



## POLICY ANALYSIS COURSE

Batch - 18

Policy Title: **ENSURING STANDARD OF B.Ed DEGREES FOR GOVT. AND NON-GOVT.  
SECONDARY SCHOOL TEACHERS**

Participant's Identification No:  
(Authority will fill-up)

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**Bangladesh Institute of Governance and Management (BIGM)**

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### **Code for Assessment**

**(Only for PAC Office Use)**

## **Policy Analysis Course, Batch-18**



**Bangladesh Institute of Governance and Management**  
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## ACKNOWLEDGEMENT

I have started to write this Policy Paper in the name of Almighty Allah to express my heart-felt gratitude first for His clement towards me for the successful completion of my Policy Paper. I have focused on a crucial topic, “**Ensuring Standard of B.Ed Degrees for Govt. and non-govt. Secondary School Teachers**” for my Policy Paper. It is my firm belief that effective implementation of this Policy will turn the Wheel of Prosperity of Bangladesh by producing 21<sup>st</sup> century capable human resources for building SMART Bangladesh in 2041.

My special thanks to Dr. Mohammad Tareque, Director of BIGM, Banik Gour Sundar, Program Director, Debashis Das, Deputy Program Director, Ibne Saad Tarif Noor, Officer, Administration, BIGM, SEIP Project including other faculty members of BIGM for their valuable contributions during this training.

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## **EXECUTIVE SUMMARY**

One year professional B.Ed training is mandatory to build teaching foundation of the secondary school teachers in Bangladesh. Providing Policy guidelines for ensuring standard B.Ed degrees for govt. and non-govt. secondary school teachers is the main objective of this Policy Paper.

Findings of this study was revealed through qualitative analysis by document review, Key Informant Interview (KII), Focus Group Discussion (FGD) and questionnaire survey. A total 23 respondents took part in this study. Among them 11 participants were female and 12 participants were male. In addition, I have collected the important information about B.Ed training in 2023 from 14 Govt. TTCs. Besides, I have completed literature review, Stake holder Analysis, Problem Tree Analysis, SWOT Analysis, Multi-criteria Analysis, PESTLE Analysis, Risk Analysis to recommend probable Policy Options and select the best Policy Option.

It is found that all govt. secondary school teachers 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. On the contrary, non-govt. secondary school teachers are achieving B.Ed certificates very easily from private TTCs, Private Universities and BOU by attending class on Friday 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 teachers' teaching capacity are affected negatively due to irregular B.Ed training. Moreover, it is equally accepted by the authority overlooking the standard.

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.

This Policy Paper 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”*** is the first Policy Option, ***“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”*** is the second Policy Option and ***“Allocation of government budget for conducting 1 year residential professional B.Ed training at Govt. TTCs.”*** All these Options are very much linked with the standard B.Ed training. Policy Option 1 is the best option for implementation & for bringing B.Ed training under administrative control. I have presented implementing process through making online database of non-trained teachers and sending them to the nearest govt. TTC from the next year. Besides, probable budget is calculated for food and residential cost. Therefore, 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.

## ACRONYMS

B.ED	Bachelor of Education
BPSC	Bangladesh Public Service Commission
BIGM	Bangladesh Institute of Governance and Management
BOU	Bangladesh Open University
DA	Daily Allowance
DSHE	Directorate of Secondary and higher Education
ESA	Education Sector Analysis
FGD	Focus Group Discussion
KII	Key Informant Interview
MOE	Ministry of Education
NTRCA	Non-Govt. Teachers Registration and Certification Authority
NU	National University
SEIP	Skills for Employment Investment Program
SDGs	Sustainable Development Goals
SMC	School Managing Committee
TTC	Teachers' Training College

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# CHAPTER I: INTRODUCTION

## 1.1 Background of the Problem:

To keep pace with the scientific and technological advancement we need skilled and dedicated teachers for human resource development of Bangladesh. Over the last two decades we have achieved massive progress in students enrollment, gender parity in secondary education. In spite of such remarkable achievements, it is a matter of urgent consideration that secondary educational attainments of Bangladesh are greatly under risk due to poor B.Ed training. As **“Quality of education measure quality of its citizen”** (Singh, Agarwal, 2017)

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

There is no regulatory control over non-govt. secondary school teachers for B.Ed training. Therefore, they are enjoying freedom of choice and completing B.Ed degrees from BOU, private TTC, private university instead of Govt. TTC.

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 commitment of Bangladesh Government. Also, Secondary teachers must complete mandatory B.Ed degree within three years after recruitment (Bangladesh Education Policy - 2010).**

**Table 1: Number of Secondary School & Trained Teachers**

Type	Number of Secondary School	Number of Trained Teachers (B.Ed Training)
Govt.	621	70.90%
Non-Govt. / Private	15910	
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).		

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.

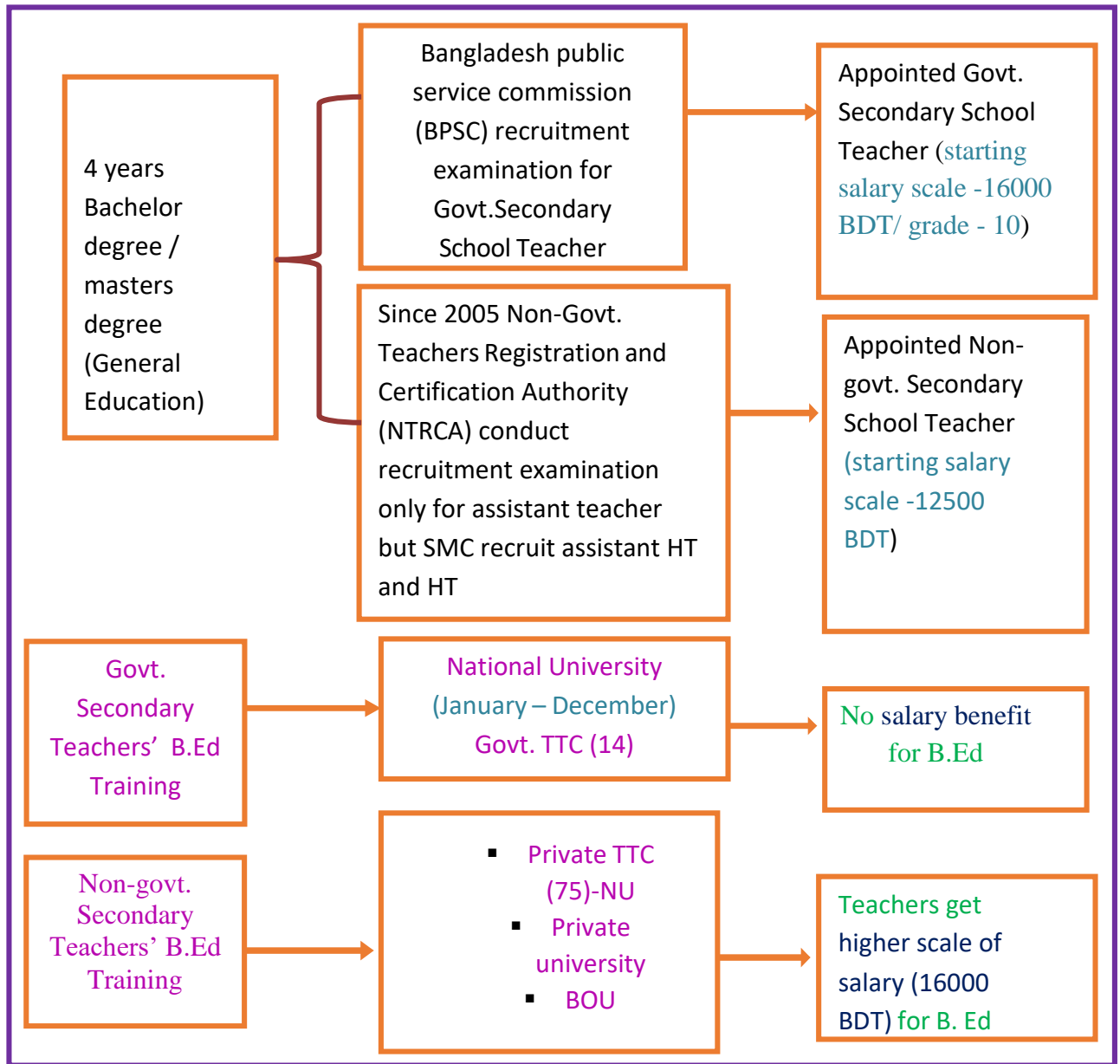
**1.3 Development Areas of B.Ed Training:**

At present 2,66,568 secondary school teachers are teaching 10,19,00,22 secondary level students (BES 2021, P-80, T-3.1). The following figure depicts the multiple progress of standard B.Ed degrees.



**Figure 1: Multiple benefits of B.Ed Training for building strong foundation of teaching**

### 1.4 Recruitment, B.Ed Trainings and Salary Benefits of Secondary School Teachers:



**Figure 2: Secondary School Teachers’ Recruitment, B.Ed Training and Salary Benefits**

Source: Created by the author based on website BPSC, NTRCA, ESA of Bangladesh - 2022

The above figure presents recruitment system and salary benefits for mandatory B.Ed training of secondary school teachers.

### 1.5 Practice Teaching Observation Checklist:

**Table 2: Simulation and Real Classroom Teaching Observation Checklist**

		Indicators of Assessment											
			5	5	5	5	5	5	5	5	5	5	
SL No	Name of the Teacher	Education qualification	Lesson Plan	Subject Knowledge	Learning outcomes	Lesson Declaration	Use of Teaching aids	Application of T aids	Lesson Presentation	Teaching methods	Evaluation	Home work	Obtained Marks

All the above skills ensure pedagogical development through practice teaching and all govt. TTCs send all trainee teachers to different secondary schools during TP1 and TP2. But TP1 and TP2 are not completed at BOU, private TTCs and private universities for B.Ed Training.

### 1.6 Problem Statement:

In Bangladesh fresh graduates are recruited as secondary school teachers. It is a matter of great concern that 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 schools. Hence, **“Teaching skills of secondary school teachers remain weak due to poor standard B.Ed training/degrees from BOU and private TTC, private university.”**

**Table 3: Teachers Enrolment at Teachers Training Colleges:**

Year	Public	Private
2005	6518	11638
2018	3951	5176

Created by author.

Source: BANBEIS Report, 2018

The above table shows that **large number of teachers from non-govt. secondary schools are interested to get a certificate of B.Ed from private TTC/ private university/ BOU than developing teaching skills.**

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

**Table 4: B. Ed Professional Degrees are Obtained from Few Institutions**

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%)		

**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 collected from 3 Secondary Schools (June, 2023)



**Table 5: 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 o 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
<b>Total Seats - 7250 &amp; Vacant seats at 14 Govt. TTCs : 7250 - 2317 = 4933 (2023)</b>							

**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.

### 1.7 Objectives:

This Policy analysis will show the problems for further concrete and concerted efforts for effective B.Ed training of all secondary school teachers to ensure quality secondary education. This analysis will show that low quality education is the result of teachers' low performance. My main objectives are-

- To identify the regulatory gap for ensuring quality B.Ed training for secondary school teachers.
- To suggest effective strategy for ensuring quality B.Ed degrees for secondary education

system.

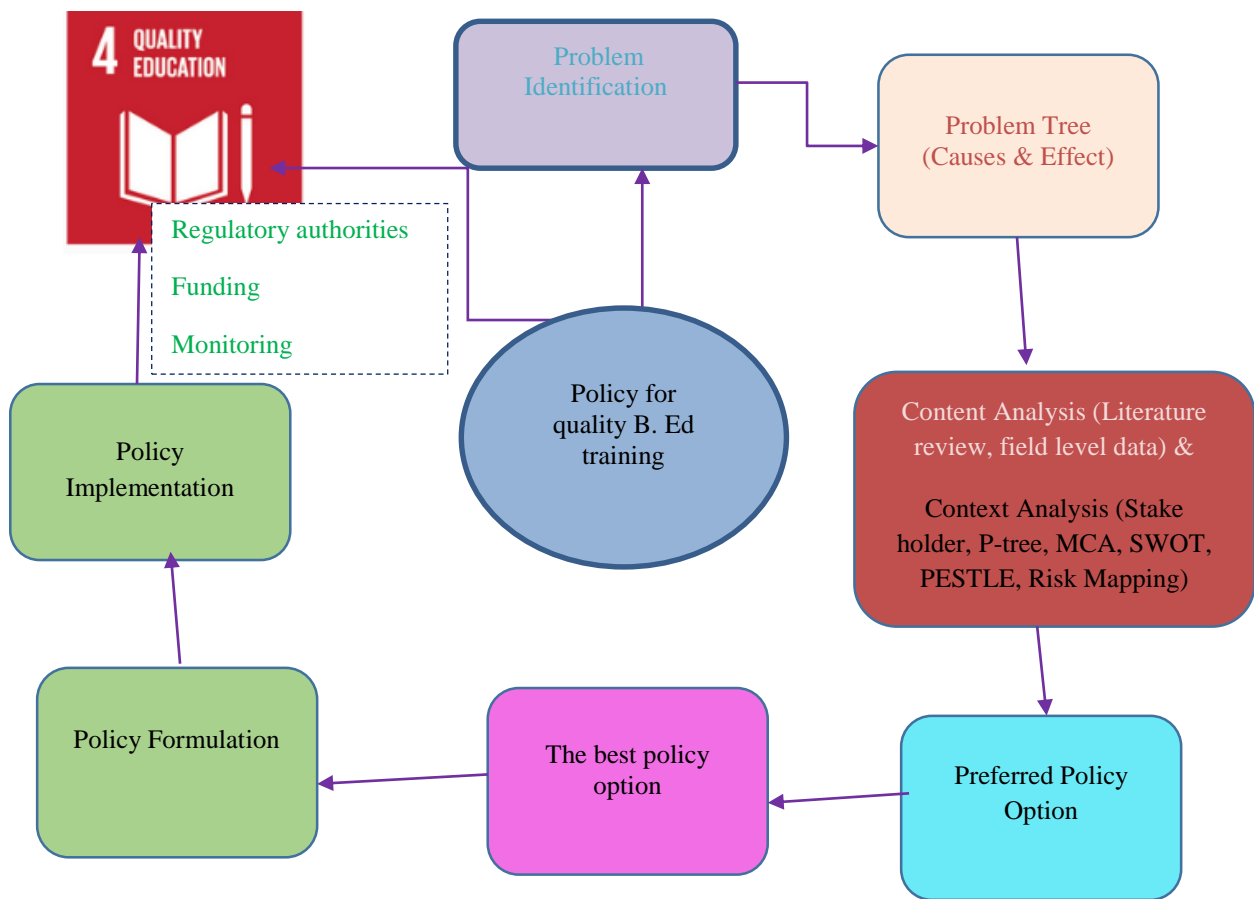
## **1.8 Methodology:**

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 through primary data on types of institution from where secondary school teachers are completing B.Ed training at present and opinions of the trainees are taken from govt. and non-govt. secondary schools. 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 14 teachers from one govt. and one non-govt. secondary schools, FGD of 7 teachers from a non-govt secondary school. Total 23 respondents took part willingly. Among them there were 11 female participants and 12 male participants. Also, I have completed systematic reviews of literature, international report, publication, journals, websites. Further, the context of B.Ed training has been analysed by SWOT Analysis, Stakeholder mapping, Multi-criteria Analysis, PESTLE Analysis and Risk Analysis to understand the overall deficiency of the secondary teachers mainly the non-govt. secondary school teachers. In addition, I have collected the information of B.Ed Training from 14 Govt. Teachers' Training Colleges to identify appropriate policy options for implementation.

## **1.9 Sources of Data:**

This policy paper 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, policy papers, reports.

### 1.10 Policy Formulation Structure:



**Figure 3: Policy Model**

The above figure shows the steps and process of making a Policy and monitoring for successful implementation to achieve Policy goal.

### 1.10 Limitation of the Study:

- I have given focus on limited scope of comparative study on B.Ed 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.

- Moreover, it was not possible to meet all types of stakeholders.
- Hence, to keep straight attention to 14 Govt. TTCs for policy implementation to maintain standard of B.Ed degrees based on deputation order from DSHE like Govt. secondary school teachers.
- Stopping discrimination of training opportunities and freedom of the non- govt. secondary teachers to achieve a cheap certificate for higher salary scale of B.Ed degrees.
- At the same time focus is given on ensuring effective use of public resources (Govt. TTCs) for same standard professional B.Ed training that must be fully residential and regular one year activities.

## **CHAPTER TWO: LITERATURE REVIEW & CONTEXT ANALYSIS**

### **2.1 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. “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). Teacher’s quality influence student achievements very much (OECD, 2005).

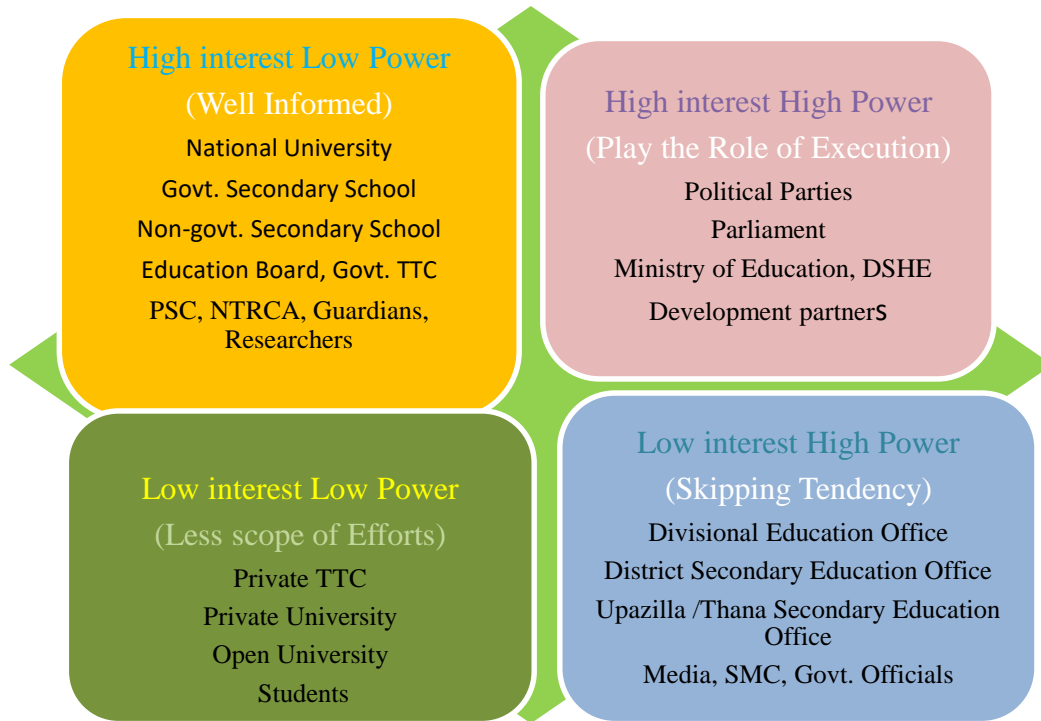
Besides, it is noted that the other countries of the world focused on effective B.Ed training. “Increasing professional development through better practicing experiences of the teachers, a greater commitment to facilitate teacher learning” (Bechtel & Sullivan, 2006). Again, “Investment for in-service 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 21<sup>st</sup> 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)

## 2.2 Context Analysis

### 2.2.1 Stakeholder Analysis: Stakeholders Identification & Stakeholders Mapping

**Table 6: Stakeholders Identification**

a. Political Parties	m. Divisional Education Office
b. Parliament	n. District Secondary Education Office
c. Ministry of Education	o. Upazila / Thana Secondary Education Office
d. National University	p. Guardians
e. Education Board	q. Development Partners
f. NCTB	r. Researchers
g. Govt. Teachers’ Training College	s. Govt. Officials
h. Private Teachers’ Training College	t. PSC
i. Bangladesh Open University	u. SMC
j. Private University	v. Students
k. Govt. Secondary School	w. Media
l. Non-govt. Secondary School	

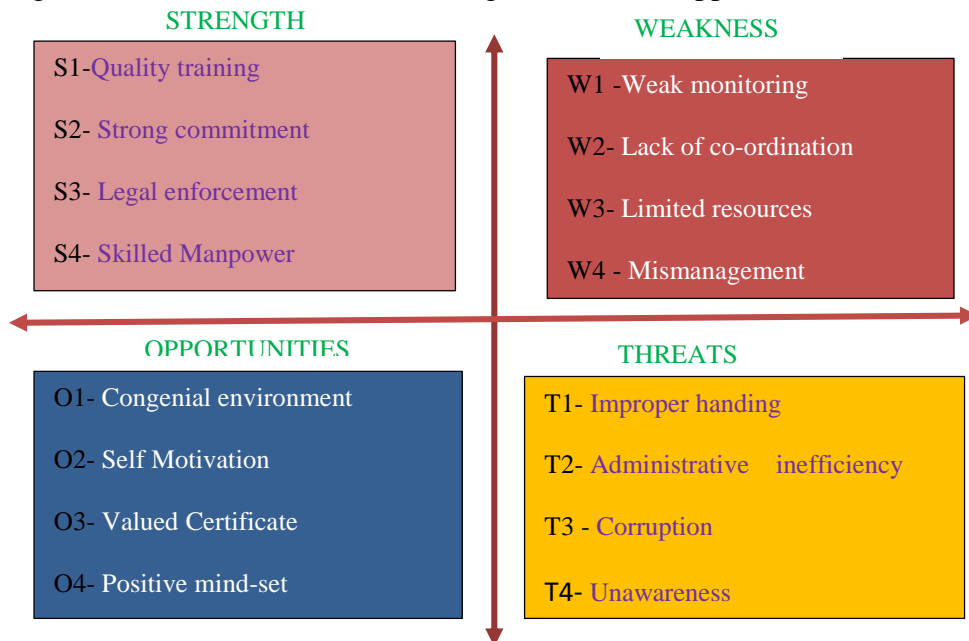


**Figure 4: Stakeholder Mapping**

The above figure shows the categories of stake-holders interest and authoritative positions.

### 2.2.2 SWOT Analysis:

Through this analysis I will find out strength, weakness, opportunities and threats of this policy.



**Figure 5: SWOT analysis**

## CHAPTER THREE: PROBLEM TREE

Constructing the problem tree with the core causes and core effects:

### 3.1 Problem Tree (Core Problem, Causes and Effects)

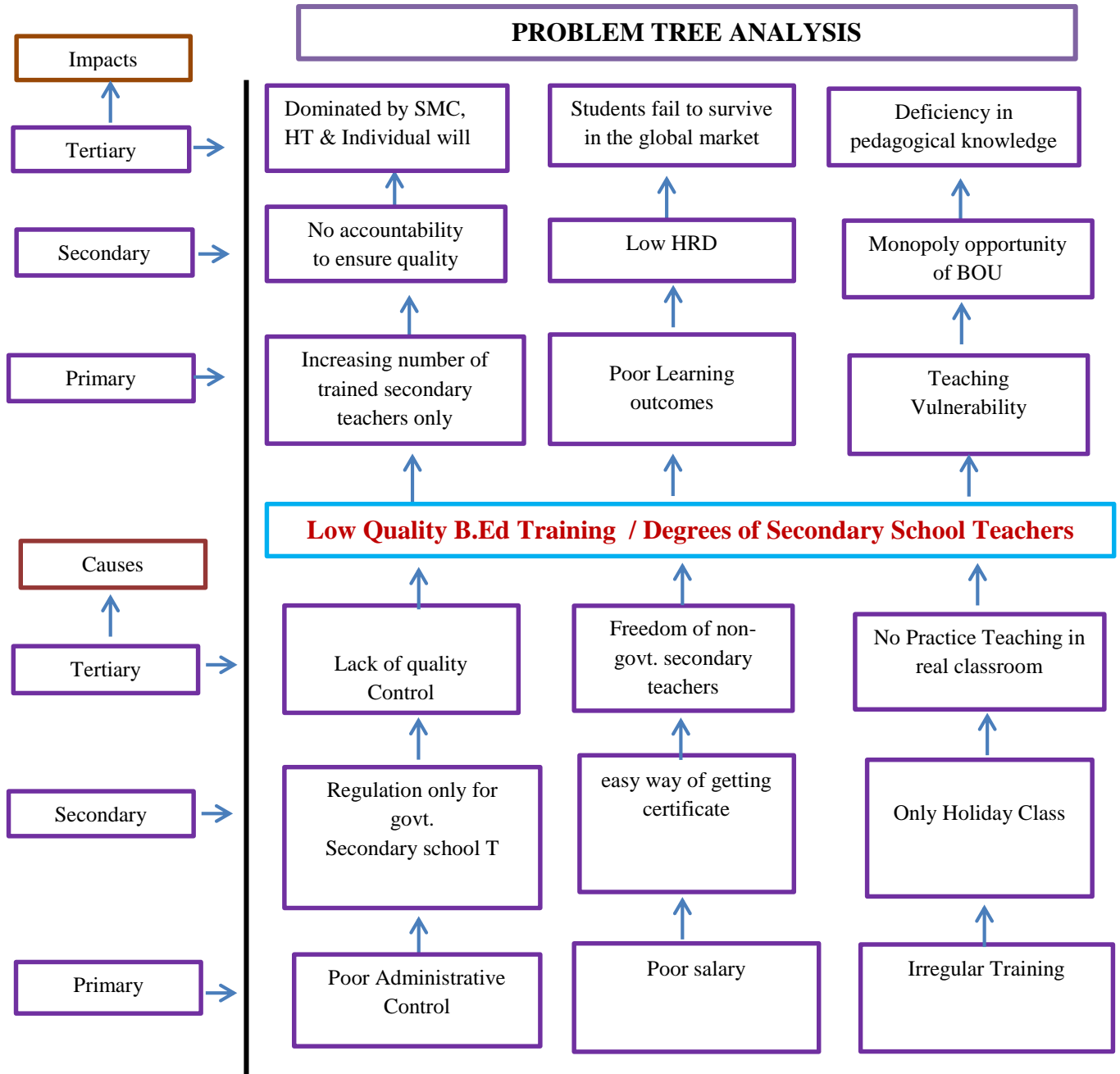


Figure 6: Problem Tree Analysis (Non-govt. Secondary School Teachers)

### 3.2 Findings:

Private TTC & University	Govt. TTC	BOU (Distance Mood)
<ul style="list-style-type: none"> <li>• Only class on Friday per week</li> <li>• Rented room for training</li> <li>• Same syllabus like govt. TTC</li> <li>• Low quality management</li> <li>• No real classroom practice teaching for trainee teacher</li> <li>• No ICT Lab at all institutions</li> <li>• Not available Library facility</li> <li>• Lack of skilled Trainer</li> <li>• Lack of training environment</li> <li>• No extra curricular activities</li> <li>• Costly</li> </ul>	<ul style="list-style-type: none"> <li>• Physical structure</li> <li>• Well furnished training room</li> <li>• Auditorium</li> <li>• Residential with dining facilities</li> <li>• Wide organised Campus</li> <li>• Big play-ground</li> <li>• Mosque</li> <li>• Library</li> <li>• ICT Lab</li> <li>• Qualified Trainers</li> <li>• Skilled administration &amp; management</li> <li>• Adequate training materials</li> <li>• 1year regular training activities including 2 times practice teaching following the NU Curriculum &amp; Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• No permanent campus, trainer, for B.Ed professional training</li> <li>• No TP in the real classroom</li> <li>• No ICT class</li> <li>• No co-curricular activities</li> <li>• Only holiday weekly class on Friday</li> <li>• Costly</li> </ul>

**Figure-7: Facilities for B.Ed training at Private TTC & University, Govt. TTC and BOU**

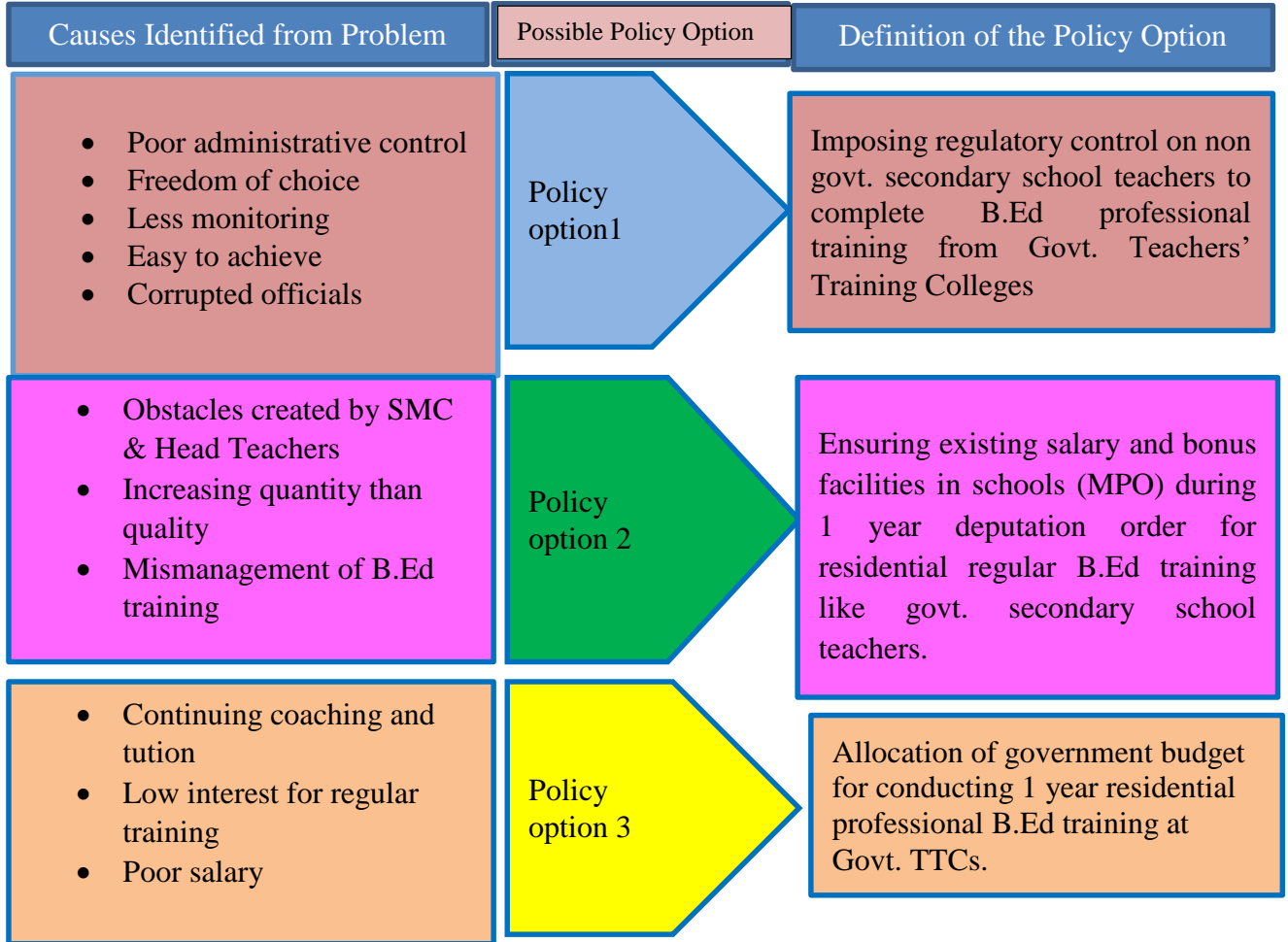
The above figure shows that Govt. TTC is appropriate institution for standard B.Ed training.



## CHAPTER FOUR: POLICY OPTIONS

### 4.1 Identification of Policy Options:

Possible options are selected on the context, problem tree analysis, FGD, questionnaire survey, KII and literature review.



**Figure 8: Identification of Policy Options**

The above Policy Options are identified based on content and context analysis including literature reviews and primary data findings.

## 4.2 Agenda Setting:

I have selected the following possible options based on the context analysis, literature review, SWOT, KII, FGD and questionnaire survey.

**Option 1:** Imposing regulatory control on non govt. secondary school teachers to complete B.Ed professional training from Govt. Teachers' Training Colleges.

**Option 2:** 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.

**Option 3:** Allocation of government budget for conducting 1 year residential professional B.Ed training at Govt. TTC.

## 4.3 Options Analysis with MCA MODEL:

### Multi-criteria Analysis:

I have conducted a multi-criteria analysis to select the best policy options. Different categories options and impact administrative, fiscal, economic, social and environmental are considered for this analysis.

**Table 7: Policy Option1 Comparison by MCA**

Assessment Criteria	Points (-5+5)	Weight (0-1)	Impact (P*W)	Total Score	Rank
<b>Policy Option-1</b>	Imposing regulatory control on non govt. secondary school teachers to complete B.Ed professional training from Govt. Teachers' Training Colleges.				
<b>Administrative</b>	+4	0.4	1.6	<b>9</b>	<b>1<sup>st</sup></b>
<b>Fiscal</b>	+4	0.1	0.4		
<b>Economic</b>	-4	0.2	- 0.8		
<b>Social</b>	+4	0.2	8.0		
<b>Environmental</b>	-2	0.1	-0.2		

The above table shows that MCA score of the Policy Option 1 is 9.

**Table 8: Policy Option 2 Comparison by MCA**

Assessment Criteria	Points (-5+5)	Weight (0-1)	Impact (P*W)	Total Score	Rank
<b>Policy Option-2</b>	Ensuring existing salary & bonus facilities in schools (MPO) during 1 year deputation orde for residential regular B.Ed training like govt. secondary school teachers.				
<b>Administrative</b>	+4	0.5	2.0	<b>8</b>	<b>2<sup>nd</sup></b>
<b>Fiscal</b>	+3	0.1	3.0		
<b>Economic</b>	-4	0.2	-8.0		
<b>Social</b>	+4	0.1	4.0		
<b>Environmental</b>	-2	0.1	-2.0		

The above table presents that MCA score of the Policy Option 2 is 8.

**Table 9: Policy Option3 Comparison by MCA**

Assessment Criteria	Points (-5+5)	Weight (0-1)	Impact (P*W)	Total Score	Rank
<b>Policy Option-3</b>	Allocation of government budget for conducting 1 year residential professional B.Ed training at Govt. TTC.				
<b>Administrative</b>	+4	0.3	1.2	<b>5</b>	<b>3<sup>rd</sup></b>
<b>Fiscal</b>	-4	0.2	-8.0		
<b>Economic</b>	-4	0.3	1.2		
<b>Social</b>	+4	0.1	4.0		
<b>Environmental</b>	-2	0.1	-2.0		

The above table presents that MCA score of the Policy Option 3 is 5.

Policy Option 1 will be the best Policy option as it has obtained 1<sup>st</sup> position by ranking.

#### 4.4 PESTLE Analysis:

This analysis will help me to select the best option out of the three policy recommendations.

For this analysis I have considered the following six (6) factors:

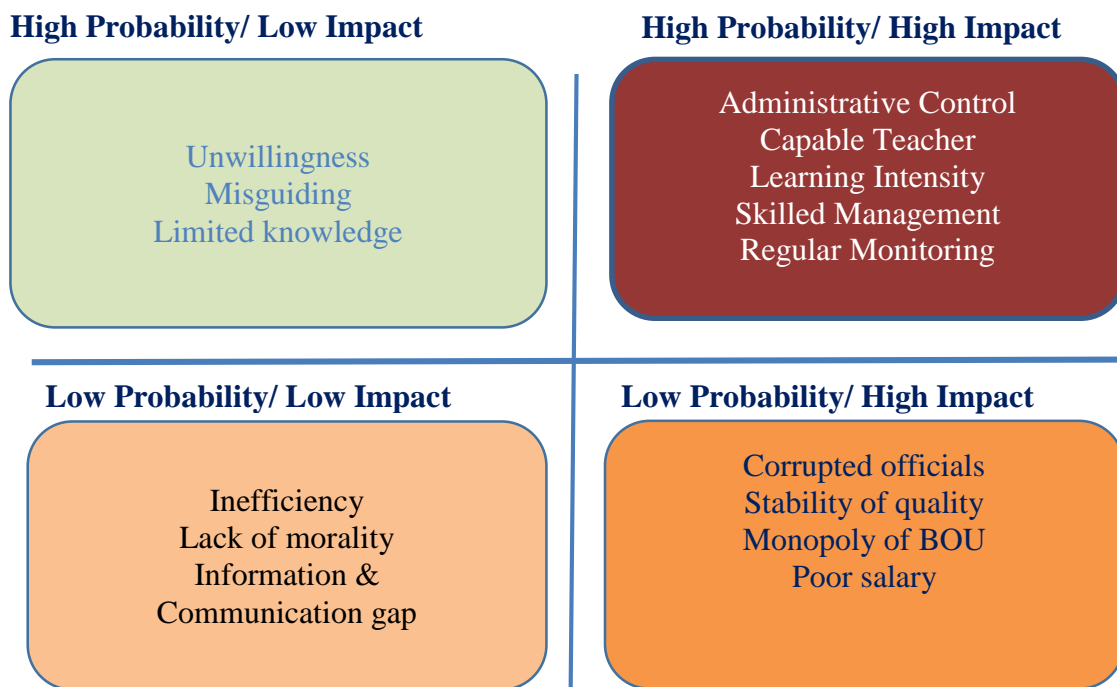
**Table 10: Political, Economic, Sociological, Technological, Legal & Environmental Factors**

Policy Options								
	Political	Economic	Sociolog-ical	Technol-ogical	Legal	Environ-mental	Net	Rank
1.Regulatory control	++++	++++	++++	+++	+++	---	15	1 <sup>st</sup>
2.Deputaion& salary ensure	++	++++	++++	++	++++	--	14	2 <sup>nd</sup>
3. Budget like public training	+++	+++	++++	++	++	----	10	3 <sup>rd</sup>

#### 4.5: Risk Analysis:

Risk Mapping:

Quality B.Ed training must be ensured for effective classroom teaching by taking proper initiatives to minimize the following risk for the best preferred option.



**Figure 9: Risk Analysis**

#### **4.6: Summarization of the Policy Options Analysis:**

After the Multi Criteria Analysis it is very clear that the Policy option 1, “Imposing regulatory control on non govt. secondary school teachers to complete B.Ed professional training from Govt. Teachers’ Training College” has got the highest score than the other 2 options. At the same time in case of PESTLE Analysis this option has got the highest ranking position among the 3 Policy options. That is why Policy option 1 will be selected as the best option for implementation. It is noteworthy that Policy option 2, “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” is very much connected issue with Policy option 1 for achieving significant success during policy implementation. Moreover, Policy option 3, “Allocation of government budget for conducting 1 year residential professional B.Ed training at Govt. TTC.” It will be very much supportive options to implement the policy for ensuring standard of B.Ed training for all secondary school teachers.

#### **4.7: Recommended Option:**

**Policy Option 1:** Imposing regulatory control on non govt. secondary school teachers to complete B.Ed professional training from Govt. Teachers’ Training College.

### **CHAPTER 5: Policy Implementation**

#### **5.1 Implementation Plan for the Policy Option 1:**

Policy implementation is the most vital part and mandatory step to accomplish our Policy goal. The following action plan will be helpful to make successful implementation in the field level under good collaboration & spontaneous coordination with related stakeholders with in time bound.

**Table 11: Policy Option 1 Implementation Plan:**

<b>Activities</b>	<b>Start Time</b>	<b>Duration</b>	<b>Time period (Months)</b>
<b>Formulation of Policy</b>	01 August, 2023	3 months	31 October, 2023
<b>Regulatory order</b>	1 November, 2023	-	-
<b>Budget allocation</b>	1 January, 2024	12 months	30 December, 2024
<b>Monitoring</b>	1 January, 2024	All the year round	Continue

The above table shows the few actions with time bound for Policy implementations.

**5.2 Estimated Budget for Implementation Plan:**

**Table 12: Financial Budget for 1 year B.Ed Professional Training for 14 Govt. TTCs**

<b>Type of Expenditure</b>	<b>Unit Cost</b>	<b>Time Janu - December</b>	<b>Number of Participants</b>	<b>Total Expenditure BDT</b>
<b>Trainee</b>	600	12 months / 290 working Days	7250	1,261,500,000
<b>Travel Cost</b>	5000	1 year	7250	36,250,000
<b>Breakfast, Lunch &amp; Dinner</b>	500	1 year / 290 days	7250	1,051,250,000
<b>Afternoon Tea &amp; Snacks</b>	100	1 year / 290 days	7250	210,250,000
<b>Total expenditure:</b>				<b>2,559,250,000</b>

**Note: At Govt. TTCs 75 days holidays in the year 2023 & working days: 365 -75 = 290 Days**

The budget is for food and accommodation facilities. (Public Administration Training Policy: 10-1). Total 7250 secondary school teachers will complete B.Ed training every year from govt. TTCs.

### 5.3: Monitoring and Evaluation (M&E) Mechanism:

**Table 13: Monitoring & Evaluation Process:**

<b>What to monitor</b>	<b>Monitoring Indicator (How to Monitor)</b>	<b>Who to Monitor</b>	<b>Timeline (When)</b>
Preparing online data base of non-trained secondary school teachers by training division at DSHE and dividing them to 14 govt. TTCs based on catchment areas.	Cross checking with the field level online data base with unique ID from 64 district education office.	Higher officials from MOE & training division of DSHE	August-October, 2023 before the B.Ed admission circular of National University
Deputation order of non-govt. secondary school teachers for 1 year residential training including existing salary and bonus facilities in the school like govt. secondary school teachers	Ensuring all kinds of residential facilities for each trainee following the public Administration training Policy to achieve higher level quality output after this professional training.	Higher officials from MOE	November –December, 2023 & each year
Allocation of budget according to the number of B.Ed trainee for each govt. TTCs based on admission record of the year	Timely allocation and effective use under fair management.	Higher officials from MOE & training division of DSHE	January, 2024 & each year.

**Note: During joining non-trained teachers will be included in this data base. Senior teacher by age will get prior selection in the fit list for B. Ed professional training**

## CHAPTER 6

### **Conclusion:**

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. Ensuring quality B.Ed degrees for all secondary teachers was my Policy goal. 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.

All the respondents were interested about a valued B.Ed degrees to achieve quality education from Govt. TTC. I have given importance on their need and recommended three policy options for immediate actions.

Therefore, we need to impose regulatory control by implementing the policy options 1. Proper collaboration, transparency, accountability, courage honest intention are very much important for successful implementation of this policy.



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## ANNEXURES

### Annexure-A



## POLICY ANALYSIS COURSE

Batch - 18

**Govt. / Non govt. Secondary School Teachers Information Sheet  
about B.Ed degree / Professional Training**

### ENSURING STANDARD OF B.Ed DEGREES FOR GOVT. AND NON-GOVT. SECONDARY SCHOOL TEACHERS

**Name of the School:**

**Number of Teachers:**

**Male:**

**Female:**

**Number of Trained Teachers:**

**Number of Non- Trained Teachers:**

SL no	Name of the Teacher	Designation	Joining date	B.Ed training obtained (year)	Name of the Institution	Signature & date

**Annexure-B**



**POLICY ANALYSIS COURSE**

**Batch - 18**

**Questionnaire Survey**

**Standard of B.Ed Training for the govt. & non-govt. secondary school teachers**

Name of the Teacher:

Designation:

Name of the School & address:

Location of the School: Rural area / Urban area

Gender:

Age:

Qualifications during joining:

Professional B. Ed degree obtained from:

Reason of choosing this institute to complete B. Ed degree:

Teaching Subject:

Class / Grade:

Joining date:

Class size / students number:

Signature :

Date:

1. Have you completed B.Ed degree ?
2. From which institution have you completed this training?
3. Did you face any shortage of opportunities to improve your teaching capacity during this training?
4. How has the B.Ed training developed your teaching skill?
5. Was this training costly for you? How much have you spend to complete this training?
6. Did you receive any stipend for completing this training?
7. What are the benefits that you have received after completing this training?
8. What is your opinion about teaching experience before completing B.Ed training?
9. What is your opinion about the standard of B.Ed degree? Is it equal at govt. TTC, private TTC, private university and BOU? What should be the govt. initiatives in this regard?
10. What are the challenges to maintain standard of Bed degrees for all secondary school teachers?
11. Any recommendations/ suggestions?

**Annexure-C**



**POLICY ANALYSIS COURSE**

**Batch - 18**

**FGD: Group \_\_\_\_\_**

**(Govt. Secondary School Teachers / Non-Govt. Secondary School Teachers)**

**ENSURING STANDARD OF B.Ed DEGREES FOR GOVT. AND NON-GOVT.  
SECONDARY SCHOOL TEACHERS**

**Name of the School:**

**Number of Teachers:**

**Male:**

**Female:**

**Number of Trained Teachers:**

<b>SL no</b>	<b>Name of the Teacher</b>	<b>Designation</b>	<b>Joining date</b>	<b>B.Ed training obtained (year)</b>	<b>B.Ed training obtained (Institutions)</b>	<b>Signature</b>
1						
2						
3						
4						
5						
6						
7						

- **Importance of B.Ed Training for secondary school Teachers:**
- **B.Ed training at Govt. TTCs:**
- **B.Ed Training at Private TTCs /Private Universities/ Open University:**
- **Suggestions to ensure standard of B.Ed training:**

**Annexure-D**



**POLICY ANALYSIS COURSE**

**Batch - 18**

**KII:**

**ENSURING STANDARD OF B.Ed DEGREES FOR GOVT. AND NON-GOVT.  
SECONDARY SCHOOL TEACHERS**

**Name of the Respondent:**

**Designation:**

**Name of the Institution:**

**Signature of the Respondent:**

**Date:**

**Interview Questions:**

**1. Do you think B.Ed Training is maintaining standard for govt. and non-govt. secondary school teachers? If yes, what are the reasons? If not, please explain it.**

**2. Is B.Ed training important to build teaching foundation for all secondary teachers ?**

**3. What is your opinion about the standard of B.Ed training at Govt. TTC, Private TTC, Private University and BOU ?**

**4. What type of initiatives are needed to maintain quality of B.Ed degree at this moment?**

**Annexure-E**

**Table: List of Total Seats, Trainee Enrolment and Vacant Seats in 2023 at 14 Govt. TTC for 1 Year B. Ed Training,**

SL No	Name of Govt. Teachers' Training Colleges	Total Seats	Trainee Enrolment Category				Number of Total Trainee
			Govt. secondary school Teacher	Non-Govt. secondary school Teacher	Madrasah Teacher	Non-Teacher	
1	Govt. TTC, Dhaka						
2	Govt. TTC, Mymensingh						
3	Govt. TTC, Mymensingh (Women)						
4	Govt. TTC, Rajshahi						
5	Govt. TTC, Comilla						
6	Govt. TTC, Feni						
7	Govt. TTC, Chittagong						
8	Govt. TTC, Khulna						
9	Govt. TTC, Rangpur						
10	Govt. TTC, Jashore						
11	Govt. TTC, Barishal						
12	Govt. TTC, Sylhet						
13	Govt. TTC, Faridpur						
14	Govt. TTC, Pabna						