

The Importance and Application of Teacher Education in Bangladesh

Jakaria Habib PhD

English RTM Al-Kabir Technical University, Sylhet, Bangladesh.



Abstract

This article would like to examine teacher education system in Bangladesh in which public and private universities are providing the policies and practices of B.Ed. and M.Ed. program for the tertiary level students. This article tries to depict how B.Ed. and M.Ed. program are regulated by the Bangladeshi universities. It tries to explore the role of Bangladesh Open University, National University, Private University, and Dhaka University in fostering teacher education system in Bangladesh. Moreover, it aims to demonstrate the administration policy, adaptation policy, and teaching as a profession among the students of B.Ed. and M.Ed. program.

Keywords: Teacher Education, Public and Private University, Administration and Adaptation Policy.

I. Introduction

The primary goal of the B.Ed. program is to conduct an effective teacher education program that will enable the target groups to gain theoretical, conceptual, and practical knowledge, comprehension, and competence in pedagogy. However, the primary goal of the M.Ed. program is to give students the chance to pursue further education, creating a pool of highly qualified professionals with a wealth of pedagogical and educational knowledge.

Bachelor of Education is a professional degree program. This program trains students to become competent teachers. Therefore, if we pursue B.Ed. and M.Ed. programs, we will undoubtedly acquire the necessary qualifications to become teachers. To become a teacher in educational institutions, it is mandatory to complete the B.Ed. course along with the educational qualification. Therefore, we can assert that B.Ed. and M.Ed. colleges serve as reservoirs for future educators.

According to child psychology, every student's interest and learning ability are different. A teacher has to deal with different types of students in his working life. Educational institutions host a multitude of students. We observe that certain individuals grasp concepts and acquire knowledge swiftly, whereas others demonstrate a slightly slower understanding and learning pace. Therefore, the teacher must have a thorough understanding of the student's mind. An ideal teacher must possess creativity. The teacher must present the subject to the students in a way that facilitates their understanding. Again, to make the teaching process easier and more understandable, there are various types of teaching aids, such as charts, models, projectors, computers, etc. A teacher should have creativity and foresight in how and when to use learning aids, so that students can easily understand any subjects. Therefore, to ensure the success of the teaching process, the teacher must understand the psychology of the student, present the subject carefully, and use teaching aids appropriately. The B.Ed. and M.Ed. programs instruct prospective teachers on how to conduct the teaching-learning process scientifically. (Bangladesh Gazette, 1992).

Bangladesh Open University

According to J. Monira and Selina, A. (2003), the School of Education (SOE) is one of the primary schools among the six schools of Bangladesh Open University's six primary schools. Since the university's establishment in 1992, it has been effectively running its academic programs since the establishment of the university in 1992. Currently, the School of Education is offering three programs: MEd, B.Ed., and CEEd. Six highly qualified and well-educated instructors diligently oversee the school's academic programs.

The primary mandate of the School of Education (SOE), BOU, is to cultivate and enhance educators' pedagogical ideas and instructional aptitude by delivering impactful teacher education and training programs across all educational tiers. Currently, the school offers both formal and non-formal programs. The formal programs offered are: a. Master of Education (M.Ed.), b. Bachelor of Education

(B.Ed.), c. Certificate in Education (C.Ed.). Non-formal programs consist of two components: a. environmental education (with SST), and b. maternity and child care (with SST).

National University of Bangladesh

B.Ed. (Bachelor of Education) and M.Ed. (Master of Education) are the official titles of bachelor and master degrees in education. Those who aspire to become educators and those currently employed in the field are the target audience for these courses. These courses teach a multitude of topics through manual instruction, which is highly beneficial. All government, private, and autonomous educational institutions in Bangladesh, from secondary school to college, compensate teachers with both degrees on a second-class basis.

National University offers a 1-year course in Ed. and Honours. National University conducts a 4-year honors course at Dhaka Teachers Training College. All of Bangladesh's B.Ed. program colleges have not yet started a 4-year honors course. A national B.D. course requires an admission test. So, first, students must fill out the exam form, and then they must take the exam.

Admission eligibility for B.Ed. and MEd courses varies according to tenure. For example, for the 4-year B. Ed. and Honours course, the candidate must have passed the higher secondary or equivalent examination with a minimum of second division or GPA-2. And graduation in the second division qualifies you for admission to the 1-year B.D. course at Teachers Training Colleges.

In the teacher category, government and private school teachers can take B.Ed. courses. Apart from this, those who do not teach can apply to teacher-training colleges under the non-teaching category. Students who have passed the Open University, Madrasa, and Technical Education Board can also get admission, provided they meet the conditions. Only after passing a B.A., students can apply for MA.

If we want to take admission in a B.Ed. course at National University, we must be students who have completed an honors/degree course from National University. National University does not admit students from any other university to its B.Ed. course. Students must contact the colleges that conduct B.Ed. programs for admission to these courses.

Private University

Uttara University (private) prefers to introduce professional and job-oriented courses. Consequently, the university established the Department of Education. This department offers three professional programs. They are Bachelor of Education (B.Ed.) honors (4 years), B.Ed. (1 year) program, and Master of Education or M.Ed. (1 year) program. These programs primarily focus on pedagogical courses, resulting in trained teachers, supervisors, and educational administrators who are essential for teaching and managing the primary, secondary, and higher secondary levels of education. So, these programs are crucial and significant. Therefore, within a framework of shared principles and content standards, curricula are likely to be far more adaptable and accommodating to specific demands, allowing for substantial local autonomy. A more holistic view of learning as a lifelong endeavor recognizes the importance of higher-order cognitive skills, considering the learner's emotional, spiritual, practical, interpersonal, global, and civic dimensions. The best ways to educate are those that encourage student participation and interaction in order to stimulate critical thinking, practical application, and solving real-world problems. The focus is on both the assessment of learning and the evaluation of the learning process itself. We aim to establish a meaningful education in this Department of Uttara University by understanding basic human rights, emphasizing the significance of life-oriented education policies, and collaborating with all stakeholders in the country. We also emphasize the inclusion of human rights, gender, value education, and other life skills in our curriculum. The education department's objectives are to develop human beings' logical thinking, rationality, and mental faculties so that they can resolve the challenges of day-to-day life and the coming day's rationality and efficiency. RTM Al-Kabir Technical University, Sylhet—one of Sylhet's good universities—is successfully conducting the M.Ed. program.

Vision

The school's vision is to produce graduates who are sports professionals and effective classroom teachers, possessing leadership qualities in education and teaching, with a focus on quality initiatives. By preparing dynamic leaders and practitioners in teaching, research, and management with content excellence, the school empowers educators, transforms lives, and impacts all tiers and

sectors of education. Pedagogical competence, commitment, integrity, value education, social transformation, and sustainable development are the main focuses of the department.

Mission

Our goal is to develop proficient classroom instructors for both public and private secondary schools.

The aim is to equip the country with educational leaders, managers, educationists, researchers, and curriculum developers.

We aim to enhance the caliber of teachers by providing pre-service and in-service teacher education.

We aim to inspire young people to pursue careers in education.

We aim to learn and contribute by establishing connections with the national and international academic community.

We must implement equity measures and effectively address the needs of the diverse learners.

Objectives

There are some objectives, including:

Develop the learners' perception of education as a life-long activity.

Encourage learners to actively participate in the educational development of society.

Educate learners on content excellence, pedagogical and ICT competence, and commitment.

Educate learners about curriculum development, management skills, and research.

Develop the learners' proficiency in evaluation and assessment techniques.

Ensure learners' moral and ethical education.

Dhaka University

The University of Dhaka, the Pakistani government, and the U.S. AID (then ICA) Mission collaborated to create the University of Dhaka's Institute of Education and Research (IER). The Colorado State College, Greeley, Colorado, U.S.A., later known as the University of Northern Colorado, entered into a contract with the United States AID Mission in Pakistan for professional services to establish, organize, and oversee the initial stages of IER, including advanced overseas teacher training. The agreement became operative in 1959. In 1960, the Institute began providing instruction, enrolling 33 students in a one-year M. Ed. program. Its program has grown and changed over time. In 1960, there were 33 pupils; during the academic year 2002–2003.

The University of Dhaka's Institute of Education and Research is Bangladesh's premier professional education institution. It is the only institute of its sort among Bangladeshi public universities that undertakes cutting-edge research projects, offers teaching programs leading to advanced professional degrees, and offers educational extension services. Its professional staff provides professional services to government-sponsored committees and commissions on education to help develop the education sector and provide consulting services at both national and international levels. The majority of these staff members has doctorate and postgraduate degrees from overseas and has long experiences with specialization in various aspects of education.

Objectives

The university aims to encourage and offer facilities for advanced study and research in education, as well as provide teaching and guidance to prepare candidates for the Master of Education and Doctor of Philosophy in Education degrees.

The goal is to provide courses of further study for those already qualified to engage in educational work.

To provide support to individuals pursuing higher education within affiliated or constituent colleges, as well as the University Teaching Departments.

Objectives of the Bachelor of Education (Honors) Program

This is an integrated general and professional education program. The major objectives of the program are as follows: our goal is to cultivate highly skilled and knowledgeable education professionals who possess the necessary ethical and cultural understanding to tackle the various challenges arising from social, political, economic, technological, and cultural aspects of the modern world. This B.Ed. program produces graduates who possess a strong understanding of both pedagogy

and content knowledge in certain disciplines, including language, social sciences, science, special education, primary education, and suggested business education.

This program produced graduates who gained practical experience by participating in attachment programs at educational institutions, enabling them to undertake professional obligations in real-life situations. Its goal is to provide a solid foundation for advanced academic pursuit in the field of education, leading to expertise in specific areas of education. Furthermore, it aids students in acquiring diverse skills that they can utilize in their professional and independent endeavors.

Administration Policy

Education is required for all Bangladeshi citizens. The state subsidizes primary and secondary education, which public schools provide free of charge. Educational management is a field that focuses on the functioning of educational institutions. It is the process of planning, organizing, and directing school activities while efficiently utilizing people and material resources to achieve the school's goals. However, educational management refers to the administration of an education system in which a group combines people and material resources to monitor, organize, strategize, and implement structures to carry out an education system. (Williams, 2009).

Adaptation Policy

Evaluation of adaptation policies and measures takes place in a developmental context. Adaptation occurs at all societal levels, including the local level. The implementation process and the adaptation strategy are equally important. (National Education Policy, 2010).

According to Abdur Rahman (2008), the key to a country's development is its educational system. Education enables people to thrive in their local communities and nations, as well as helping governments compete and prosper in the global economy. It is the primary way to accomplish the goal of reducing poverty.

A well-educated populace that is modern in intelligence and brilliance and has advanced thought can only guide the nation toward its progress. A country's backbone is its educational system (Ahmed et al., 2007).

Over the last several decades, the Bangladesh educational system has made great strides. Community initiatives, participation from non-governmental organizations (NGOs), and government policies all worked together to make this a reality. Nonetheless, a lot of work remains unfinished. We must expand education in some regions, eliminate discrimination at all levels of education, guarantee purity and quality, and fight corruption in the education business. These are the key concerns confronting our educational system. Every political regime that has come to power has created some kind of educational commission or committee. These commission reports have consistently provided helpful proposals for upgrading the educational system, but they have not finalized their execution or presented their outcomes. (Ministry of Education, 2005 & 2008).

Demands and Privileges

Students primarily pursue BA degrees in order to enter the field of education. Aside from teaching, the B.Ed. course is required for various additional positions. The B.Ed., or Bachelor of Education, program is designed to prepare aspiring teachers for all areas of teaching. It's a two-year undergraduate degree. The course is specifically designed to suit students interested in pursuing a career in teaching and related fields. It is a skill-based training program that teaches students about all aspects of classroom instruction. The training session also introduces numerous teaching strategies that can be used to ensure student success regardless of class, creed, or IQ. This course is not dependent on the field of your specialization. A postgraduate professional degree known as a Bachelor of Education (B.Ed.) prepares students for employment as teachers in educational institutions, albeit in many countries, the student must finish additional courses to be fully certified. If you want to teach professionally, you must have a B.Ed. degree. Except for the college cost structure, there are no differences between private and government B.Ed. programs. (TQI-BOU, 2007).

According to S. Akhter (1998 & 2026), today's teachers face high expectations. There are other teaching topics that are only touched on in an undergraduate degree program, such as juggling the educational demands of different learning styles and examining how to employ technology to promote education. After completing their undergraduate degree, many instructors realize they want to further their education and begin to consider pursuing an M. Ed.

Advanced degree holders, by demonstrating a high level of knowledge and expertise, enabling teachers to change the objectives of their courses, adjust their methodologies, and take on leadership roles in implementing the system-wide education reforms that they seek. Higher education provides numerous benefits in the industrialized world. Every year, many youngsters receive scholarships to study in industrialized countries. In this example, the names of Australia, Canada, America, the United Kingdom, Japan, New Zealand, the Philippines, and India are noteworthy. There are educational science departments, faculties, institutes, and even universities in several countries throughout the world. There are options to study on scholarships. The scholarship is based on the student's effort.

How Does the B.Ed. Program Differ from General Education?

The primary goal of the B.Ed. and M.Ed. programs is to develop theoretical, conceptual, and practical knowledge, understanding, and skills in pedagogy and subject teaching among the target groups through an effective teacher education program. On the other hand, the General Education Program (GEP) provides education from grades V to XII using an abridged curriculum and textbooks developed by the Government of Bangladesh (GoB), taking into account that the majority of students enrolled in the schools are Out of School Children (OSC) from disadvantaged families. General education is a group of courses meant to help students develop a wide range of abilities so that they can become knowledgeable and engaged citizens, whereas the B. Ed. degree provides us with the necessary skills and knowledge to be effective secondary and higher secondary teachers.

Teaching as a Profession

Teachers are referred to as the backbone of the nation. The explanation is simple: the child who walks into school today will be a responsible, powerful citizen of the country tomorrow. The country's overall development continues to be driven by its residents' education, values, and morals. An excellent instructor can raise ideal students. Those who take measures that contribute to the country's future development. This is how a little teacher's small steps can spark a revolution in national public life. Because social welfare is integrated into the teaching process, teachers are seen as the driving force behind education.

B.Ed. and M.Ed. Programs in Government and Private Educational Institutions

Degrees from government and private colleges are equally acceptable. The educational institutions will provide the students with a certificate at the completion of their B.Ed. and M. Ed. programs. The only variation is in the course price. Government educational institutions can offer B.Ed. and M. Ed. courses at a low cost, whereas private educational institutions demand high course fees. Bangladesh has extremely few government educational institutions, thus competition is fierce. As a result, students at private educational institutions must pay extra for B.Ed. and M. Ed. programs. However, in terms of employment, degrees from any educational institution, whether public or private, are equally valid.

II. Conclusion

Students with a bachelor's degree in education, or B.Ed., and a master's degree in education have a significant advantage when it comes to employment. The students in question work for several government agencies, including the Ministry of Education, the Board of Education, the National Textbook Board, NAEM, the Directorate of Education, Teacher Training College, and others. Currently, one of the requirements for teaching in any educational institution is completion of B.Ed. and M.Ed. courses. Furthermore, there are options to work for private groups. Currently, several national and international NGOs are looking for experienced workers with B.Ed. and M.Ed. degrees to conduct their educational projects. These include Save the Children, US-Aid, AUS-Aid, UNESCO, UNICEF, CAMPE, BRAC, Prashika, and the Ahsania Mission, among others.

Students who completed Dhaka University's IER now work as heads of education in practically every foreign institution. Those who have completed B.Ed. and M.Ed. programs can find work easily. The demand for students in the field of education is growing by the day, as students who have completed B.Ed. and M.Ed. programs are working in this industry efficiently and successfully.

References

- Ahmed, M., Ahmed, K. S., and Ahmed, R. (2007). Access to education in Bangladesh: Country analytic review of primary & secondary school. BU-IED.
- Akhter, S. (1998). Master of Education (M Ed) Program. M Ed Curriculum and Syllabus. Bangladesh Open University.
- Akhter, S. (2016). Student Guidebook. Master of Education Program, Bangladesh Open University.
- Bangladesh Bureau of Educational Information and Statistics (BANBEIS). (2022). Ministry of Education, Dhaka.
- Bangladesh Gazette. (1992). Bangladesh Parliament, The Act No. 38 of 1992. The Act Made for the Provision of Establishment of Bangladesh Open University.
- HEQEP (Higher Education Quality Enhancement Project). "About HEQEP," Retrieved from <http://www.heqep-ugc.gov.bd/index.php/home/About>
- Ministry of Education. (2005). Non-Government Teachers Registration and Certification Act.
- Ministry of Education. (2008). Non-Government Teachers Registration and Certification Authority. Retrieved from <http://www.ntrca.gov.bd/index.html>
- Monira, J., & Selina, A. (2003). Level of Academic Satisfaction and Involvement of B.Ed. Learners of BOU. *Journal of Teacher Education*, (1), 27-34.
- National Education policy. (2010).
- Rahman, Abdur. (2008). A presentation on factors influencing quality of education. Dhaka: DPE, PMED.
- TQI-BOU. (2007). National B.Ed. Curriculum Dissemination Workshop Report.
- Williams, P. (2009). Education needs a specialist overhaul. *Courier Mail*.