained from Few Institutions

Note: As there is no administrative control on B.Ed professional degrees for non-govt. secondary school teachers they prefer irregular B.Ed course from Private TTC, Private University and BOU.

Created by author.

Source: Primary data

On the other hand, it is a matter of great regret that in spite of having adequate opportunities only students/ non teachers -1,232, non-govt teachers-432, Madrasahs’ teachers -137, govt teachers- 528 are continuing B. Ed training in 2023 at 14 govt TTCs. It is noticeable that there are 4933 vacant seats out of 7250 seats. Hence, proper utilization of public resources are neglected. And the devastating consequence is learning crisis in secondary education. Such type of deficiencies are seriously affecting millions of students learning every year.

Table 3: List of Total Seats, Trainee Enrollment and Vacant Seats in 2023 (Janu-Dec) at 14 Govt. TTCs for 1 Year B. Ed Training

SL No	Name of Govt. Teachers’ Training Colleges	Total Seats	Trainee / Student Enrolment Category				Number of Total Trainee
			Govt. secondary school Teacher	Non-Govt. secondary school Teacher	Madrasah Teacher	Non-Teacher	
1	Govt. TTC, Dhaka	650	80	28	-	381	489
2	Govt. TTC, Mymensingh	600	62	50	04	233	349
3	Govt. TTC, Mymensingh (Women)	550	15	02	-	44	61
4	Govt. TTC, Rajshahi	600	82	92	47	66	287
5	Govt. TTC, Comilla	600	21	22	03	99	145
6	Govt. TTC, Feni	600	9	28	02	10	37

7	Govt. TTC, Chittagong	600	12	22	-	129	163
8	Govt. TTC, Khulna	600	39	23	6	52	120
9	Govt. TTC, Rangpur	600	92	75	54	83	304
10	Govt. TTC, Jashore	550	45	18	04	43	110
11	Govt. TTC, Barishal	300	14	23	2	57	96
12	Govt. TTC, Sylhet	300	14	7	-	16	37
13	Govt. TTC, Faridpur	350	16	3	1	12	32
14	Govt. TTC, Pabna	350	27	39	14	7	87
		7250	528	432	137	1232	2317
Total Seats - 7250 & Vacant seats at 14 Govt. TTCs : 7250 - 2317 = 4933 (2023)							

Note: Many students are completing this professional degree as a pre-service training. After joining as a teacher who have no previous B. Ed training, they are completing this training as post-service B.Ed training. Govt. TTCs are providing 1 year B.Ed professional training.

The rationale for the Study:

Providing quality B.Ed training is the demand of the time to keep pace with the advanced progress of the world. The Framework for Teaching (FFT) theory focused that enhancing professional practice of the teachers. Creating learning environment, engaging students, making content interesting depends on preparedness and planning of the teachers. Building a strong bond with teaching-learning process including self- reflection, observing others teaching and giving feedback, receiving feedback, innovation, collaboration with the colleagues make them more confident for further improvement. (Danielson, etal.,2022). B.Ed professional training match all these criteria with this teacher training theory.

Methodology:

The problem analysis process has been taken using a number of phases. In fact, all phases have reflected the acute problematic scenario as well as probable solutions. I have conducted qualitative analysis and collected primary data from the capital city of Bangladesh. Teachers from govt. and non-govt. secondary schools presented their valuable opinions spontaneously. Besides, I have conducted KII interviews from one Principal of a Govt. Teachers' Training College (TTC), an Assistant Director from Training Division of DSHE, questionnaire survey of 26 teachers from one govt. and one non-govt. secondary schools, FGD of 7 teachers from a non-govt. secondary school. Total 35 respondents took part willingly. Among them there were 11 female participants and 24 male participants. Also, I have completed systematic reviews of literature, international report, publication, journals, websites. In addition, I have collected the information of B.Ed Training from 14 Govt. Teachers' Training Colleges to investigate the actual scenario of B.Ed professional training of the secondary teachers from Govt. TTCs in 2023. This study is made by primary data collected from govt. and non-govt. secondary school teachers, Govt. Teachers' Training Colleges (TTC), Directorate of Secondary and Higher Education. Besides, I have collected information from the websites of National University and Bangladesh Open University, NTRCA & PSC. Also, from different academic articles, newspapers, reports.

Limitation of the Study:

I have given focus on limited scope of comparative study on B.Ed Professional training of the secondary school teachers from Govt. TTCs, private TTCs, private universities and Bangladesh Open university

(BOU) due to shortage of time and resources.

Result:

Lack of strong monitoring, lack of co-ordination, mismanagement and wastage of Govt. resources and financial crisis (12000 bdt- starting salary) of non-govt. secondary school teachers compelled them to achieve a cheap certificates instead of valued certificate. Controlling of SMC and Head teachers are another vital issue to permit 1 year for B. Ed professional training in case of non-govt. secondary school teachers. It marks the regulatory gap, inefficiency of administration, corruption are the obstacles for quality assurance of B. Ed professional training for the non-govt. secondary teachers in Bangladesh.

Discussion:

B.Ed professional training for all secondary school teachers must be equal standard. After completing successful professional training, teacher will be dedicated and committed towards their responsibilities about fruitful teaching. Non-govt. secondary school teachers must not face any obstacles for completing 1 year regular professional B.Ed training. Under a well Planned training schedule they will improve themselves gradually and systematically. Making a list of online database for non-trained teachers and sending them to the nearest govt. TTC from the next year under administrative office order by DSHE. Besides, probable budget must be calculated for food and residential cost. Regular monitoring and evaluation mechanism must be followed giving the importance on regular and unique B.Ed training program from Govt. TTCs. Training will be more fruitful if the trainee can enjoy free furnished accommodation, electricity, gas, water supply and DA to meet their food charges according to the Public Administration Training Policy rules no 10(1) and rule no 4.5- conditions (b) highlighted about job related well organized training Plan. This study has recommended three Policy Options. “Imposing regulatory control on non govt. secondary school teachers to complete B.Ed professional training from Govt. Teachers’ Training Colleges.”, “Ensuring existing salary and bonus facilities in schools (MPO) during 1 year deputation order for residential regular B.Ed training like govt. secondary school teachers” and “Allocation of government budget for conducting 1 year residential professional B.Ed training at Govt. TTCs.”

Conclusion:

B.Ed professional training must be a regular training course for all secondary teachers. The analysis explored the effective solution of weak quality of B.Ed degrees caused by freedom of choice of the teachers and regulatory gap. All types of analysis reveal that the effective B.Ed training is an urgent need to ensure equal training opportunities for non-govt. secondary school teachers across the country. Due to time constraint I could not go to the depth of this issue. But if sufficient time is allowed it will be more authentic research. Therefore, we need to impose regulatory control by implementing the policy options. Proper collaboration, transparency, accountability, courage and honest intention are very much important for successful implementation of the recommended policies.

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